

**Notice of a
Regular Meeting of the
University of Texas Elementary School
Management Board**

Notice is hereby given that on the 27th day of October 2020, the Management Board of the University of Texas Elementary School will hold a regular board meeting at 8:30 a.m. at the UT Elementary School, 2200 East 6th Street, Austin, Texas, 78702. The subjects to be discussed, considered, or upon which any formal action may be taken are as listed below. Please note that the sequence of items given in the posting is only approximate and that the order of individual items may be adjusted as necessary.

1. Call to Order and Establish Quorum
2. Citizen Comments*
Individuals wishing to address the Management Board must sign up via email, between 7:30 and 8:15 AM, prior to the start of the meeting.
3. Chair’s Report.....Ed Sharpe
Approval of minutes from August 25, 2020 meeting
Action Item: Consider approval of minutes p. 3
4. Associate Vice President’s Report.....Melissa Chavez
Superintendent report on mitigation strategies for 2020-2021
Action Item: Consider approval of the Asynchronous Plan p. 5
5. Principal’s Report.....Nicole Whetstone
Action Item: Consider approval of the PreK Curriculum Adoption Committee p. 24
Action Item: Consider approval of the Special Education Model Policies p.
6. Health & Safety/Facilities Report.....Victor Saenz
7. Strategic Planning Committee Report.....Kathy Armenta p. 25
8. Finance Report.....Bill Lasher p. 39
9. Development Report.....Sharon Yarbrough
10. Nominating Committee Report.....Kal Kallison
Action Item: Consider approval of Dr. Shasta Buchanan for the UT Elementary Management Board p. 40
11. Education and Research Committee Report.....Cynthia Franklin p. 42
Action Item: Consider approval of research proposal, “A Fractions Intervention Using Virtual Manipulatives in Online Learning

for Students with Mathematics Learning Disabilities

12. Adjourn

Public Comments (At each regular meeting, the Board will set aside no less than 5 minutes and no more than 20 minutes to afford the general public an opportunity to speak to the Board on any matter concerning the education of students and the business of the Board. If there are no public communications or comments, the board will proceed to other business. Please be advised that Board Meetings are meetings open to the public, not public meetings. The presiding officer reserves the right to set a time limit for public comments and other reasonable restrictions in accordance with applicable law.)

**To observe or make comment to the board meeting, call the Meet Me Conference number, 512-232-8670. When prompted, enter the Conference Access Code 6543210 followed by the # key.*



Melissa M. Chavez, Ph.D., Associate Vice President and Executive Director

**University of Texas-Elementary School
Management Board
Austin, Texas
August 25, 2020
Minutes**

Attendees

Board Members:

- Present: Ms. Kathy Armenta, Dr. Alex Eusebi, Dr. Kal Kallison, Dr. Bill Lasher, Dr. Sherry Field, Ms. Roxanne Schroeder-Arce, Dr. Victor Saenz, Mr. Felipe Estrada, Mr. Scott Gray, Dr. Ed Emmer, Dr. Cynthia Franklin
- Absent Board Members: Dr. Ed Sharpe, Chair, Dr. Peniel Joseph, Mr. Mark Williams
- Non-voting board associates present: Dr. Melissa Chavez, Dr. Nicole Whetstone, Dr. Jennifer Maedgen
- Non-voting board associates absent:
- Others Present: Jenny Davis, Bob Micks, Sharon Yarbrough, Melissa Ruffin, Autumn Leal-Shopp, Zeena Angadicheril

I. Call to Order and Establish Quorum

Ms. Armenta called the meeting to order at 8:30 a.m.

II. Items of Consideration by Consent

- a. Consider approval of Board Minutes for the Regular Called Meeting held on June 30, 2020.

A motion was made by Dr. Lasher and seconded by Dr. Saenz

For - 11 Opposed- 0 Abstain- 0 Absent- 3

III. Chair's Report no report was made.

IV. Associate Vice President's Report was made by Dr. Chavez.

- a. Consider approval of a resolution to submit a waiver for a 4-week extension of online-only instruction.

A motion was made by Dr. Kallison and seconded by Dr. Emmer

For - 11 Opposed- 0 Abstain- 0 Absent- 3

- V. **Principal's Report** was made by Dr. Whetstone.

- VI. **Health & Safety/Facilities report** no report on permanent facility construction project was made.

- VII. **Strategic Planning Committee Report** was made by Ms. Armenta.

- VIII. **Finance Report** was made by Dr. Lasher and Ms. Davis.

- IX. **Development report** the report on Capital Campaign and was given by Ms. Yarbrough. The Annual Giving Campaign update was given by Ms. Yarbrough.

- X. **Nominating Committee report** the report was made by Dr. Kallison.

- XI. **Education and Research Committee Report** no report was made

- XII. **Adjournment**
Ms. Armenta adjourned the meeting 10:26 a.m.

Asynchronous Plan

Attestations

Instructional Schedule

- Teacher interaction** with students is predictable, sufficient to support schedule.
- Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- Students are provided **clear means to engage with academic material on a daily basis.**
- Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year.** As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half-day PreK- 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes

Materials Design

- District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment.** This includes:
 - Assessments that ensure continued information on student progress remotely
 - Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Asynchronous Plan

Student Progress

- Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - Data from the Learning Management System (LMS) showing progress made that day
 - Curricular progress evidenced from teacher/student interactions made that day
 - Completion and submission of assignments planned for that day
- Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment. Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

- Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
 - Cover all grade levels and content areas that are participating in asynchronous learning
 - Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
 - Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

Open Responses

Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Asynchronous Plan

Include sample daily schedules for students by grade band

Summarize how your instructional schedules meet the criteria:

Component	Explanation																										
<p>What are the expectations for daily student interaction with academic content?</p>	<ul style="list-style-type: none"> The structure and framework of the daily student interaction and schedule will correspond to their on-campus schedule. UT Elementary Charter School believes fewer changes to routine and expectations will provide a more favorable experience for students, teachers, and care givers. The proposed schedules are a guide for planning purposes. Schedules may differ somewhat by teacher. <table border="1" data-bbox="522 609 1942 1370"> <thead> <tr> <th colspan="2" data-bbox="522 609 1167 646">Prekindergarten Example</th> <th data-bbox="1167 609 1942 646">Notes</th> </tr> <tr> <th data-bbox="522 646 785 683">Time</th> <th data-bbox="785 646 1167 683">Activity</th> <th data-bbox="1167 646 1942 683"></th> </tr> </thead> <tbody> <tr> <td data-bbox="522 683 785 989">8:15-8:45</td> <td data-bbox="785 683 1167 989">Breakfast, settle in prepare to login to Google Meet</td> <td data-bbox="1167 683 1942 989">Students receive 180+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students. Students will attend live sessions for academic counselor guidance, and intervention or enrichment. These live lessons will allow relationship connections with teachers. Teachers will provide a 10-15 min check in time at the start of each content area. This time will be used for progress monitoring and providing daily assignments.</td> </tr> <tr> <td data-bbox="522 989 785 1060">8:45-9:00</td> <td data-bbox="785 989 1167 1060">Login to Google Meet for Circle Time</td> <td data-bbox="1167 989 1942 1060" rowspan="8">Office hours will be available 3:00-4:00 daily and by appointment for one-on-one conferences. Attendance will be taken daily at each content area check in to ensure student engagement. Grading and academic expectations for mastery will be the same as on-campus learning. The Learning Management System (LMS) for grades Prekindergarten-2nd grade is Google Classroom and/or Seesaw.</td> </tr> <tr> <td data-bbox="522 1060 785 1097">9:00-9:15</td> <td data-bbox="785 1060 1167 1097">SEL Lessons</td> </tr> <tr> <td data-bbox="522 1097 785 1135">9:15-9:45</td> <td data-bbox="785 1097 1167 1135">Recess</td> </tr> <tr> <td data-bbox="522 1135 785 1206">9:45-10:00</td> <td data-bbox="785 1135 1167 1206">Login to Google Meet for Heggerty/Read Aloud</td> </tr> <tr> <td data-bbox="522 1206 785 1278">10:00-10:45</td> <td data-bbox="785 1206 1167 1278">ELA Workstation-Small Group in Google Meet</td> </tr> <tr> <td data-bbox="522 1278 785 1315">10:45-11:05</td> <td data-bbox="785 1278 1167 1315">Handwriting/Journal</td> </tr> <tr> <td data-bbox="522 1315 785 1352">11:05-11:20</td> <td data-bbox="785 1315 1167 1352">Story and Lunch Prep</td> </tr> <tr> <td data-bbox="522 1352 785 1370">11:20-11:50</td> <td data-bbox="785 1352 1167 1370">LUNCH</td> </tr> </tbody> </table>	Prekindergarten Example		Notes	Time	Activity		8:15-8:45	Breakfast, settle in prepare to login to Google Meet	Students receive 180+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students. Students will attend live sessions for academic counselor guidance, and intervention or enrichment. These live lessons will allow relationship connections with teachers. Teachers will provide a 10-15 min check in time at the start of each content area. This time will be used for progress monitoring and providing daily assignments.	8:45-9:00	Login to Google Meet for Circle Time	Office hours will be available 3:00-4:00 daily and by appointment for one-on-one conferences. Attendance will be taken daily at each content area check in to ensure student engagement. Grading and academic expectations for mastery will be the same as on-campus learning. The Learning Management System (LMS) for grades Prekindergarten-2nd grade is Google Classroom and/or Seesaw.	9:00-9:15	SEL Lessons	9:15-9:45	Recess	9:45-10:00	Login to Google Meet for Heggerty/Read Aloud	10:00-10:45	ELA Workstation-Small Group in Google Meet	10:45-11:05	Handwriting/Journal	11:05-11:20	Story and Lunch Prep	11:20-11:50	LUNCH
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Asynchronous Plan

11:50-12:00	Nap Prep	Physical Education, Art, Music- a bank of exercises, physical activities, and resources will be provided.
12:00-1:00	Nap/Rest time	
1:00-1:15	SNACK	
1:15-2:05	Special Areas	
2:05-2:20	Math Class in Google Meets Small Group	
2:20-2:45	Centers-Small Group in Google Meets	
2:45-3:05	Science (See Saw Assignments)	
3:05-3:15	Dismissal	

Kindergarten Example		Notes
Time	Activity	
8:15-9:00	Calendar/Morning Message/Numerical Fluency	Students receive 180+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students. Students will attend live sessions for academic counselor guidance, and intervention or enrichment. These live lessons will allow relationship connections with teachers. Teachers will provide a 10-15 min check in time at the start of each content area. This time will be used for progress monitoring and providing daily assignments.
9:00-9:55	Language Arts/Guided Reading	
9:55-10:15	Recess	Office hours will be available 3:00-4:00 daily and by appointment for one-on-one conferences. Attendance will be taken daily at each content area check in to ensure student engagement. Grading and academic expectations for mastery will be the same as on-campus learning.
10:15-10:50	Writer's Workshop	
10:50-11:25	Lunch	
11:25-11:40	Heggerty (Phonics Study)	
11:40-12:30	Guided Math	The Learning Management System (LMS) for grades
12:30-2:00	Special Areas	



Asynchronous Plan

2:00-2:20	Recess	Prekindergarten-2nd grade is Google Classroom and/or Seesaw. Physical Education, Art, Music- a bank of exercises, physical activities, and resources will be provided.
2:20-2:50	Science	
2:50-3:15	Read to Self/Dismissal	

4 th Grade Example		Notes
Time	Activity	
7:30-8:00	Breakfast, prepare for Class in Google Meet	Students receive 180+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students. Students will attend live sessions for academic counselor guidance, academic intervention or enrichment. These live lessons will allow relationships and connections with teachers.
8:00-8:10	Morning Meeting-Log on to Google Meet	
8:10-8:55	Science Instruction	
8:55-10:25	Specials	Office hours will be available 3:30-4:00 daily and by appointment for one-on-one conferences. Attendance will be taken daily at each content area check in to ensure student engagement. Grading and academic expectations for mastery will be the same as on-campus learning. The Learning Management System (LMS) for grades 3 rd -5 th grade is Google Classroom.
10:25-11:35	Math Instruction	
11:35-12:10	Lunch Offline	
12:15-12:35	Recess Offline	



Asynchronous Plan

	<table border="1"> <tr> <td data-bbox="506 240 724 326">12:35-1:10</td> <td data-bbox="724 240 1190 326">Math Instruction</td> </tr> <tr> <td data-bbox="506 326 724 412">1:10-2:20</td> <td data-bbox="724 326 1190 412">ELAR/SS Instruction</td> </tr> <tr> <td data-bbox="506 412 724 498">2:30-3:15</td> <td data-bbox="724 412 1190 498">ELAR/SS Stations</td> </tr> <tr> <td data-bbox="506 498 724 589">3:15-3:30</td> <td data-bbox="724 498 1190 589">Dismissal</td> </tr> </table>	12:35-1:10	Math Instruction	1:10-2:20	ELAR/SS Instruction	2:30-3:15	ELAR/SS Stations	3:15-3:30	Dismissal	<p>Physical Education, Spanish, Music, STEAM- a bank of exercises, physical activities, and resources will be provided. Both asynchronous and synchronous instruction will be provided.</p>	
12:35-1:10	Math Instruction										
1:10-2:20	ELAR/SS Instruction										
2:30-3:15	ELAR/SS Stations										
3:15-3:30	Dismissal										
<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<ul style="list-style-type: none"> • Students and teachers will maintain the same structure for their academic schedule both on campus and remotely. • Students will attend class online, daily through on time check ins as per their class schedule. • Students in remote settings will have similar schedules that match or exceed the daily minimum instructional minute requirement across all grade levels. • Students will complete all assigned online activities and show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning. • Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis along with the content area check in each day. Students will be expected to 										



Asynchronous Plan

	<p>complete and turn in daily work to receive credit for the day. The format will be a combination of paper and online assignments.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Teachers will arrange regular check-ins with students at the beginning of each content/period change - either one-on-one or in small or large group settings. At a minimum, students and teachers will check-in at least once a day for all grades Prekindergarten-5th grade and are expected to host check ins at the beginning of each class.</p> <p>Students who login to the LMS each day and engage in teacher-assigned learning work (included but not limited to Google Classroom, Flocabulary, Achieve3000, Study Island, Prodigy, NewsEla, Microsoft TEAMS, etc. and are considered present and will not be marked absent. Teachers will reach out to each student, parent/guardians that does not successfully log in by the 3:00 p.m. time limit. Students will have until 11:59 pm each day to resolve their recorded absence and the attendance will be reconciled.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>For students with disabilities, UT Elementary will work with students and families to minimize barriers the student may experience in a remote setting. All accommodations and support will be provided. Through multiple means of engagement and remote contact, our goal is to increase student interest and motivation for learning. Students and parents will be given multiple opportunities for one on one support or conferencing with the instructors. Teachers will follow all IEPs with regard to supports and service times.</p>

Asynchronous Plan

Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
MATH INSTRUCTIONAL MATERIALS					
Pearson enVisions	K-5	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson and is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Instructional Focus Document	K-5	Yes	This tool helps teachers plan the appropriate scope and sequence aligned to the Texas Essential Knowledge and Skills. The tool assist teachers in identifying the readiness and supporting skills required and vertical alignment necessary to support students at varied levels of abilities.	This tool helps teachers content knowledge and identify specificity required for the essential skills and teacher guidance for linguistic supports	N/A (teacher planning tool only)
STEMscopes	3-5	Yes	This tool provides TEKS aligned math lessons in spiraled review at student’s instructional level. Provides the repetition and concrete examples to support students with disabilities.	This tool helps teachers content knowledge and identify specificity required for the essential skills and teacher guidance for linguistic supports	Print and Online, Instructional Tool
Lone Star Learning	K-5	Yes	This resource includes targeted TEKS practice with supplemental spiraled aligned materials.	The product includes supplemental built-in supports for Els.	Print, online access, assessment tool and online assignment coordination
READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS					



Asynchronous Plan

My Perspectives ELAR textbook	K-5	Yes	The product includes built-in supports for students with disabilities in each lesson. It contains a reteach format.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both	My Perspectives ELAR textbook
TEKS Resource System: Instructional Focus Document	K-5	Yes	This tool helps teachers content knowledge and identify specificity required for the essential skills and teacher guidance for differentiation	This tool helps teachers content knowledge and identify specificity required for the essential skills and teacher guidance for linguistic supports	N/A (teacher planning tool only)
Study Island	K-5	NA	Supplements teachers with differentiated literacy and content area instruction Provides reading levels to support accommodations.	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
Achieve 3000	3-5	NA	Supplements teachers with differentiated literacy and content area instruction Provides initial Lexile reading levels to support accommodations	Full Spanish version to support English Learners.	Online tracking, data tool
Handwriting without Tears	PreK-3rd	Yes	Developmentally appropriate handwriting curriculum appropriate for diverse learners.	Full Spanish version to support English Learners	Online and print options.
SOCIAL STUDIES INSTRUCTIONAL MATERIALS					
TEKS Resource System: Year at a Glance, Instructional Focus Document	K-5	Yes	This tool helps teachers content knowledge and identify specificity required for the essential skills and teacher guidance for differentiation.	This tool helps teachers content knowledge and identify specificity required for the essential skill and teacher guidance for linguistic supports.	N/A (teacher planning tool only)
Studies Weekly	K-5	Yes	Includes scaffolded Vocabulary and differentiated Learning strategies	Vocabulary and linguistic supports	Online and print
Discovery Education Streaming	K-5	Yes	Supplemental differentiation with scaffolded materials to support teachers and students, includes video and text to speech.	Vocabulary and linguistic supports	Online instructional tool



Asynchronous Plan

Achieve 3000	3-5	NA	Supplements teachers with differentiated literacy and content area instruction Provides initial Lexile reading levels to support accommodations	Full Spanish version to support English Learners.	Online tracking, data tool
SCIENCE INSTRUCTIONAL MATERIALS					
TEKS Resource System: Year at a Glance, Instructional Focus Documents	K-12	Yes	Adopted instructional materials include teacher guidance for differentiation and content specificity.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	N/A (teacher planning tool only)
STEMscopes	K-5	Yes	This tool provides TEKS aligned science lessons in spiraled review at student's instructional level. Provides the repetition and concrete examples to support students with disabilities.	Vocabulary and linguistic supports.	Online tool
Achieve 3000	1-5	NA	Supplements teachers with differentiated literacy and content area instruction. Provides initial Lexile reading levels to support accommodations	Full Spanish version to support English Learners.	Online tracking, data tool

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	Students are expected to engage in the scheduled content asynchronously for a total of 300 minutes per day. Student schedule is determined by an estimated time duration per subject as opposed to designated time blocks of instruction. During the day, students will have access to all activities and complete self-paced assignments independently and in the order in which they prefer. Teachers can track student login time and assignment completions via online LMS, and can tailor pacing and content for students based on their individual progress and/or areas where students may require additional practice or support. Additional synchronous opportunities of small group instruction and office hours are provided daily. Small group instruction time is determined on an as-needed basis by teachers based on student progress in LMS. Office hours attendance is optional and based on student choice.



Asynchronous Plan

What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?

ARD Committees and 504 Committees will determine the unique needs of students who receive special education services and will make service recommendations for students attending remote program. The nature of special education services will require a heavier concentration of synchronous supports and services to ensure that individual student needs are met. Progress will be carefully monitored and ARD Committees will convene as needed to make appropriate recommendations to meet individual student needs. This will ensure continued growth in the general education curriculum and IEP goals and objectives.

Professional development

- Staff development has been provided to administrators, lead special education teachers and ARD facilitators on roles and responsibilities. (Dates: 8/5/2020;8/6/2020;8/17/2020;8/19/2020; Additional dates planned monthly for administrators and lead special education teachers)
- Professional development of online services such as Snap & Read and OpenDyslexic provided to all teachers.
- Teachers will have professional development on Positive Behavior Supports, Resilience and Relationships, Managing & Coping during remote instruction.

Committee Meetings

- ARD Committees will be held within legally required timelines.
- ARD Committees will consider the support and services necessary during remote instruction and which accommodations and modifications are necessary to ensure access and progress in the general education curriculum.

Special Education Services

- Teachers will meet remotely with all students receiving special education services in accordance with their schedule of services as outlined in each student's IEP.
- Special education teachers, instructional aides and related service providers will maintain weekly documentation logs in accordance with district policy.
- The district has implemented additional online resources to support online accommodations: Snap & Read-has read aloud accommodations and other modifications such as the ability to simplify text and OpenDyslexic typeface/font is designed to mitigate some of the common reading errors caused by dyslexia.
- Online manipulatives (For example: <https://toytheater.com/category/teacher-tools/virtual-manipulatives/> and Number Pieces-<https://chrome.google.com/webstore/detail/number-pieces-by-the-math/fhpcnppigjdhghbohcbogmmhmfkobgbm/related?hl=en-US>) will be utilized as well as the distribution of traditional manipulatives through USPS.



Asynchronous Plan

	<p>Positive Behavior Supports/Social Emotional Learning</p> <p>UT Elementary school counselor will work with campus staff to implement Social Emotional Curriculum in a remote setting in a tiered format. Weekly Mindful Monday Newsletter provides self-care and counseling updates for the entire UTES staff. Whole classes will receive instruction on appropriate behavior and interactions during a remote/virtual model as well as instruction in health and safety as it pertains to COVID-19. Tier 2 services will include small group school-based counselor support to teach coping strategies and prosocial behaviors. Tier 3 supports will include individual school-based counseling to develop and implement individual counseling plans with referrals to outside agencies if necessary.</p> <p>English Learners</p> <p>LPAC committees will be held and review student progress during a timely manner and in compliance with all regulations. ELLs will receive their specified supports through both in-person and asynchronous instruction. Teacher will meet in small groups or privately with students to track progress and provide additional support.</p>
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Key Requirement Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Component	Explanation
What is the expectation for daily student engagement?	Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis along with the content area check in each day. Students will be expected to complete and turn in daily work to receive credit for the day. This includes a combination of in person, online assignments and paper assignments.
What is the system for tracking daily student engagement?	Teachers will arrange regular check-ins with students at the beginning of each content/period change - either one-on-one or in small or large group settings. At a minimum, students and teachers will check-in at least once a day for all grades Prek-5 th grade and host period check ins at the beginning of each class.



Asynchronous Plan

	<p>The school district will work with stakeholders to identify a remote educational delivery approach that accommodates each unique situation. During this time, we seek to maintain meaningful relationships and connections through personal contact via on-campus meetings, one on one virtual meetings, and/or phone calls to ensure student success.</p> <p>The instructional materials provided by the teacher for on-campus learning will be attached in Google classroom with adaptations as needed for individual students. The special education team, through the use of state adopted and supplemental instructional materials will help to address students with disabilities.</p>
How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?	<p>The district goal is to provide a seamless transition between on-campus and the remote asynchronous model. The instructional day framework will remain the same. Mastery of content expectations and curricular scope and sequence timeline will remain the same. We will work closely with our facility partners, parents and other stakeholders to ensure the highest quality instructional environment regardless of the physical location.</p> <p>Instructional materials and activities in remote learning will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.</p>
What is the system for tracking student academic progress?	<p>Daily feedback will be provided through the LMS as well as through student work and assignment completion. At the end of every grading period, feedback and grade reports will be provided. The use of daily check-ins provides progress monitoring and timely feedback.</p>
What is the system for providing regular (at least weekly) feedback to all students on progress?	<p>Regular feedback will be provided through progress reports, synchronous participation, TxEIS gradebook along with family access to the gradebook, and the daily course check in and student teacher interaction. Teachers will host daily office hours along with frequent opportunities for one on one support and communication/conferencing. If a student cannot be contacted through Google Classroom or email, the teacher will call the family or guardian at the end of the day to check status.</p>



Asynchronous Plan

	Response to intervention meetings will be held every 6-9 weeks based on student need in accordance with regular school procedures. Teachers will continue to provide interventions and document student progress through DMAC and RTI letters will be provided to families each 9 weeks.
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Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Include a sample educator professional development schedule.

Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
How will both initial and ongoing, job-embedded educator development opportunities occur?	<p>The district is hosting a convocation speaker, Kristin Souers, author of “Fostering Resilient Learners”. She will provide an overview of supporting teachers, students, and parents/guardians during these stressful times. The presentation will include trauma invested practices for fostering resilient learners. Our goal is to put social emotional well-being at the forefront of the instructional practices. Classroom teachers, students, and administrators all need on-going supports during this time.</p> <p>The district hosts weekly administration team meetings that combine the expertise of the superintendent, principals, and curriculum director to support the campus staff, families/guardians of remote learners and the students on-campus.</p> <p>An instructional technology support person was hired and is providing ongoing training in technology integration to teachers. In addition, social and emotional well-being will be provided by the school counselor to students, staff, and families. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families.</p>



Asynchronous Plan

How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?

During the summer months, UT-UCS participated in synchronous and asynchronous professional learning technology-related sessions. These sessions were designed following a staff survey of their needs and the needs to create a stronger remote learning environment. Teachers participated in online training through Google Classroom and are becoming Google Certified Educators Level 1. The district added an instructional technology support position who is certified in Google Classroom management and administration. The technology specialist provides specific training for remote learning. The table below shows a sampling of training opportunities.

Date	Time	Presenter	Focus	Note
August 3	8:30 a.m.	Nicole Whetstone	Expectations for Remote Asynchronous and Synchronous Instruction Curriculum Resources	Review district policy and plan for remote instruction
August 3	Self-Paced: Complete by 8/13	Google for Education	Google Classroom Fundamentals Training	ELL support
August 3	Self-Paced: Complete by 8/13	Google for Education	Supporting English Language Learners	Communication and classroom set up
August 5	10:00 a.m.	Handwriting without Tears	Handwriting without Tears- Online format	
August 5	1:00 p.m.	Scarlett Calvin	Remote Instruction Training	Setting Up classroom; Building Virtual Classroom; Q&A
August 6	8:30-3:30 PM	Region 13	GT training	



Asynchronous Plan

August 10	9:00 -10:30 a.m.	Dr. Chavez	Convocation Day 1	Welcome back SEL support for staff
August 10	1:00 - 2:00 p.m.	Kristin Souers	Fostering Resilient Learners	Book review
August 11	2:30-3:30 p.m.	Kathleen Daniels	LPAC Annual Training	LPAC for ELL
August 13	10 a.m.-11:30 a.m.	Edmentum; Jenny Goff	Study Island	Intervention & supplemental assignments
August 18	3:45-4:45 p.m.	DMAC-TAG	Creating online assessments	Assessments and data

Job embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, and individualized technology support provided by the instructional technologist.

Asynchronous Plan

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Constant communication will flow between our staff and parents through Google classroom, Class Dojo, from teachers via email, video conferencing or voice calls. It is paramount that UT Elementary School students and families/guardians understand the expectations of daily contact, progress monitoring and importance of continued support for remote learning during asynchronous instruction. Communication will be continuous to emphasize the focus on coherence between on-campus and asynchronous instruction. It is our expectation for teachers, students, and parents/guardians to maintain strong partnerships to allow students to easily transition between these delivery methods. Daily interaction, daily office hours, and frequent opportunities for one to one communication are available.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>The goal of the remote learning plan is to ensure a seamless transition to learning both on-campus and virtual. The teachers will be available to both the students and the families or stakeholders on a daily basis through office hours, class contact, and opportunities for one to one support.</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Tools: UT Elementary School main communication tools for parents and students will be the following:</p> <ul style="list-style-type: none"> a. Google Meets, Class Dojo, email, Microsoft TEAMS and email for district communication b. Google Classroom and/or Microsoft TEAMS for teacher-parent-student discussions c. For real-time instructional support and delivery of content we will all communicate through Google Meets. d. Public website: UT Elementary School will maintain general information on its status for the public on our main webpage at UT Elementary School Website. <p>The following are resources provided by UT Elementary to help teachers implement a more thoughtful remote learning opportunity.</p>



Asynchronous Plan

- TEKS Resource System
- evVisions Math
- myView Pearson
- STEMscopes
- Study Island
- Achieve 3000

The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.

- Google classroom
- STEMscopes will be used for math and science assignments.
- Kidblog will be used for optional activities, including “morning meeting” prompts.
- Prodigy will be used for math practice and skill building.
- Flocabulary will be used for reading and social students.
- Get Epic! will be used as a digital library.
- NewsELA will be used for reading assignments and vocabulary.
- Achieve3000 will be used for reading assignments.



Asynchronous Plan

Student Roles and Responsibilities

- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check Google Classroom for assignments.
- Complete assignments with integrity and academic honesty.
- Communicate with the school when you need assistance. We are here to help.
- Submit assignments daily. Assignments cannot be completed all in one day. They must be completed and turned in each day for attendance and credit for the day.
- Attend live instruction appropriately dressed in accordance to UT Elementary dress code.

Parent/Guardian Roles and Responsibilities

- Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.
- Establish routines and expectations.
- Assist your student in locating a space in the home that is ideal for learning.
- Monitor communication from teachers and school.
- Monitor completion and submission of class assignments daily.
- Take an active role in helping your child process their learning.
- Use teacher office hours to help strength asynchronous learning.
- Contact teacher, administrators, and counselor for additional needs and supports for student learning.

PreK Curriculum Adoption Committee Members:

Melissa Garcia

Sean Byrne

Norma Robinson

Kathleen Daniels

THE UT ELEMENTARY CHARTER SCHOOL MANAGEMENT BOARD BYLAWS

Preamble

ARTICLE I - NAME

Section 1.01 Name: The name of this organization shall be The UT Elementary Charter School Management Board and in these Bylaws shall be referred to as the "Management Board."

ARTICLE II - REGENTS' RULES AND REGULATIONS

Section 2.01 Subordination Clause: This organization is established by authority of the University of Texas System Board of Regents. The organization will adhere to all applicable provisions of State law and The University of Texas System Regents' Rules and Regulations ("Rules"). In the event a provision in these Bylaws is in conflict with the Regents' Rules, the Regents' Rules shall govern.

ARTICLE III - PURPOSE and RESPONSIBILITIES

Section 3.01 Purpose: The Management Board is appointed by the President of UT Austin to advise him or her on operation of the UT Elementary Charter School ("School") in accordance with the following established mission:

1. to provide an excellent education foundation grounded in research-based educational practices and the Texas Essential Knowledge and Skills for a diverse group of students;
2. to serve as a professional development and research outreach for the UT Austin College of Education; and
3. to serve as a model of exemplary programs to other schools.

Section 3.02 Responsibilities: In order to accomplish the above purpose, it is the responsibility of the Management Board:

1. to review annual operating and capital budgets and make recommendations to the President of UT Austin for his or her approval and submission to the UT Board of Regents;
2. to monitor the budget monthly to identify material variances;
3. to recruit, interview candidates, and recommend a candidate for the position of chief ~~operating-executive~~ officer (CEO) to the President of UT Austin for appointment in accordance with university policy;

Rationale: CEO should be used instead of COO because 1) CEO is highest level of administration, which is consistent with the responsibilities of the Superintendent and 2) CEO is consistent with other usage in the document, including item 7 below that indicates the Board evaluates "the CEO."

4. to review all lease arrangements and make recommendations for the approval of the UT Austin President;
5. to engage in fundraising in accordance with university policy;
6. to review proposed school education policies, including policies relating to admissions, student goals and assessments, student conduct and student dress code, and make recommendations for the adoption of policy to the President of UT Austin in accordance with university procedures;

7. to complete any required performance evaluation for the CEO in accordance with university policy;
8. to exercise any other powers delegated to it by the President of the University of Texas at Austin.

ARTICLE IV- MANAGEMENT BOARD MEMBERSHIP

Section 4.01 Membership: The President of UT Austin will appoint eight (8) members to serve on the initial Management Board. The President of UT Austin may appoint additional members not to exceed fifteen (15). The chief ~~operating executive~~ officer ~~shall be a non-voting member of the Board,~~ and the business officer shall be invited to attend all regular meetings of the Management Board as a non-voting participants. In addition, other members of the administration and faculty may from time to time be invited by the Chairperson to attend regular meetings of the Management Board as non-voting participants.

Rationale: This is the only other reference to a COO besides in 3.02-3. All other references are to a CEO. The CEO should be designated as a non-voting member of the Board rather than a non-voting participant.

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Section 4.02 Term of Office - Initial Management Board: The terms of the initial eight (8) board members will be staggered in the following manner: 2 - one-year terms; 3 - two-year terms; and 3 - three-year terms. The President of UT Austin will designate the terms on appointment of the initial members as well as on appointment of additional members.

Section 4.03 Composition, Qualifications and Manner of Appointment: After the first year of school operations (2003-2004), the Management Board will select and nominate to the President of UT Austin new members based on the following formula:

- 1) At least two-thirds of the members will be UT Austin faculty and staff;
- 2) The remaining members will be from the community, including at least one parent of the school;

The Management Board will seek to maintain expertise from its members in banking and finance, real estate development, Texas school law, education, and fundraising and will further seek to represent the population in its service area. A member may not exceed the term limit set out in Section 4.04 below. In order to be a Management Board member, a qualified person must be nominated by the then sitting Management Board and appointed by the President of UT Austin.

Section 4.04 Term of Office and Term Limit: After the initial term of office set forth in 4.02 above, the term of office for each Management Board position, excluding the parent of the school, shall be three (3) years. The term of office for the Management Board position ~~that who~~ is a parent of the school shall be two (2) years. The ~~term of office~~first year of service of each Management Board member shall be deemed to commence as of the 1 July closest in time to the date of appointment of such member, and shall be deemed to end as of 30 June of the next calendar year. Except as set out in this Section 4.04, the term limit for each member (except the parent) shall be six (6) consecutive years ~~-i.e., 2 three-year terms. The parent shall serve 1 two-year term~~. For the purpose of determining the six (6) consecutive years of Board service set out in Section 4.03 above, ~~the term of:~~

(a) ~~Any person who was serving as a member on 31 September 2002 and who is re-appointed without a break in service, shall be deemed to commence with his or her first appointment on the first July 1st after such date; and~~

- (a) In the event that a Management Board member resigns prior to the end of his or her term (or is otherwise unable to complete the term), the Board may select a new member who would serve the remaining academic year ending on 30 June and then begin his or her official first term on 1 July.
- (b) Any other person shall be deemed to commence his or her first appointment as a member on 1 July as described above in Section 4.04. (Refer also to Addendum A.) Any person who has served six (6) or more consecutive years as a member shall be deemed to have submitted his or her resignation, effective on 30 June. The President of UT Austin shall be deemed to have accepted such resignation, unless the Management Board nominates such member to serve an additional term, and the UT Austin President makes the appointment.

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Rationale: The current language about years of service is ambiguous in regard to how to count the first year. This clarification is needed when new members are voted on, for example, in April or August and when someone is approved during the year to fill a vacated seat on the Board. And the Bylaws have been silent on the number of terms the parent can serve; this omission has been corrected here.

Section 4.05 Removal: The Management Board may recommend removal of a member with or without cause. A decision to recommend to UT Austin President the removal a member shall require the affirmative vote of at least two thirds of the members then serving on the Management Board.

Section 4.06 Resignation: A member may resign from his or her position as Member of the Management Board by notifying the President of UT Austin and the Management Board Chairperson or Secretary in writing. The resignation shall be effective when received.

Section 4.07 Compensation: Management Board members shall not receive any salary or compensation for their services, but may as authorized by university policy receive reimbursement for reasonable expenses incurred in carrying out any of their duties as members.

Rationale: These sections were formerly in Article V – Meetings (as Sections 5.07, 5.08, and 5.09). But they have little or nothing to do with meetings. Article IV is a much better fit for them.

ARTICLE V- MEETINGS

Section 5.01 Meetings: The Management Board shall meet at least six times per year. Regular meetings of the Management Board shall be held at such times as the Management Board may determine. Special meetings of the Management Board shall be called by the Chairperson of the Management Board at such times as the Chairperson of the Management Board may elect, or on the written request of ~~two~~ three (23) or more members. Regular or special meetings shall be held at any suitable location in Travis County, Texas, or at such other location outside Travis County, Texas as the Management Board may determine, as long as this location is accessible to the public. Management Board meetings can occur using videoconferencing or by telephonic means when allowed by Texas law or as sanctioned by state executive decree.

Rationale: The Texas Open Meetings Act now requires the “accessibility” criterion. The language about virtual meetings is perhaps not necessary, as an executive decree automatically supersedes existing policy. However, it might be helpful to put it in.

Section 5.02 Agenda: The CEO shall propose an agenda for any regular or special meeting of the Board to the Board Chairperson for approval. Any Management Board member may request that

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an agenda item be considered for inclusion at a Management Board meeting, subject to the approval by the Chairperson. If two (2) or more members request an item for inclusion, it shall be placed on the agenda.

Rationale: It should be clear how the agenda is developed and who is responsible for it. In addition, there should be a mechanism for a Board member to request that an agenda item be considered for inclusion.

Section 5.025.03 Notice: The Secretary/~~Treasurer~~ shall give notice of any meeting, to each Management Board member not less than five (5) nor more than thirty (30) days before the date of the meeting. The notice shall be in writing, shall specify the location, date, and hour of the meeting, and shall clearly state the purpose and the business to be transacted at the meeting. Notice may be delivered personally, by facsimile transmission, by mail or electronic mail. In accordance with the Texas Open Meetings Act Chapter 551, the notice of the meeting must be posted in a place readily accessible to the public at all times for at least 72 hours before the scheduled time of the meeting, unless there exists an emergency or urgent public necessity in which case the notice of the meeting or supplemental notice of subject added to the meeting shall be posed at least two (2) hours prior to the meeting.

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Section 5.035.04 Waiver of Defects: Each Management Board member present at a meeting ~~in person~~ shall be deemed to have waived any objection to defects in the calling or notice of a meeting of the Management Board, unless prior to the adjournment of the meeting such Management Board member submits to the Secretary a written objection setting out the basis for such objection.

Section 5.045.05 Quorum: Except as otherwise provided by law, a quorum for any regular, or special meeting shall be constituted if a majority of the Management Board members then serving on the Management Board are present in person (or on phone or video, if allowed) at such meeting. If less than a quorum is present at any meeting, a majority of the Management Board members present may adjourn the meeting.

Section 5.055.06 Voting: If at least a quorum is present at a meeting, the affirmative vote of a majority of the Management Board members present at the meeting shall constitute an act of the Management Board, unless a larger number of votes is required by law, or these Bylaws.

Section 5.07 Closed Sessions: The Management Board may meet in closed (executive) session on a particular topic if that topic meets the one of the criteria identified in the Texas Open Meetings Act Chapter 551 for closed meetings.

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Rationale: While this may not happen often (and may consist of only turning off the recorder), it is important to codify in the Bylaws when the Board can go into closed sessions, such as when talking about personnel issues or real estate topics. It is possible someone may challenge this process if it were not in our Bylaws.

Section 5.08 Public Comments at Meetings: An individual from the public may address the Management Board during an open session of a meeting, subject to conditions identified by the Chairperson, which would include a time limit for each speaker.

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Rationale: HB 2840 from the last legislative session went into effect in September 2019 and requires all governmental entities to allow the public to speak during the open session of a meeting. The statute also allows the governmental body to set reasonable guidelines for such comments, such as time limits per speaker. Charter Schools fall under this category of governmental entities, and independent of the legislation, I believe it is proper to allow public comment. I am sure this must be quite rare, but I think it should be included in the Bylaws, in case someone does want to address the Board as allowed in HB 2840.

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~~Section 5.065.09 Meeting Attendance:~~ Management Board members shall be required to attend all meetings of the Management Board. The ~~Management Board~~Chairperson may, for good cause shown, ~~as may be determined within its discretion,~~ excuse a Management Board member from attendance at a Management Board meeting. If a member is absent from:

- (a) three (3) consecutive meetings of the Management Board without having been excused by the Chairperson, or
- (b) more than half of the meetings of the Management Board during any twelve-month period without having been excused by the Chairperson, then, the Management Board may recommend removal of such member in the manner contemplated by these Bylaws.

~~Section 5.07 Removal:~~ The Management Board may recommend removal of a member with or without cause. A decision to recommend to UT Austin President the removal a member shall require the affirmative vote of at least two thirds of the members then serving on the Management Board.

~~Section 5.08 Resignation:~~ A member may resign from his or her position as Member of the Management Board by notifying the President of UT Austin and the Management Board Chairperson or Secretary in writing. The resignation shall be effective when received.

~~Section 5.09 Compensation:~~ Management Board members shall not receive any salary or compensation for their services, but may as authorized by university policy receive reimbursement for reasonable expenses incurred in carrying out any of their duties as members.

Rationale: These sections have been moved to Article IV on Management Board Membership. These sections have little or nothing to do with Article V on Meetings. It is a much better fit to put them in Article IV.

ARTICLE VI - MANAGEMENT BOARD COMMITTEES

Section 6.01 Executive Committee: There shall be an Executive Committee, which shall consist of the Officers (see Section 7.01) and such other persons as the Management Board may designate from time to time. The Executive Committee shall have and exercise all of the authority of the Management Board to manage the business and affairs of the School between Management Board meetings, except where action of the Management Board is required by law or these Bylaws. All actions of the Executive Committee shall be subject to ratification of the Management Board. The Chairperson of the Management Board shall act as the Chairperson of the Executive Committee. The Executive Committee shall meet at the request of the Chairperson. The notice, waiver and voting provisions set out in Article V above for meetings of the Management Board shall also be applicable to meetings of the Executive Committee. A quorum for any Executive Committee meeting shall be constituted if a majority of the members of the Executive Committee are present in person or by telephone or video at such meeting.

Section 6.02 Standing Committees:

- (a) There shall be the following standing committees:
 - (1) Development Committee;
 - (2) Education and Research Committee;
 - (3) Facilities (Health and Safety) Committee;
 - (4) Finance Committee;
 - (5) Nominating Committee; and

(6) Strategic Planning Committee.

- (b) Each standing committee shall advise the Management Board on matters within the scope of its duties ~~as set out in the then current Management Board Handbook~~ and on such other matters as the Management Board may designate from time to time. (See Addendum B for descriptions of the duties of the above six standing committees.)

Rationale: Committee names have been updated to reflect current nomenclature. The phrase Management Board Handbook should be deleted since it no longer exists.

- (c) The standing committees shall have the authority only to make recommendations to the Management Board, and to exercise, to the extent permitted by law, University of Texas at Austin regulation, or these Bylaws, such additional powers as may be granted from time to time by the Management Board. For the avoidance of doubt, no standing committee shall have the right to expend funds or to commit to expend funds without the express authority of the Management Board.
- (d) Each standing committee shall consist of any number of Management Board members. The chairperson of each standing committee shall be a Management Board member appointed by the Chairperson of the Management Board, and the CEO shall be a member of all standing committees. In addition, standing committees may include ~~voting non-~~Board members, such as members of the UT Elementary Charter School staff designated by the chairperson of such standing committee.

Rational: The Bylaws (in a subsequent section) indicate that the CEO should be a member of all standing committees; therefore, it should be mentioned here as well. And since many UTES staff serve on committees, they should be specifically mentioned as possible committee members.

Section 6.03 Ad Hoc Committees: The Management Board may from time to time establish and empower one or more *ad hoc* committees for such purposes as the Management Board deems sufficient.

- (a) Any *ad hoc* committees shall have the authority only to make recommendations to the Management Board, and to exercise, to the extent permitted by law, University of Texas at Austin regulations, or these Bylaws, such additional powers as may be granted from time to time by the Management Board. For the avoidance of doubt, no *ad hoc* committee shall have the right to expend funds or to commit to expend funds without the express authority of the Management Board.
- (b) The Management Board shall have the power to disband any *ad hoc* committee, either with or without cause, at any time. Each *ad hoc* committee shall consist of Management Board members and other persons appointed by the Chairperson of the Management Board, and shall be chaired by a Management Board member appointed by the Chairperson of the Management Board. The Chairperson of the Management Board shall have the power to fill vacancies and/or change the chairperson and/or membership of any standing or *ad hoc* committee at any time.

Section 6.04 Committee Procedure: Unless the Management Board shall determine otherwise, any standing or *ad hoc* committee may by a resolution of a majority of its committee members fix the time and place of its meetings, whether within or without Travis County, Texas (as long as the location is accessible to the public), and establish its rules of notice, quorum, voting and other procedural matters. Each committee shall keep regular minutes of its proceedings, and shall report to the Management Board when required.

Section 6.05 Advisory Board (s): The Management Board may establish an Advisory Board(s) to assist the Management Board in supporting and facilitating the activities of the School. The Advisory Board(s) shall have no independent authority. The Advisory Board shall consist of persons selected by the Management Board, subject to final approval by the President of University of Texas at Austin. The Management Board in its discretion may appoint and/or remove members from the Advisory Board(s).

Section 6.06 Affiliated Organizations: The Management Board (on its own initiative or in response to an application by other persons) may from time to time authorize one or more organizations to use the name of the School and/or to act in concert with one or more activities of the School. The Management Board shall specify such conditions and requirements for authorization as the Management Board deems appropriate. At a minimum the Management Board shall require any such organization to establish objectives consistent with those of the School, to undertake to not contravene the policies and procedures of the School and to periodically report to the CEO/~~Executive Director~~ on the objectives, activities and functions of such organization. In addition, each such organization shall be responsible for conducting and financing its own activities and functions. No action, obligation or expression of any such organization shall be considered an action, obligation or expression of the School. Every publication regarding an action, obligation or expression by any such organization shall contain a statement to the effect that such organization will assume sole responsibility for the contents of the publication. If an organization fails to accept or abide by any of the conditions and requirements, then the Management Board shall revoke the authorization of such organization to use the name of the School, to act in concert with activities of the School, and to derive any other benefits from the School (i.e., status as a University of Texas at Austin organization).

ARTICLE VII - OFFICERS

Section 7.01 Officers: The Officers of the Management Board shall be a Chairperson, one ~~or more~~ Vice Chairpersons, a Secretary/~~Treasurer~~, and ~~a the~~ CEO/~~Executive Director~~. The Chairperson shall be appointed from the UT faculty and staff members of the Management Board by the President of UT Austin. The full Management Board shall vote to recommend a Chairperson of the Board for the President's consideration. The Chairperson shall serve until the Management Board recommends to the President another person to serve in this role. The Vice Chairperson and Secretary shall be selected by the Chairperson. No person may hold more than one office.

Rationale: As we enter a transition period in leadership of the Board, we should examine how the Board can and should influence the appointment of a Chairperson by the UT President. In addition, it should be clear how the positions of Vice Chairperson and Secretary are selected. The advantage of elections (annual or otherwise) is that it assures confirmation of existing leadership positions, or it allows for a natural change of leadership. As to the number of possible Vice Chairs, a single Vice Chair is, likely, the more preferred option. And the change from Secretary/Treasurer to Secretary reflects current practice (Bob has no financial duties) and is more appropriate for a school board.

Section 7.02 Power and Duties of Officers: Officers of the Management Board shall have the powers and duties described below:

- (a) The Chairperson shall, in general, supervise and control all of the business and administrative affairs of the School. Except as otherwise stated in these Bylaws, the Chairperson shall have the power to appoint the members and chairpersons of each standing and ad hoc committee, to fill vacancies and to change the chairperson and/or membership of any committee at any time. The Chairperson shall be a member of and preside at all meetings of the Management Board and the Executive Committee, and shall be an ex officio member of each standing and ad hoc committee. When authorized by a duly adopted resolution of the Management Board and University of Texas rules and regulations, the Chairperson may sign documents in the name of School. In general, he or she shall have the usual powers and duties pertaining to the office of Chairperson, and such additional duties as may be prescribed by the Management Board from time to time.
- (b) The Vice Chairperson shall perform the duties of the Chairperson in the Chairperson's absence, disability or incapacity to act, and when so acting shall have all the powers and be subject to all the restrictions of the Chairperson. Should the Chairperson resign from or leave the Management Board, the Vice Chairperson shall assume the title of Interim Chairperson until a permanent Chairperson is selected.
- (c) The Secretary/~~Treasurer~~ shall issue, or cause the issuance of, all notices to meetings of the Management Board and in accordance with the provisions of these bylaws or as required by law. He or she shall record, or cause the recordation of, the minutes of the meetings of the Management Board, and shall ~~assure~~ ensure that the books and records of the School are properly kept. ~~He or she shall have charge and custody of, and be responsible for, all funds and securities of the School. He shall receive and give receipts, or cause to be received and receipts to be given, for monies due and payable to the School from any source whatsoever, and shall deposit, or cause to be deposited, all such monies in the name of the School in such banks or other depositories as may be approved pursuant to university policy and procedures.~~ Upon recommendation of the Chairperson, and with approval of a majority of the Management Board, the Secretary/~~Treasurer~~ role may be held by a business officer of the School. ~~In this circumstance the Secretary/Treasurer will be supervised by the Finance Committee Chairperson.~~

Rationale: As previously noted, the role of the Secretary/Treasurer currently does not include any financial responsibilities. Therefore, the name Secretary better describes this position, and language pertaining to monies and funds has been eliminated. Some of this language is already included in the responsibilities of the CEO below.

- (d) The CEO/~~Executive Director~~ shall be the chief administrator of the School. He or she shall be in charge of and responsible for the supervision of all aspects of the administration, management and operation of the School, subject only to the policies and procedures established by the Management Board and the direction and control of the Management Board. The CEO/~~Executive Director~~ shall report directly to and be accountable to the Management Board. In general, the CEO/~~Executive Director~~ shall have the usual powers and duties pertaining to the office of CEO/~~Executive Director~~ and such additional duties as may be prescribed by the Management Board from time to time. The CEO/~~Executive Director~~ shall be empowered with all authority necessary to perform the duties of CEO/~~Executive Director~~ which shall include, but not be limited to:
 - (1) Recommend the establishment of curricula and standards appropriate for achieving the mission and goals of the School;

- (2) prepare and recommend to the Management Board annual and long-range plans, and capital and operating budgets for the School, and manage all activities of the School in accordance with the plans and budgets approved by the Management Board;
- (3) employ, evaluate, suspend and discharge faculty and staff on the basis of merit, appropriate conduct, performance of their duties or other reasons in accordance with University of Texas at Austin policies;
- (4) enroll, evaluate, suspend or expel students on the basis of merit, appropriate conduct (as identified in the School's Code of Conduct), fulfillment of obligations to the School or other reasons in accordance with University of Texas at Austin policies;
- (5) receive and collect state and federal funds, fees, contributions and other revenues or credits payable to the School and deposit such moneys into the bank accounts of the School;
- (6) within the limits of the applicable authorizations to contract and/or authorizations for expenditure approved by the Management Board, tender and award contracts, incur expenses and make payments necessary for the proper operation and management of the School, provided that before incurring any commitment or expense, including without limitation, commitments and expenses for the provision of services, for the purchase of books, equipment, materials and supplies, for the construction or modification of facilities, or for the repair and maintenance of facilities, grounds and other property of the School, the CEO/~~Executive Director~~ shall obtain from the Management Board, or its delegate, an authorization to contract and/or an authorization for expenditure;
- (7) keep full and complete records and accounts of all administrative, educational, financial, operational and capital development activities of the School, and inventories of all property of the School;
- (8) serve as an *ex officio* and non-voting member of and attend all meetings of the Management Board and serve as a member of the various committees of the Management Board, other than meetings from which the Chairperson of the Management Board has excused the CEO/~~Executive Director~~;
- (9) report to and advise the Management Board concerning the faculty, the students, the facilities, the educational and other activities, the financial condition, the capital development activities and such other aspects of the School as the Management Board may require from time to time. The CEO/~~Executive Director~~ shall prepare and present interim reports at each meeting of the Management Board and such other times as the Management Board may require, and complete reports at the end of each fiscal year;
- (10) represent the decisions and policies of the Management Board to faculty, staff, students, parents and other constituencies of the School in an accurate manner that does not negatively or inappropriately characterize the position or vote of any individual Management Board member; and
- (11) implement the policies, procedures and obligations of the School and the decisions of the Management Board to the best of his or her ability, and perform his or her

duties in a proper, effective and fiscally sound manner and in accordance with University of Texas at Austin policies and all applicable laws and regulations.

The CEO/~~Executive Director~~ may delegate such portion of his or her duties and authorities, as he or she deems appropriate; provided that the CEO/~~Executive Director~~ shall retain ultimate responsibility for the performance of such duties.

Section 7.03 Removal: The President of UT Austin may remove any Officer from his or her office at any time with or without cause.

ARTICLE VIII - MISCELLANEOUS PROVISIONS

Section 8.01 Contracts: Subject to the contracting authority delegated to it, the Management Board may authorize any Officer of the Management Board to enter into any contract or execute and deliver any instrument of document in the name of and on behalf of the School. Such authority may be general or confined to specific instances. No contract, document or other instrument executed and delivered in the name of and on behalf of the School shall be required to be attested to or signed by the Secretary or any other Officer, or to have the corporate seal affixed thereto, unless otherwise required by law, the Articles of Incorporation, or these Bylaws.

Section 8.02 Banking: All checks, drafts, and other orders for the payment of money out of the funds of the School shall be signed in the name of and on behalf of the School by such persons in such manner as shall from time to time be authorized or directed by the Management Board. All funds of the School not otherwise employed shall be deposited from time to time to the credit of the School in such banks, trust companies, or their depositories, or may be invested in other forms of investments, as the Management Board may from time to time designate or as may be designated by an Officer of the Management Board to whom such power of designation may from time to time be delegated by the Management Board.

Section 8.03 Fiscal Year: The fiscal year of the School shall begin on the first day of September and end on the last day of the following August.

Section 8.04 Request for Information by Management Board Members: No individual Management Board member may direct or require the CEO or his or her staff to prepare/produce new or revised material for the Management Board. Such material may be requested only by a majority of the Management Board. The Management Board should consider the amount of staff time needed for this information compared to the value of the material when making a request for new material.

Rationale: This section is included in order to protect the Superintendent (and his or her staff) from an overly demanding Board member and, conversely, to protect the Board from an overly controlling Superintendent. While we clearly do not have either situation currently, bylaws should be written completely independent of those currently occupying these positions; rather, they should simply reflect good policy for any future possible condition.

Section 8.05 Management Board Member Involvement in School Affairs: Board members shall avoid personal involvement in activities that have been delegated to the CEO.

Rationale: This is to protect the Superintendent from a Board member trying to micromanage the staff. Again, while this is not relevant currently, it is a protection from possible misdeeds in the future in which the Chairperson can point to if needed.

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Section 8.04 Effect of Bylaws: These Bylaws are intended to serve as a general guide to the conduct of the business and affairs of the School.

Section 8.05 Amendment of Bylaws: These Bylaws may be amended by additions, deletions, or repeal and adoption of new bylaws by the President of UT Austin after consultation with the members then serving on the Management Board.

Amendment Proposed: September 2004

Approved by President Subject to Review by UT Austin Legal Affairs Office: December 2004

Approved by UT Austin Legal Affairs Office: May, 2006 (by e-mail)

Amendments Proposed: November 2012

Approved by UT Austin Legal Affairs Office: February 2013 (in-person and via e-mail)

Approved by UT Austin Office of the President: July 18, 2013

Approved by UT Austin Office of the President: May 6, 2015

Amendment Proposed: February 2016

Approved by UT Austin Legal Affairs Office: February 24, 2016 (via e-mail)

Amendment Proposed: November 2017

Approved by UT Austin Legal Affairs Office: December 8, 2017 (by e-mail)

Amendments Proposed:

Approved by Legal Affairs Office:

Approved by UT Austin Office of the President:

The following are the purposes of each committee of the Management Board:

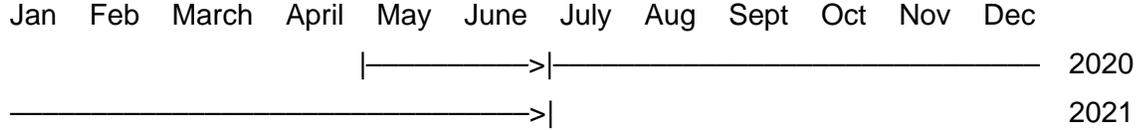
1. **Strategic Planning Committee:** The strategic planning committee is made up of members of the board and works in concert with the executive director, faculty members, and administrators to develop the strategic plan for board approval, including its mission and goals, and strategic issues. This work includes assessing the current status of these items, including strengths weaknesses and opportunities; forecast priorities for the School; developing action plans; implementing such plans as deemed necessary. This committee also works on the board's bylaws, district policy, and any significant challenges or changes that the school must work through.
2. **Development Council Liaison:** The development council serves as an advancement initiative for the School. The development council coordinates the schools fund-raising activities; advising the board on the financial goals of the annual campaign and on any capital or endowment campaign. The development council liaison is a board member who works directly with the development council and communicates the work of the development council to the management board.
3. **Education and Research Committee:** The education committee takes a broad-spectrum view of the School, concentrating on developing and recommending to the board educational policies, assessing the overall school performance against the strategic plan, and plays a major role during the School's accreditation process. This committee is also responsible for reviewing research proposals and bringing them forward to the full board for a vote. The education committee does not have the responsibility of setting curriculum or evaluating teachers.
4. **Health and Safety / Facilities Committee:** The health and safety committee of the board will work with the school to develop, approve and monitor the district's multi-hazard emergency operations plan. The committee will also develop the master plan for the School's building and grounds with the staff and outside consultants for board approval; monitors implementation of the plan; reports to the board periodically on major plant and campus issues; and keeps the finance committee informed of buildings and grounds needs. The committee provides board oversight of major building projects but does not act as a project manager nor get involved in the day-to day operations.
5. **Finance Committee:** The finance committee serves the board in two principle functions: finances and budget. In concert with the executive director, the committee develops the long-range financial plan and yearly operational budget; monitors the implementation of the budget; makes periodic reports to the board on the school's financial status; and educates the board on non-profit financial reporting and trends affecting the school's finances. The finance committee along with the chair sets the board agenda.
6. **Nominating Committee:** The nominating committee with board approval determines the essential criteria for new nominees based on a thorough assessment of the board's and the School's needs; solicits names from the board, parents and community members of candidates who meet the approved criteria; continuously adds to the candidate pool and is vigilant in the identification of potential board members.

First Year of Service and Term of Service

Base on time of appointment/vote

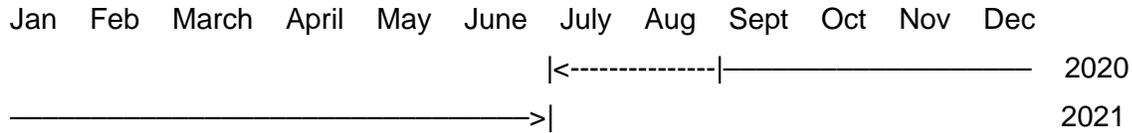
I. "Regular" appointments replacing members going off the Board on June 30

1. Appointed by vote on April 30, 2020



Recorded First Year of Service: 1 year
Actual First Year of Service: 1 year and 2 months

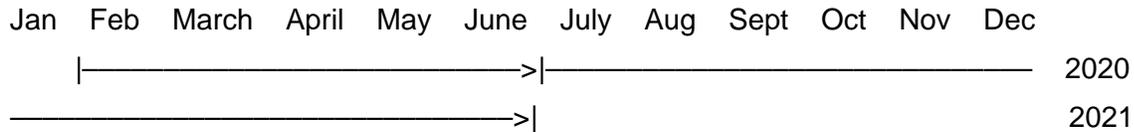
2. Appointed by vote on August 30, 2020



Recorded First Year of Service: 1 year
Actual First Year of Service: 10 months

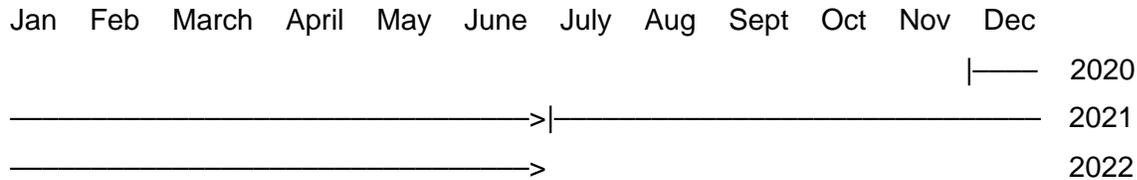
II. Appointments made mid-year due to vacancy

1. Appointed by vote on January 30, 2020



Recorded First Year of Service: 1 year
Actual Initial Time of Service: 5 months to finish the academic year then 1 full year of service

2. Appointed by vote on November 30, 2020



Recorded First Year of Service: 1 year
Actual Initial Time of Service: 7 months to finish the academic year then 1 full year of service

1. The chair of the Nominating Committee solicits nominations for Chairperson of the Board from members of the Board. Nominations should be emailed to the Committee Chair, with a cc to the Secretary of the Board.
2. After the submission deadline, the Nominating Committee vets all nominees, confirming a) eligibility as UT faculty member (including emeritus status) or UT staff, b) interest in serving in the position and c) affirmation of time commitment needed. The Committee does not evaluate the merit of any candidate.
3. The full Board votes on the nominees who emerge from the vetting process of the Nominating Committee.
4. The name of the candidate who is elected by the Board is sent to the UT President for approval. The name is also sent to the Vice President of Diversity and Community Engagement in the event he or she wishes to provide the UT President with input about the decision.

Division of Diversity and Community Engagement

University of Texas Elementary School

FY 20-21

Budget vs. Actuals as of 09/30/2020

	2020-2021 Budget	Actuals as of 9/30/2020	Variance	%
5700 Local and intermediate sources	755,334	37,627	717,707	5%
5800 State program revenues	2,816,657	222,591	2,594,066	8%
5900 Federal	228,337	32,310	196,027	14%
Total Revenues	\$ 3,800,328	\$ 292,528	\$ 3,507,800	8%
0011 Instruction	2,110,395	190,970	1,919,425	9%
0012 Instructional resources & media services	89,519	7,177	82,342	8%
0013 Curriculum/instructional staff development	11,500	1,400	10,100	12%
0023 School leadership	251,389	21,904	229,485	9%
0031 Guidance, counseling, evaluation services	79,005	6,546	72,459	8%
0033 Health services	40,987	3,242	37,745	8%
0034 Student transportation	85,000	-	85,000	0%
0035 Food services	241,281	23,954	217,327	10%
0041 General administration	337,406	141,686	195,720	42%
0051 Plant maintenance and operations	324,068	44,716	279,352	14%
0052 Security and Monitoring Services	5,400	-	5,400	0%
0053 Data Processing Services	22,000	-	22,000	0%
0081 Development	202,378	6,157	196,221	3%
Total Expenditures	\$ 3,800,328	\$ 447,751	\$ 3,352,577	12%
Net Surplus (Deficit)	\$ -	\$ (155,224)		
Beginning Fund Balance	\$ 913,080	\$ 913,080		
Ending Fund Balance	\$ 913,080	\$ 757,856		

Vice President of Student Affairs

Dr. Shasta Buchanan



Dr. Shasta Buchanan currently serves as Vice President of Student Affairs for Austin Community College. In this role she works collaboratively across the college to ensure student success in and beyond the classroom. Previously Dr. Buchanan served as Associate Vice President of College and High School Relations at ACC where she increased dual credit enrollment and expanded partnerships with local school districts and businesses and currently serves as a National Ambassador for the College in High School Alliance Network. She has 20 years of higher education experience as a student affairs and enrollment management administrator, spanning across many institutions in Texas, which include Texas A&M University, The University of Texas at Dallas, Texas Tech University, University of North Texas at Dallas, and Portland

Community College (Portland, Oregon). Additionally, Dr. Buchanan is known for her work in enrollment management and has been recognized by Ruffalo Noel Levitz for student success and degree completion in her development of the Century Scholar Program at Texas A&M University (which also was recognized by the Department of Education / Office of Civil Rights).

Dr. Buchanan received her Bachelor of Science in Agricultural Economics from Texas A&M University, Master of Science in Organizational Leadership from Our Lady of the Lake University, and her Doctor of Education in Organizational Leadership - Higher Education Administration from Grand Canyon University.

Contact information: shasta.buchanan@austincc.edu, 512-223-7053.

A Fractions Intervention Using Virtual Manipulatives in Online Learning for Students with Mathematics Learning Disabilities

PROJECT DESCRIPTION

Due to the global outbreak of COVID-19 and the closure of schools across the United States, most school-aged children have been provided with online instruction (Petretto et al., 2020). However, many professionals are concerned about academic regression and learning loss among children with disabilities (Jones et al., 2020; Petretto et al., 2020). Mathematics proficiency is a matter of particular concern because it declines more steeply than other subjects; thus, the situation caused by COVID-19 could exacerbate existing gaps in mathematics between students with and without disabilities (Kuhfeld et al., 2020). Yet distance learning, as an emerging field, necessitates research and practice to refine its use for students with disabilities (Smith et al., 2016). Thus, the purpose of this study is to investigate the effects of fractions interventions that pair virtual manipulatives with instructional lessons in online learning sessions featuring explicit instruction for elementary students with mathematics learning disabilities (MLD).

The researcher of this study will employ a multiple-probe design and recruit four 5th-grade students for a fractions intervention. The intervention will apply evidence-based strategies, including 1:1 explicit instruction and manipulatives, to an online learning environment. There are no direct or guaranteed benefits of participation, but participants are expected to show higher mathematics outcomes in conceptual fractions after the intervention. Furthermore, there are no known or foreseeable risks associated with study participation. The intervention includes a total of 23 sessions composed of 40-minute tests or interventions and 3 sessions composed 10-minute maintenance tests. Students will participate in all interventions and assessments in an online environment, and computers will be provided by the researcher.

○ **Research Questions**

- a. What are the effects of an online intervention on equivalent fractions which pairs VMs and instructional lessons featuring explicit instruction on the performance of 5th-grade students with MLD?
- b. To what extent do 5th-grade students with MLD maintain their mathematics performance two weeks after the intervention?
- c. What is the perspective of 5th-grade students with MLD on learning equivalent fractions using VMs in an online learning environment?

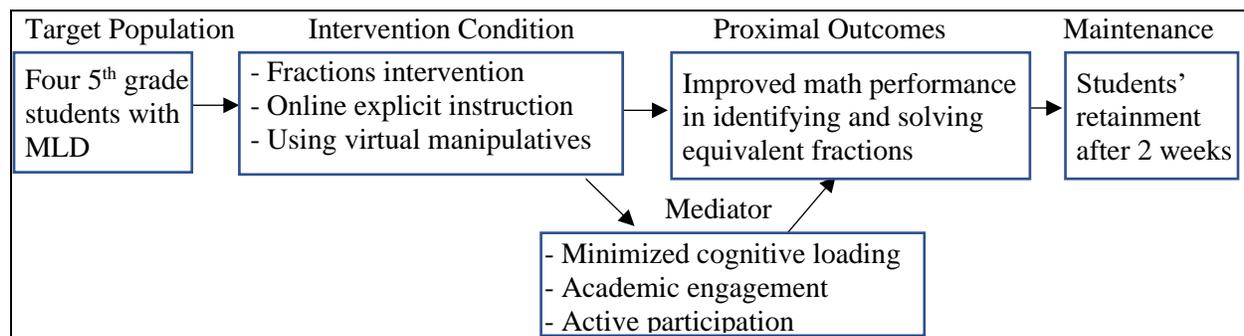


Figure 1. Theory of Change Model for Intervention

RESEARCH METHOD

○ **Participants and Setting**

The researcher will screen potential participants who have been referred by teachers or principals based on four criteria: (a) currently enrolled in 5th grade, (b) identified as having LD, (c) having Individualized Education Program (IEP) goals related to mathematics, and (d) having visual and hearing functions within normal limits. Students who meet the initial criteria and for whom the researcher receives parental consent will participate in screening assessments, and students who score below 30% accuracy on the screening test will be selected for participation in the study. A total of four students will be selected to participate in this study. All research activities (e.g., collecting data, delivering interventions) will be conducted online, and participants will receive synchronous instruction via Zoom.

○ **Research Design**

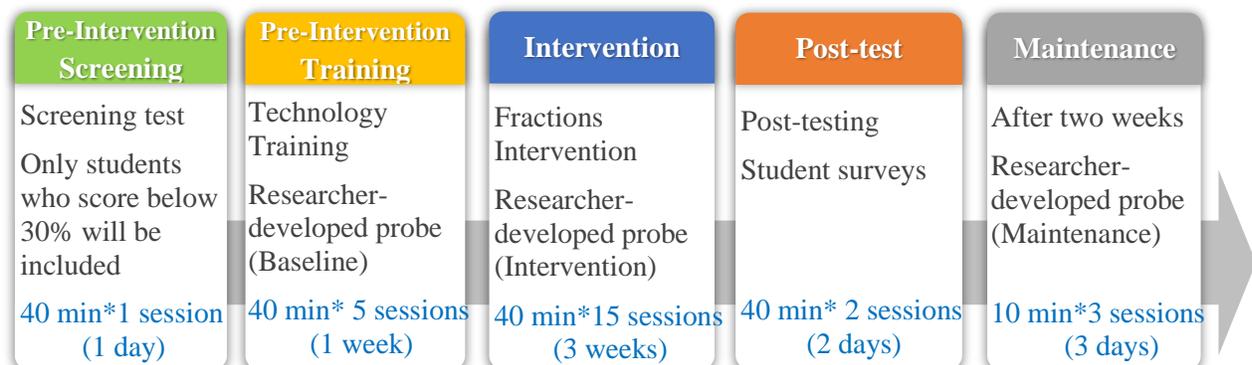
A multiple-probe single-case design across participants will be employed to examine the effects of the fractions interventions involving VMs on the performance of elementary students with MLD. A comparison of data from baseline and intervention phases will be used to evaluate the effects of the interventions. Once an intervention is introduced, the intervention does not have to be removed or reversed (Kennedy, 2005; Ledford & Gast, 2018).

○ **Independent Variable**

In this study, the independent variable is the provision of a fraction intervention using virtual manipulatives (VMs) in an online learning environment, paired with instructional lessons featuring explicit instruction.

- **Fractions Intervention.** The fractions lessons are adapted, with permission, from Equivalent Fraction lessons of the MSTAR Interventions, which were developed in the Mathematics and Science Institute of the Meadows Center at UT Austin (<https://meadowscenter.org>).
- **Virtual Manipulatives.** A VM is defined as “an interactive, technology-enabled visual representation of a dynamic mathematical object, including all of the programmable features that allow it to be manipulated, that presents opportunities for constructing mathematical knowledge” (Moyer-Packenham & Bolyard, 2016, p.13). In this study, the author selected set, area, and linear model VMs based on four criteria: (a) web-based program, (b) easy access, (c) single or multiple representations, and (d) absence of distractions.
- **Online Explicit Instruction.** As an example of effective bridging between evidence-based practice and online learning, Greer et al. (2014) suggest synchronous lessons to apply explicit instruction to an online learning environment. In this study, the synchronous online lesson will be delivered via Zoom.

○ **Procedure & Timeline**



○ Data Collection

After screening, the selected students – all of whom will have demonstrated accuracy below 30% – will simultaneously begin and complete at least five baseline sessions (i.e., progress monitoring) and technology training regarding the use of VM models and Zoom. After training, participants will receive the interventions implemented by the author via Zoom. Each intervention will last about 40 minutes, and students will receive daily individual interventions. Two weeks after the completion of the intervention, the participants will be retested using the same researcher-developed probe and materials as those used at baseline. All testing will be administered in synchronous online assessments.

- **Pre- and Post-test.** The MSTAR intervention includes an assessment packet consisting of Forms A and B, which include equivalent fractions problems of the same level. Form A will be used as a screening test to identify students who have difficulty in identifying equivalent fractions. The results of the screening test for eligible participants will also be recorded as a pre-test. Form B will be used as a post-test after completion of all intervention sessions.
- **Progress Monitoring.** Using the researcher-developed probe (i.e., ten problems that require identification of equivalent fractions), the researcher will monitor students' progress. All problems within the research-developed probe will be randomly generated from numbers 1 through 20, requiring students to identify equivalent fractions.
- **Social Validity (Students' Perspectives).** At the conclusion of all intervention sessions, participants will complete surveys about their attitudes and perspectives regarding the fractions intervention using virtual manipulatives in an online learning environment. Students will be asked to rate sixteen items on a 5-point scale (i.e., 1=strongly agree, 2=somewhat agree, 3=neither agree nor disagree, 4=somewhat disagree, 5=strongly disagree).

Phases	Data Collection	Minutes	Sessions
Screening	Pre-testing (i.e., Form A of MSTAR assessment)	30	1
Baseline	Researcher-developed probes	10	At least 5
Intervention	Researcher-developed probes	10	8
After Intervention	Post-testing (i.e., Form B of MSTAR assessment)	30	1
	Students' survey	10	1
Maintenance	Researcher-developed probes	10	3

Table 1. Students' Data Collection Plan

- **Fidelity of Data.** The Zoom sessions will be recorded during the assessment and intervention phases for the purpose of checking fidelity. Another graduate student will assess the fidelity of implementation and assessment. The checklist items designed to assess the fidelity of the intervention are as follows: (a) cumulative review, (b) introduction of the key ideas for the lesson, (c) activation of students' background knowledge, (d) demonstration of sets, models, or manipulatives to teach the lesson, (e) provision of practice questions, (f) completion of independent practice, (g) review of key ideas, and (h) completion of researcher-developed probes.

University of Texas Elementary School
The University of Texas at Austin

INSTRUCTIONS FOR RESEARCH APPLICANTS

1. Research proposals must have two levels of approval before data collection can begin. All applicants must obtain approval from the UT Elementary Management Board, through its Research Committee. The Research Committee is composed of members appointed by the Management Board, including the principal of UT Elementary who serves as chair. This Committee, which meets once a month prior to the Management Board meetings, reviews research proposals and recommends action to the Management Board.
2. Upon notification of the Management Board's approval of a research application, the applicant must then obtain approval from the UT-Austin Institutional Review Board (IRB). No data collection can begin before a copy of the IRB approval is received.
3. All applicants must complete the Application for Research. Applications by students and off-campus researchers must be co-signed by a UT-Austin faculty sponsor who assumes responsibility for the conduct of the study. Members of the UT-Austin teaching and research facilities, visiting scholars, and post-doctoral fellows may sign on their own behalf.
4. Please attach a separate brief description of your study in sufficient details so that the Research Committee can judge the appropriateness of the research. The description should not exceed three pages unless the study is unusually complicated. Copies of all instruments and/or instructions which will be used with children should be appended. The description should include the following:
 - a. The research design and its major elements. Since researchers are authorized to conduct their studies only as described in their proposals, the description must reflect what will actually be done.
 - b. What special qualities of UT Elementary are important or necessary for the conduct of this research project?
 - c. What educational issues might this line of research currently or ultimately address?
 - d. What possible benefits might result for UT Elementary or others?
 - e. What are the possible discomforts and risks to study participants?
 - f. What are the expected time requirements for UT Elementary staff and children?
 - g. List teachers or administrators, if any, who have been contacted or involved in the development of the research plan. Describe their involvement.
5. All applicants must submit a signed copy of the Guidelines for Conducting Research at UT Elementary. This form lists important information about doing research at UT Elementary. Anyone conducting research at UT Elementary will be held responsible for adhering to these guidelines.
6. Queries about the application and/or the practical arrangements for conducting research at UT Elementary should be directed to Dr. Nicole Whetstone, Principal and Dr. Melissa Chavez, Associate Vice President.

Please submit two (2) copies of the application and all supporting materials to:

Dr. Melissa M. Chavez
The University of Texas Elementary School
2200 E. 6th St.
Austin, TX 78702

7. After the completion of the study, researchers are required to submit two (2) copies of the resulting reports or publications to Dr. Melissa Chavez.

RESEARCH APPLICATION CHECKLIST

Your application is complete when you have submitted the following (3 copies required):

- _____ Completed Application for Research
- _____ Brief description of study
- _____ Signed copy of the Guidelines for Conducting Research at UT Elementary

Before data collection begins, submit the following (2 copies):

- _____ Statement of approval from UT Austin IRB

After you have completed your study, submit the following (2 copies):

- _____ Resulting reports or publications (2 copies)

University of Texas Elementary School
University of Texas at Austin

APPLICATION FOR RESEARCH

Title of Project: A Fractions Intervention Using Virtual Manipulatives in Online Learning for Students with Mathematics Learning Disabilities.

Applicant: Jiyeon Park

Department: Special Education

UT Status (circle) Faculty _____ Masters Student _____ Doctoral Student Other _____

If you are a doctoral student, have you advanced to candidacy? Yes No _____

Mailing Address: 8166 Racine Trail, Austin, TX 78717

Campus Phone:

Home Phone: 512-994-5461

Email address: jpark99@utexas.edu

UT Austin Faculty Sponsor (for students and off-campus applicants): Dr. Diane P. Bryant

Summary of Research Question (40 words or fewer): This study is to investigate the effects of fractions interventions that pair virtual manipulatives with instructional lessons in online learning sessions featuring explicit instruction for elementary students with mathematics learning disabilities.

Desired beginning date of study: ASAP

Terminal date: Before March 2021

Information needed from UT Elementary database:

Participants needed (circle): Students Teachers Parents Other

If students are to be involved, please indicate the following:

Number of Students: 4 (or more than 4) Age(s): 10~11 years Time Per Child: 40 minutes per session

Special Requirements (space, audio-visual equipment, etc.): N/A

Will study materials also be available in Spanish: _____ Yes No

Jiyeon Park
Signature of Applicant

Diane Pedrotty Bryant
Signature of UT-Austin
Sponsor (If needed)

10/19/20
Date

GUIDELINES FOR CONDUCTING RESEARCH AT UT ELEMENTARY

1. Researchers must contact the principal or her designated representative after their application has been approved by the UT Elementary Management Board and the UT IRB and before beginning data collection. The principal or designated representative will work with the researcher to identify potential groups of children to participate in the study and to schedule data collection and space, if it is needed.
2. Researchers must collaborate with classroom teachers to make sure that data collection does not disrupt the educational program.
3. Researchers must follow the sign-in procedures and visitor policies of UT Elementary.
4. Sign-out sheets are to be used when taking children out of class. The researcher is responsible for notifying the teacher when removing a child from the classroom. The name of the child, the location where the child will be and the time of his/her departure should be noted on the sign-out sheet. After the research session is complete the researcher must return to the classroom with the child and record the time of the child's return on the same sheet. This sign-out sheet is to be kept in the classroom during the research and must be returned to the principal's office at the end of the research.
5. Tangible rewards may not be given to children by researchers. An exception may be made in unusual situations. Prior approval of the Research Committee must be obtained before any rewards can be given.
6. Researchers must follow fire drill procedures. During fire drills, researchers are to accompany all children under their supervision to a paved area at least 20 feet from the building in which they are working.
7. Written communications with parents are to be screened by the principal. All letters to parents should be cleared with, and preferably co-signed by, the principal or her designated representative.
8. Researchers must notify the principal when their projects are complete.

I have read the Guidelines for Conducting Research at UT Elementary School and agree to adhere to them.

Jigeon Park

Researcher's Signature

10/19/20

Date



APPROVAL

October 9, 2020

Diane Bryant
1912 SPEEDWAY
AUSTIN, TX 78712

+1 512 232 2320
riveradm@eid.utexas.edu

Dear Diane Bryant:

On 10/9/2020, the IRB reviewed the following submission:

Type of Review:	Initial Study
Special Determinations:	Children
Title:	Effects of Online Intervention for Teaching Fractions Using Virtual Manipulatives for Elementary Students with Mathematics Learning Disabilities
Investigator:	Diane Bryant
IRB ID:	STUDY00000078
Funding:	None
Grant ID:	None
IND, IDE, or HDE:	None
Documents Reviewed:	<ul style="list-style-type: none"> • Child Assent, Category: Consent Form; • Measure_postest, Category: Other; • Measure_pretest, Category: Other; • Measure_Progress monitoring, Category: Other; • Measure_survey_online learning, Category: Other; • Measure_survey_VM, Category: Other; • Parent Permission, Category: Consent Form; • Proposal, Category: IRB Protocol; • Recruiting_one page summary, Category: Recruitment Materials;

The IRB approved the protocol from 10/9/2020 .



To document consent, use the consent documents that were approved and stamped by the IRB. Go to the Documents tab to download them.

If this study meets the definition of a clinical trial as it involves the assignment of one or more human subjects to one or more interventions (procedure, device, or drug, including use of placebo or control) to evaluate the effects of the interventions on biomedical or behavioral health outcomes. Please note that the approved IRB consent form template must be posted by the awardee to a federal website to be disclosed. This document must be posted after the research has been closed and no later than 60 days after the last study visit of any subject.

In conducting this protocol, you are required to follow the requirements listed in the Investigator Manual (HRP-103), which can be found by navigating to the IRB Library within the IRB system.

Sincerely,

Institutional Review Board
University of Texas at Austin

cc:

Diane Bryant (PI), Jiyeon Park (Primary Contact), Jiyeon Park (Proxy)

URL for Online Assessment

MSTAR Form A (screening/ pre-testing)

https://docs.google.com/forms/d/e/1FAIpQLSdMvG8EX1H6BAWhaqh-m1CG7h1YM2khYllrW5mo_X0tBd20Qg/viewform?usp=sf_link

MSTAR Form B (post-testing)

https://docs.google.com/forms/d/e/1FAIpQLScCn1rCVVFh8BIZtHL_EVv8I9_yt5Wr20-LoEJuOYsZsXOrOA/viewform?usp=sf_link

Survey (students' perspectives)

https://docs.google.com/forms/d/e/1FAIpQLSdWvMta6xdnUWG7MZSfzmcqJNkTpwC57-4QHrMCR_ZXwg_9A/viewform?usp=sf_link

Researcher-developed probe-1

https://docs.google.com/forms/d/e/1FAIpQLSdxQGkgYll_Fl27zQ5FkFcixWabVINkq18AZevcNvS4-Q90fQ/viewform?usp=sf_link

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 **UT CHARTER SCHOOL** 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

UT CHARTER SCHOOL 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, and 19 Administrative Code 89.1053. 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 <<UT CHARTER SCHOOL>>;
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 <<UT CHARTER SCHOOL>> personnel in a non-<<UT CHARTER SCHOOL>> facility, or at a <<UT CHARTER SCHOOL>> 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 <<UT CHARTER SCHOOL>> resident): services provided to students who reside in care and treatment facilities and whose parents do not reside within the boundaries of <<UT CHARTER SCHOOL>>;
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. (TEC §12.104(b)(2)(F))

<<Charter Holder>> 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 USC §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 Academic Excellence Indicator System (“AEIS”), 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. (TEC §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

<<School Name>> 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. (TEC §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. (TEC §29.008(c))

If <<School Name>> contracts for the provision of education services rather than providing the services, <<School Name>> 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 <<School Name>> contracts shall periodically report to <<School Name>> on the services the student has received or will receive in accordance with the contract as well as diagnostic or other evaluative information that <<School Name>> requires in order to fulfill its obligations under Subchapter A (Special Education), Chapter 29, Texas Education Code. (TEC §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)

<<School Name>> 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 <<School Name>> 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

<<School Name>> shall ensure that personnel standards for all individuals serving children with disabilities are met in accordance with the IDEA and its procedures.

<<School Name>> 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.

<<School Name>> 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 ARD committee.

<<School Name>> 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.

<<School Name>> 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 <<School Name>> 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. (TEC §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 as least 20 hours of classroom management training as determined by the governing body of the open-enrollment charter school. (TEC §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; TEC §§21.002, 21.003, and 29.304; or appropriate state agency credentials. (19 T.A.C. §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 <<School Name>> written notice of the qualifications of each teacher employed by <<School Name>>.

Additionally, the Superintendent or designee shall, at the beginning of each school year, notify the parents of each student attending <<School Name>> that the parents may request, and <<School Name>> 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.

<<School Name>> 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.

Sec. 1. ADMISSION, REVIEW AND DISMISSAL COMMITTEES

<<Charter Holder>> 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 <<School Name>> 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.

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

Sec. 3. COMMITTEE MEMBERS

<<School Name>> shall ensure that each ARD committee meeting includes all of the following:

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 <<School Name>> 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
 - c. Is knowledgeable about the availability of <<School Name>>'s resources;
5. An individual who can interpret the instructional implications of evaluation results, who may be a member of the ARD committee (who may be a member of the committee listed in items 2–5);
 6. At the discretion of the parent or <<School Name>>, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
 7. The child, whenever appropriate;
 8. A representative from career and technical education, preferably the teacher, when considering initial or continued placement of a student in a career and technical education program;
 9. For a child with limited English proficiency, a member of the child's language-proficiency assessment committee ("LPAC") when deciding upon the selection of assessments and appropriate accommodations;
 10. For a child with an auditory impairment, including deaf-blindness, a teacher who is certified in the education of children with auditory impairments; and
 11. For a child with a visual impairment, including deaf-blindness, a teacher who is certified in the education of children with visual impairments.

20 U.S.C. 1414(d)(1)(B); 34 CFR 300.321; 19 TAC 75.1023(d)(1), 89.1131(b)(3)–(4), 101.1009.

A <<School Name>> member of the ARD committee shall not be required to attend an IEP meeting, in whole or in part, if the parent and <<School Name>> 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 Name>> 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 <<School Name>> 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) 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, <<School Name>> shall invite:

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1. The student. If the student does not attend, <<School Name>> 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

<<School Name>> 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.

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

Sec. 5. ALTERNATIVE PARTICIPATION METHODS

If neither parent can attend an ARD committee meeting, <<School Name>> 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 <<School Name>> is unable to convince the parents that they should attend. In such event, <<School Name>> 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

<<School Name>> 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.

A meeting does not include informal or unscheduled conversations involving <<School Name>> personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that <<School Name>> 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 Name>> 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. 19 TAC 89.1050(e).

b) *Transfer Students*

If a student transfers to <<School Name>>, and the student had a previous IEP in place, <<School Name>> 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, <<School Name>> 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, <<School Name>> conducts an evaluation, if determined necessary by <<School Name>>, 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*

<<School Name>> 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).

d) *Military Dependents*

<<School Name>> shall initially provide comparable services to a military student with disabilities based on his or her current IEP. This does not preclude <<School Name>> from performing subsequent evaluations to ensure appropriate placement of the student. Education Code 162.002 art. V, § C.

Sec. 7. ELIGIBILITY DETERMINATIONS

Upon completion of the administration of assessments and other evaluation measures, a team of qualified professionals and the parent shall make the determination of whether the child has a disability and of the educational needs of the child.

<<School Name>> 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, if appropriate, IEP and placement within 30 calendar days from the date of the completion of the written full individual and initial evaluation report. 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, IEP, and placement, unless the full individual and initial evaluation indicates that the student will need extended school year ("ESY") services during that summer.

When a report is provided to a parent not later than June 30 as described at Timeframe for Completion of Written Report, above, the ARD committee must meet not later than the 15th school day of the following school year to consider the evaluation. If, however, an evaluation indicates that a student will need ESY services, the ARD committee must meet as expeditiously as possible. 19 TAC 89.1011(d), (e).

Sec. 8. INDIVIDUALIZED EDUCATION PROGRAM

<<School Name>> shall develop, review, and revise an IEP for each child with a disability. 20 U.S.C. 1412(a)(4); 34 CFR 300.320(a).

<<School Name>> shall have an IEP in effect for each child with a disability at the beginning of each school year. 20 U.S.C. 1414(d)(2)(A); 34 CFR 300.323(a).

The term "individualized education program" 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;
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, <<School Name>> 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.

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TEC § 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;
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

<<School Name>> 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).

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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. Tex. Educ. Code § 30.002.

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

<<School Name>> 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. Tex. Educ. Code § 29.303.

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 <<School Name>> 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.

b) *No Agreement Reached*

If, after the ten-day recess, the ARD committee still cannot reach agreement, <<School Name>> 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. The ARD committee members who disagree shall be offered the opportunity to write their own statements.

When <<School Name>> 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 Name>> policy.

19 TAC § 89.1050.

Sec. 14. IEP MODIFICATION

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.

After the annual IEP meeting for a school year, the parent and <<School Name>> may agree not to convene an IEP meeting for the purposes of making changes to the IEP and instead may develop a written document to amend or modify the child's current IEP.

Upon request, a parent shall be provided with a revised copy of the IEP with amendments incorporated.

To the extent possible, <<School Name>> 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

<<School Name>> 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

<<School Name>> 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. <<School Name>> 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).

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

<<School Name>> 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. TRANSITIONING 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
 - 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 <<School Name>>;
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).

<<School Name>> shall post the transition and employment guide on the <<School Name>> website if <<School Name>> 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 first committee meeting at which transition is discussed that occurs after the date on which the guide is updated. Upon request, <<School Name>> shall provide a printed copy of the guide to a student or parent. *Tex. Educ. Code § 29.0112.*

c) *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.

<<School Name>> 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.

<<School Name>> 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. 1. AGE OF MAJORITY – TRANSFER OF RIGHTS

Not later than one year before the 18th birthday of a student with a disability, <<School Name>> 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 <<School Name>> provided the required notice, information, and resources.

When a student reaches the age of majority (18 years of age), <<School Name>> 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, <<School Name>> 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) *Tuition-Free Program*

<<Charter Holder>> shall offer tuition-free prekindergarten classes if it identifies 15 or more eligible children who are at least four years of age. <<Charter Holder>> may offer tuition-free prekindergarten classes if it identifies 15 or more eligible children who are at least three years of age.

i. *Exemption*

<<Charter Holder>> may apply to the Commissioner of Education for an exemption from the requirement that it provide a free prekindergarten program if <<Charter Holder>> would be required to construct classroom facilities in order to provide the program.

ii. *Half-Day Basis*

A tuition-free prekindergarten class shall be operated on a half-day basis.

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 the conservatorship of the Department of Family and Protective Services following an adversary hearing under Family Code 262.201.
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.

Sec. 2. PRESCHOOL-AGED CHILDREN

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

<<Charter Holder>> 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, <<Charter Holder>> 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))

<<Charter Holder>> shall develop a system to notify residents within <<Charter Holder>>'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. (TEC §29.009)

Sec. 3. TRANSITION OF CHILDREN FROM PART C

By the third birthday of a child participating in early intervention programs the <<Charter Holder>> 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 C.F.R. § 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

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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

<<Charter Holder>> shall ensure that all children residing within <<School Name>>'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

<<School Name>> 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 Name>>'s boundaries.

<<School Name>> 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 Name>>'s boundaries. 20 U.S.C. 1412(a)(10)(A)(ii)–(iv).

Sec. 3. PRESCHOOL STUDENTS

<<School Name>> shall develop a system to notify residents within <<School Name>>'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 <<School Name>>, <<School Name>> will promptly request all student records from the student's previous school.

Sec. 1. STUDENTS WHO TRANSFER WITH AN IEP

When a student transfers to <<School Name>> from another school within Texas, <<School Name>> shall provide a free appropriate public education (“FAPE”) to the student. <<School Name>> shall provide comparable services as those described in the individualized education program (“IEP”) the student transferred with until <<School Name>> adopts the student’s IEP from the previous school, or develops, adopts and implements a new IEP.

If the student with a disability transfers to from a school outside of Texas, <<School Name>> shall provide the student with FAPE, including comparable services, until <<School Name>> conducts an evaluation and develops, adopts, and implements a new IEP. (34 CFR §300.323)

A new IEP must be implemented within 30 school days from the date the student is verified as being a student eligible for special education services.

If a student transfers from <<School Name>>, <<School Name>> 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 <<School Name>>. (19 TAC §89.1050(j)(3))

Sec. 1. PREKINDERGARTEN PROGRAMS

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 USC §1400(c)(5)(F))

In implementing coordinated, early intervening services, <<School Name>> 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 USC §1413(f)(2); 34 CFR §300.226(b))

An early intervening 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 <<School Name>> agrees that the student may be eligible for special education, <<School Name>> must evaluate the student. If <<School Name>> denies the parent's request for evaluation, <<School Name>> 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 USC §1413(f)(3); 34 CFR §300.226(c))

Sec. 2. BILINGUAL EDUCATION PROGRAM

<<School Name>> shall identify Limited English Proficient (LEP) students based on state criteria. <<School Name>> shall provide an appropriate Bilingual Education (BE) or English as a Second Language (ESL) program conducted by teachers certified for such courses. (Texas Education Code Chapter 29, Subchapter B; 19 TAC §§89.1201-1265)

Sec. 3. STUDENT WITH DISABILITIES AND LIMITED ENGLISH PROFICIENCY

<<School Name>> shall ensure that a student with limited English proficiency who also qualifies for special education services as a student with a disability under the Individuals with Disabilities Education Act (IDEA) 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)

Sec. 4. 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. (TEC §12.104(b)(2)(G)). <<School Name>> adopts the requirements of Subchapter B (Bilingual Education and Special Language Programs), Chapter 29, Texas Education Code pursuant to TEC §12.104(b)(2)(G).

Sec. 5. ESTABLISHMENT OF BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAM

<<School Name>> shall establish a BE or ESL program as required by TEC §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 TEC §29.054 (Exception). (TEC §29.053)

Sec. 6. LANGUAGE PROFICIENCY ASSESSMENT COMMITTEES

<<School Name>> shall further establish a Language Proficiency Assessment Committee (“LPAC”) that complies with TEC §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 Tex. Admin. Code § 101.1005(a).

Sec. 7. PROGRAM CONTENT; METHOD OF INSTRUCTION

<<School Name>>’s bilingual education program’s content and instruction shall comply with TEC §29.055. (TEC §29.055)

Sec. 8. ENROLLMENT OF STUDENTS IN PROGRAM

<<School Name>> shall comply with the TEA criteria for identification, assessment, and classification of students of limited English proficiency eligible for entry into the program or exit from the program. (TEC §29.056(a))

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 TEC §29.064. (TEC §29.056(a))

<<School Name>>, through its LPAC, shall evaluate and consider reenrollment of students who have transferred out of a bilingual education or special language program under TEC §29.056(h) as required by TEC §29.0561.

Sec. 9. FACILITIES; CLASSES

<<School Name>> shall ensure that bilingual education and special language programs are located in the regular public charter school rather than in separate facilities. (TEC §29.057)

Sec. 10. ENROLLMENT OF STUDENTS WHO DO NOT HAVE LIMITED ENGLISH PROFICIENCY

<<School Name>> ensures that enrollment of students who do not have limited English proficiency may occur only if the requirements of TEC §29.058 are met. (TEC §29.058)

Sec. 11. COOPERATION AMONG SCHOOLS

<<School Name>> may cooperate with other schools to provide a bilingual education or special language program. (TEC §29.059)

Sec. 12. 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 TEC §29.060. (TEC §29.060(a))

Enrollment of a student in the program is optional with the parent of the student. (TEC §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. (TEC §29.060(c))

<<School Name>> 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. (TEC §29.060(d))

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

The legislature may appropriate money from the foundation school fund for support of a program under TEC §29.060(a). (TEC §29.060(f))

Sec. 13. BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAM TEACHERS

<<School Name>> shall ensure that bilingual education and special language program teachers are properly certified. (TEC §29.061)

Sec. 14. APPEALS

A parent of a student enrolled in a bilingual education or special language program may appeal to the Commissioner of Education if <<School Name>> 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. (TEC §29.064; 19 TAC §89.1240)

Sec. 15. PEIMS REPORTING REQUIREMENTS

<<School Name>> shall meet Public Education Information Management System (PEIMS) Reporting Requirements with respect to its bilingual education or special language programs. (TEC §29.066)

Sec. 1. PROCEDURAL SAFEGUARDS

The Superintendent 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, <<School Name>> 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 <<School Name>> 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 to the other party a due process complaint (which shall remain confidential). 34 CFR 300.508.

Sec. 2. 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, <<School Name>> 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. 3. 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 <<School Name>> makes that option available. 34 CFR 300.505.

Sec. 4. NOTICE OF PROCEDURAL SAFEGUARDS

<<School Name>> 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.

<<School Name>> 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 <<School Name>> 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. 5. PRIOR NOTICE AND CONSENT

Whenever <<School Name>> proposes or refuses to initiate or change the identification, evaluation, or educational placement of a student or the provision of a free appropriate public education to the student, <<School Name>> must provide prior written notice as required in 34 CFR, §300.503, including providing the notice in the parent's native language or other mode of communication. This notice must be provided to the parent at least five school days before the school district proposes or refuses the action unless the parent agrees to a shorter timeframe. 19 T.A.C. § 89.1050(h).

a) *Contents of Notice*

The notice must include:

1. A description of the action proposed or refused by <<School Name>>;
2. An explanation of why <<School Name>> proposes or refuses to take the action;
3. A description of each evaluation procedure, assessment, record, or report <<School Name>> 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 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 <<School Name>>’s proposal or refusal.

34 CFR 300.503(b)

Sec. 6. CONSENT TO INITIAL EVALUATION

Before <<School Name>> conducts an initial evaluation, it shall provide prior written notice, including a description of any evaluation <<School Name>> 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).

Sec. 7. CONSENT TO SERVICES

<<School Name>> 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).

Sec. 8. CONSENT TO REEVALUATION

<<School Name>> 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 <<School Name>> 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).

Sec. 9. CONSENT TO EXCUSE MEMBER FROM ATTENDING ARD COMMITTEE MEETING

A <<School Name>> 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 Name>> 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. 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, <<School Name>> 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 <<School Name>> determines that an additional examination or test is required for the evaluation of a child's need for special education, <<School Name>> 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. 11. PARENTAL CONSENT TO ACCESS PUBLIC BENEFITS

<<School Name>> 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. 12. PARENTAL CONSENT FOR TRANSFER OF ASSISTIVE TECHNOLOGY DEVICES

<<School Name>> 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. 13. OTHER CONSENT REQUIREMENTS

Parental consent is not required before <<School Name>> 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 <<School Name>> must be provided to students at no cost.

If <<School Name>> 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 <<School Name>> 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.

Sec. 1. 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 regarding the student shall be determined in accordance with federal law and regulations.

Sec. 2. REMOVAL FOR TEN DAYS OR LESS

A student with a disability who violates the <<School Name>> 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.

a) *Services During Removal*

<<School Name>> is required to provide services during the period of removal if <<School Name>> provides services to a child without disabilities who is similarly removed.

Sec. 3. SUBSEQUENT REMOVALS OF TEN DAYS OR LESS

<<School Name>> 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.

b) *Services During Removal*

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”).

Sec. 4. NOTICE OF PROCEDURAL SAFEGUARDS

Not later than the date on which the decision to take the disciplinary action is made, <<School Name>> shall notify the student’s parents of the decision and of all procedural safeguards.

Sec. 5. CHANGES IN PLACEMENT

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

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.

<<School Name>> determines, on a case-by-case basis, whether a pattern of removals constitutes a change in placement. <<School Name>>'s determination is subject to review through due process and judicial proceedings.

<<School Name>> 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.

Sec. 6. 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, <<School Name>>, parents, and relevant members of the ARD committee (as determined by the parent and <<School Name>>) 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 <<School Name>>'s failure to implement the IEP.

If <<School Name>>, 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.

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.

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.
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.

b) *Manifestation*

If <<School Name>>, 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 a functional behavioral assessment ("FBA"), unless <<School Name>> had conducted an FBA before the behavior that resulted in the change in placement occurred, and implement a behavioral intervention plan ("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 <<School Name>> agree to a change in placement as part of the modification of the BIP.

i. *Special Circumstances*

<<School Name>> 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 Name>>; 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 Name>>;
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 Name>>.

The ARD committee shall determine the interim alternative education setting.

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.

Sec. 7. APPEALS

A parent who disagrees with a placement decision or the manifestation determination may request a hearing. Additionally, <<School Name>> 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.

a) *Placement During Appeals*

When an appeal has been requested by a parent or <<School Name>>, 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 <<School Name>> agree otherwise.

Sec. 8. REPORTING CRIMES

Federal law does not prohibit <<School Name>> from reporting a crime committed by a student with a disability to appropriate authorities. If <<School Name>> reports a crime, <<School

<<Name>> shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom <<School Name>> reported the crime. <<School Name>> may transmit records only to the extent permitted by the Family Educational Rights and Privacy Act (“FERPA”).

Sec. 9. 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 <<School Name>> had knowledge that the student had a disability before the behavior that precipitated that disciplinary action occurred.

a) *School Knowledge*

<<School Name>> 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 <<School Name>> 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 Name>> personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education director or to other <<School Name>> supervisory personnel.

b) *Exception*

<<School Name>> 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.

If <<School Name>> 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.

Sec. 10. BEHAVIOR MANAGEMENT TECHNIQUES

It is <<School Name>>'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.

a) *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; and
2. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in a <<School Name>> educational program.

Further, 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).

Sec. 11. 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.

Sec. 12. SECLUSION

A <<School Name>> employee or volunteer or an independent contractor of <<School Name>> 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.

Sec. 13. RESTRAINT

A <<School Name>> 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.

“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.

“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.

a) *Training*

Training for <<School Name>> 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).

b) *Documentation*

In a case in which restraint is used, <<School Name>> employees, volunteers, or independent contractors shall implement the documentation requirements set forth at 19 TAC 89.1053(e).

Sec. 14. TIME-OUT

A <<School Name>> 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 may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student's IEP and/or BIP if it is utilized on a recurrent basis to increase or decrease targeted behavior.
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.

“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.

a) *Training*

Training for <<School Name>> 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.

It is the policy of <<School Name>> 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 <<School Name>>. These procedures shall be implemented in accordance with the State Board of Education's *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders (Dyslexia Handbook)*.

Sec. 2. IDENTIFICATION AND TESTING

Screening and further evaluation should be done only by individuals or professionals who are trained in valid, evidence-based assessments and who are trained to appropriately evaluate students for dyslexia and related disorders.

Before an identification or assessment procedure is used selectively with an individual student, <<School Name>> must notify the student's parent or guardian or another person standing in parental relation to the student.

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 and first grade students.

<<School Name>> 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. 3. TREATMENT

<<School Name>> 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. <<School Name>> 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

<<School Name>> 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 <<School Name>> reevaluates the information obtained from previous testing of the student.

Sec. 4. PARENTAL NOTIFICATIONS

<<School Name>> shall inform parents and guardians of students eligible under Section 504 of all services and options available to the student under that law. The notice must be in English, or to the extent practicable, the individual's native language and must include the following:

1. A reasonable description of the evaluation procedure to be used with the individual student;
2. Information related to any instructional intervention or strategy used to assist the student prior to evaluation;
3. An estimated time frame within which the evaluation will be completed; and
4. Specific contact information for the campus point of contact, relevant parent training and information projects, and other appropriate parent resources.

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 Education Code §26.0081.

Sec. 5. PARENT EDUCATION PROGRAM

<<School Name>> 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. 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. Through an evaluation, if a student is found to have a disability in one of the following categories, and has an educational need, they may be found eligible for special education:

1. Intellectual Disability;
2. Hearing impairment;
3. Visual Impairment;
4. Speech or Language impairment;
5. Emotional disturbance;
6. Orthopedic impairment;
7. Other health impairment;
8. Traumatic brain injury;
9. Deaf-blindness;
10. Specific Learning Disability;
11. Autism;
12. Developmental delay; or
13. Multiple Disabilities.

(34 CFR § 300.008)

Additionally, a student is eligible to participate in <<School Name>>'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. (TEC §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 date 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)

When interpreting evaluation data for the purpose of determining if a student is a student with a disability under § 300.8, and the educational needs of the student, <<School Name>> 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, an individualized education program ("IEP") must be developed for the student in accordance with §§ 300.320 through 300.324. (34 CFR §300.306)

A student is not eligible for special education services through the evaluation, if a student is found to only need related services. A student cannot be found eligible for services if the determinant factor for that determination is lack of appropriate instruction in reading, including in the essential components of reading instruction, lack of appropriate instruction in math, or limited English proficiency. (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. 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. 4. SPEECH OR LANGUAGE 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. 5. 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. 6. 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(10))

The multidisciplinary team determining eligibility must include a licensed physician. (19 TAC §89.1040(10))

Sec. 7. OTHER HEALTH IMPAIRMENT (OHI)

A student with limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli caused by chronic or acute health problems such as:

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.

If the health condition limits alertness in the educational environment and adversely impacts a student's learning, he or she is eligible for OHI. In determining eligibility, <<School Name>> shall must include a licensed physician on the multidisciplinary team.

Sec. 8. 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.

<<School Name>> 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(11))

Sec. 9. HEARING OR AUDITORY IMPAIRMENT AND DEAFNESS

A student with an impairment in hearing, whether permanent or fluctuating, that adversely affects a student's educational performance but is not included under the definition of deafness.

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. <<School Name>> 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)(5); 19 TAC 89.1040(c)(3))

Sec. 10. DEAFNESS

Deafness is a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a student's educational performance. (34 CFR §300.8(c)(3))

Sec. 11. VISUAL IMPAIRMENT INCLUDING BLINDNESS

An impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness. (34 CFR 300.8(c)(13).

A student with a visual impairment is one who:

1. has been determined by a licensed ophthalmologist or optometrist to have no vision or to have a serious visual loss after correction; or to have a progressive medical condition that results in no vision or a serious visual loss after correction.
2. has been determined by the following evaluations to have a need for special services, including:
 - a. a functional vision evaluation by a professional certified in the education of students with visual impairments or a certified orientation and mobility instructor. The evaluation must include the performance of tasks in a variety of environments requiring the use of both near and distance vision and recommendations concerning the need for a clinical low vision evaluation and an orientation and mobility evaluation; or
 - b. a learning media assessment by a professional certified in the education of students with visual impairments. The learning media assessment must include recommendations concerning which specific visual, tactual, and/or auditory learning media are appropriate for the student and whether or not there is a need for ongoing evaluation in this area.

(19 TAC 89.1040(12)(A))

Through evaluation, <<School Name>> should state the student's visual loss in exact measures of visual field and corrected visual acuity at a distance and at close range in each eye by a licensed ophthalmologist or optometrist. The report should also include prognosis whenever possible. If exact measures cannot be obtained, the eye specialist must so state and provide best estimates.

A student that qualifies as a student with a visual impairment is considered functionally blind if, based on the preceding evaluations, the student will use tactual media (which includes Braille) as a primary tool for learning to be able to communicate in both reading and writing at the same level of proficiency as other students of comparable ability. (19 TAC §89.1040(12)(B))

Sec. 12. 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))

Sec. 13. SPECIFIC LEARNING DISABILITY

Specific learning disability 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, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (34 CFR §300.8(c)(10))

In addition to being identified as having a disorder that impacts a basic psychological process, <<School Name>> 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.

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<<School Name>>'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))

A specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage. (34 CFR §300.8(c)(10))

Prior to identifying a student as one with a learning disability, <<School Name>> shall ensure that the suspected disability is not due to lack of educational opportunity or lack of appropriate instruction. <<School Name>> shall consider data that shows the student has received appropriate instruction in math and reading in the general education setting. <<School Name>> 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))

Sec. 14. 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.

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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. 15. MULTIPLE DISABILITIES

A student may qualify as a student with multiple disabilities if they are identified to have a combination of impairments (such as mental retardation-blindness or mental retardation-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 expected to continue indefinitely and the impairments must 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 that 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. 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 <<School Name>>'s overall general education referral or screening system. Either a parent, the Texas Educational Agency ("TEA"), another state agency, or <<School Name>> 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 Name>> 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, <<School Name>> shall, not later than the 15th school day after the date <<School Name>> 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

<<School Name>> 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"). 20 U.S.C. 1415(b)(3); 34 CFR 300.503(a).

Sec. 3. INITIAL EVALUATION

<<School Name>> 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).

<<School Name>> 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*

<<School Name>> 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, <<School Name>> 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)(1); 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, <<School Name>> shall make reasonable efforts to obtain the informed consent from the parent for an initial evaluation, unless:

1. <<School Name>> 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 <<School Name>>'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 <<School Name>>'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 <<Director of Special Education Services>> or to a <<School Name>> administrative employee. <<School Name>> 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 <<School Name>>. 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, <<School Name>> must generally complete the evaluation and report within 45 school days of the date <<School Name>> receives the written consent. <<School Name>> must give a copy of the evaluation report to the parent.

Sec. 5. NOTIFICATION TO PARENTS REGARDING INTERVENTION STRATEGIES

Each school year, <<School Name>> shall notify a parent of each child, other than a child enrolled in a special education program, who receives assistance from the <<School Name>> for learning difficulties, including through the use of intervention strategies that <<School Name>> 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.

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 <<School Name>> 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. FULL AND INDIVIDUAL EVALUATION (FIE)

<<School Name>> shall ensure that upon completion of the administration of such tests and other evaluation materials administered according to the evaluation procedures of the Individuals with Disabilities Education Act (“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.

<<School Name>> 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 and the Texas Education Code (“TEC”).

<<School Name>> 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; TEC §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 and 300.304; TEC §29.310)

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

Sec. 2. 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, <<School Name>> 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. (TEC §29.004(c)).

A written FIE report must be completed not later than the 45th school day following the date on which <<School Name>> 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. (TEC §29.004(a))

This time frame 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. (TEC 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 <<School Name>> 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 <<School Name>> 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.

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

(TEC 29.004)

Sec. 3. SPECIFIC LEARNING DISABILITY EVALUATION

The Texas Education Agency (“TEA”) cannot require <<School Name>> 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. 34 CFR § 300.310 (a).

Sec. 4. 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, <<School Name>> 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. 5. REVIEW OF EXISTING EVALUATION DATA (REED)

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 admission, review, and dismissal (“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.

<<School Name>> 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)

<<School Name>> 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. 6. CHANGE IN ELIGIBILITY

<<School Name>> 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. <<School Name>> 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. 7. 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. 8. 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. 9. 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, <<School Name>> 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 <<School Name>> determines that an additional examination or test is required for the evaluation of a child's need for special education, <<School Name>> 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 <<School Name>> determines that an additional examination or test is required for the evaluation, <<School Name>> 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 <<School Name>> to provide information and seek consent may not be counted toward the timeframe for completion of an evaluation. Education Code 29.0041.

Sec. 10. 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. 11. 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. (TEC §29.016)

Sec. 12. 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 <<School Name>>.

If the parent requests an IEE, <<School Name>> must provide the parent with information about where the parent may obtain an IEE and about <<School Name>>'s criteria that apply to IEE.

Sec. 13. 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 <<School Name>> 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. 14. RIGHT TO 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 <<School Name>>.

If the parent requests an IEE, <<School Name>> must respond to the parent by either:

1. without unnecessary delay, file a due process complaint to request a hearing to show that its evaluation of the student is appropriate; or
2. provide an IEE at public expense, unless <<School Name>> demonstrates in a due process hearing that the evaluation of the student that the parent obtained did not meet <<School Name>>'s criteria.

If <<School Name>> requests a hearing and the final decision is that <<School Name>>'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, <<School Name>> may ask why the parent objects to the evaluation of the student obtained by <<School Name>>; however, <<School Name>> 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 <<School Name>>'s evaluation of the student.

The parent is entitled to only one IEE of the student at public expense each time <<School Name>> 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 <<School Name>> an evaluation of the student that the parent obtained at private expense:

1. <<School Name>> must consider the results of the evaluation of the student, if it meets <<School Name>>'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 <<School Name>> 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. 15. 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 <<School Name>>. This will allow the evaluator access to <<School Name>> 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 <<School Name>>'s criteria. <<School Name>> will pay a fee for an IEE that allows a parent to choose from among qualified professionals in the area.

<<School Name>> 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 <<School Name>> criteria outlined in this document.

When evaluators have a sliding scale fee based on parent income, <<School Name>> will pay the amount charged to the parent if the evaluator meets <<School Name>> criteria or <<School Name>> has approved the IEE that does not meet <<School Name>> criteria.

In the event a parent pursues an IEE independently or pursues an IEE provider that is not on <<School Name>> independent evaluator list, <<School Name>> will determine if the evaluator meets <<School Name>> 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 <<School Name>> prior to payment.

<<School Name>> will deny payment for an IEE conducted by an evaluator who does not meet <<School Name>> criteria. <<School Name>> 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 Name>> rates for travel as established by state guidelines.

A contract for an IEE between an evaluator and <<School Name>> 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 Name>> 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 <<School Name>> with which the parent disagrees.

Copies of protocols must be provided to <<School Name>>.

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 TEC.

The evaluation must be provided to <<School Name>> upon completion.

Except for the criteria described above, <<School Name>> may not impose conditions or timelines related to obtaining an IEE at public expense. (34 CFR 300.502(e))

Sec. 1. COMPLIANCE

<<School Name>> 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 USC §1413(a)(2)).

Sec. 2. REDUCING LEVEL OF EXPENDITURES

Funds provided to <<School Name>> will not be used to reduce the level of expenditures for the education of students with disabilities made by <<School Name>> below the level of those funds for the preceding year. (2 USC §1423(a)(2)(A)(iii), Appendix E to Part 300)

<<School Name>> 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 <<School Name>> to provide a special education program to a particular student with a disability that is an exceptionally costly program because the child left <<School Name>>, 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. <<School Name>> may not use more than 15 percent of the amount received under IDEA Part B for any fiscal year, less any adjustments by <<School Name>> 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 <<School Name>>, or for <<School Name>>'s working in a consortium of which <<School Name>> is a part, to pay for high-cost special education and related services.
4. <<School Name>> 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 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, <<School Name>> may use IDEA Part B funds received for any fiscal year to carry out a Title 1, Part A school wide programs under the Elementary and Secondary Education Act (“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 USC §1413)

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

To the extent required under Title 1 of the ESEA, <<School Name>> 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. (TEC §29.013(a))

<<School Name>> shall use any funds allocated under TEC §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. (TEC §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. (TEC §29.013(c))

The provision of services under TEC §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 TEC §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. (TEC §29.013(d))

Sec. 1. SHARED SERVICES ARRANGEMENT

<<Charter Holder>> 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, TEA Guidance and Govt. Code Chapter 791 (interlocal agreements).

Sec. 1. STATE FUNDING: SPECIAL ALLOTMENTS

<<School Name>> 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 1.1 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. (TEC §48.102(h))

Sec. 3. COMPENSATORY EDUCATION ALLOTMENT

<<School Name>> must use funds allocated under TEC §48.104 for a purpose authorized in TEC §48.104(j-1), (k). (TEC §48.104)

Funds allocated under TEC §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 TEC §29.081 (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 TEC §29.081 or an alternative education program established under TEC §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 TEC §29.081, <<School Name>>’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. (TEC §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. (TEC §§12.104(b)(3)(G) and 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. (TEC §48.106).

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

<<School Name>> 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 §28.025. (TEC §12.104(b)(2)(E))

Sec. 2. ARD COMMITTEE AND IEP

For each student who is at least 14 years of age and qualifies for special education, the admission, review, and dismissal (“ARD”) committee must begin transition planning. The ARD committee must also consider the student’s graduation plan and what state assessments are required for graduation. (TEC §29.0111; 19 TAC §89.1070)

Sec. 3. SPECIAL EDUCATION ELIGIBILITY UPON GRADUATION

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 <<School Name>> to complete a summary of performance in accordance with 34 CFR §300.305(e)(3), and prior written notice must be provided to the parent. (34 CFR §300.102)

A student who receives a diploma, but took one or more classes with a modified curriculum, may request the ARD committee determine needed educational services as long as the student meets the age eligibility requirements. Modified curriculum is defined as curriculum or content that is reduced in amount or complexity of the required Texas Essential Knowledge and Skills (“TEKS”). (19 TAC §89.1070)

Sec. 4. GRADUATION REQUIREMENTS UNDER THE FOUNDATION HIGH SCHOOL PROGRAM

A student with a disability that receives special education services and who enters 9th grade in or after the 2014-2015 school year, may receive a regular high school diploma if the student:

1. Demonstrates mastery of the required states standards;
2. Completes the credit requirements under the Foundation High School Program; or
3. Achieves satisfactory performance on the required state assessment unless the ARD committee determines that satisfactory performance on the required state assessment is not necessary for graduation.

A student who receives special education services entering 9th grade in 2014-2015 or after may also earn a high school diploma if the student the student meets the above requirements and

successfully completes the individualized education program (“IEP”) and meets one of the following:

1. consistent with the IEP, the student obtains full-time employment and masters sufficient self-help skills to enable to the student to maintain employment without direct or ongoing educational support;
2. consistent with the IEP, demonstrated mastery of specific employability skills and self-help skills that do not require ongoing educational support;
3. has access to services that are not within the legal responsibility of <<School Name>> or educational options for which the student has been prepared for by the academic program;
or
4. no longer meets eligibility requirements

(19 TAC §89.1070; TEC §28.025)

Sec. 5. ENDORSEMENTS UNDER THE FOUNDATION HIGH SCHOOL PROGRAM

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

1. Completes the requirements for graduation under the Foundation High School Program and completes the additional credits requirements in mathematics, science, and elective courses required for an endorsement with or without modified curriculum; or
2. Completes the courses required for the endorsement without modified curriculum; and
3. Performs satisfactorily on the state assessment.

A student who is in 11th or 12th grade in 2014-2015, 2015-2016, or 2016-2017 school years who took each of the required assessments, but failed to achieve satisfactorily on no more than two assessments is eligible for an endorsement if the student meets the other endorsement requirements.

For students receiving special education services, if the student wants to use a course to satisfy both the Foundation High School Program requirements and for the endorsement requirement, the course must be completed without modified curriculum.

(19 TAC §89.1070; TEC §28.025)

Sec. 6. TRANSITIONING TO THE FOUNDATION HIGH SCHOOL PROGRAM

For students who entered 9th grade prior to the 2014-2015 school year, a student may receive a diploma under the Foundation High School Program if the student’s ARD committee determines

the student should take courses under the Foundations program and the student completes the requirements.

A student transitioning may also receive an endorsement if he or she meets the requirements.

A student who is in 11th or 12th grade in the 2014-2015, 2015-2016, or 2016-2017 school years and transitioning to the Foundation High School Program, who took each of the required assessments, but failed to achieve satisfactorily on no more than two assessments may graduate if the student met the other graduation requirements.

(19 TAC §89.1070; TEC §28.025)

Sec. 7. SUBSTITUTIONS UNDER THE FOUNDATION HIGH SCHOOL PROGRAM

a) Language other than English

If the ARD committee determines that a student with a disability is unable to complete two credits in the same language other than English, the ARD committee may determine to:

1. substitute a combination of two credits from ELA, math, science, or social studies; or
2. substitute two credits of CTE, technology applications, or other academic electives.

(TEC §74.12(b)(5)(D)(i); §28.025(b-14)(1))

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 one credit in English language arts, mathematics, science, or social studies or one academic elective credit for the required physical education credit. A credit allowed to be substituted may not also be used by the student to satisfy a graduation requirement other than completion of the physical education credit. The determination regarding a student’s ability to participate in physical activity must be made by:

- The student’s ARD committee, if the student receives special education services under the IDEA and Texas Education Code Chapter 29;
- 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
- If each of the described committees is inapplicable, a committee established by the school of persons with appropriate knowledge regarding the student.

(TEC §28.025(b-11))

Credits allowed as a substitution for the language and PE requirement may not be used to satisfy other graduation credit requirements.

(TEC §28.025(b-11) and (b-14))

Sec. 8. DISTINGUISHED ACHIEVEMENT, RECOMMENDED, AND MINIMUM HIGH SCHOOL PROGRAM

A student receiving special education services who entered 9th grade before the 2014-2015 school year, may graduate with a regular diploma if the student:

1. Demonstrates mastery of the state standards;
2. Completes credit requirements for graduation under the recommended or distinguished program; and
3. Achieves satisfactory performance on the required state assessment.

A student who is in 11th or 12th grade in 2014-2015, 2015-2016, or 2016-2017 school years and who took 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 met the other graduation requirements.

A student receiving special education services who entered 9th grade before the 2014-2015 school year, may also graduate with a regular diploma if the student:

1. Demonstrates mastery of the state standards;
2. Completes credit requirements for graduation under the minimum program; and
3. Participates in or satisfactorily performs on the required state assessment as determined by the ARD committee.

A student receiving special education services who entered 9th grade before the 2014-2015 school year, may also graduate with a regular diploma if the student:

1. Demonstrates mastery of the state standards through courses, 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 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 obtains full-time employment and masters sufficient self-help skills to enable to the student to maintain employment without direct or ongoing educational support;
- b. consistent with the IEP, demonstrated mastery of specific employability skills and self-help skills that do not require ongoing educational support;
- c. has access to services that are not within the legal responsibility of <<School Name>> or educational options for which the student has been prepared for by the academic program; or
- d. No longer meets eligibility requirements.

(19 TAC §89.1070)

Sec. 9. HIGH SCHOOL DIPLOMA AND CERTIFICATE; ACADEMIC ACHIEVEMENT RECORD

<<School Name>> does issue a certificate of coursework completion to a student who successfully completes the curriculum requirements identified by the SBOE under TEC §28.025(a) but who fails to comply with TEC §39.025 (Secondary-Level Performance Required) relating to exit-level assessment requirements. <<School Name>> does allow a student who receives a certificate to participate in a graduation ceremony with students receiving high school diplomas. (TEC §28.025(d))

Sec. 10. CERTIFICATE OF ATTENDANCE

<<School Name>> does issue a Certificate of Attendance to a student who receives special education services under the Individuals with Disabilities Education Act (“IDEA”), and who has completed four years of high school but has not completed the student's IEP. <<School Name>> shall allow a student who receives a certificate 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. (TEC §28.025(f))

Sec. 11. PROMOTION TO 6TH OR 9TH GRADE

A student may not be promoted to 6th grade if the student does not perform satisfactorily on the 5th grade mathematics and reading assessments.

A student may not be promoted to 9th grade if the student did not perform satisfactorily on the 8th grade mathematics and reading assessments.

Each time a student fails to perform satisfactorily on an assessment administered under Section 39.023(a) in the 3rd, 4th, 5th, 6th, 7th, or 8th grade, <<School Name>> shall provide the student

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with accelerated instruction in the applicable subject area. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations.

The ARD committee of a student who participates in <<School Name>>'s special education program and who does not perform satisfactorily on an assessment shall determine:

1. the manner in which the student will participate in an accelerated instruction program under this section; and
2. whether the student will be promoted or retained under this section.

(TEC §28.0211)

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.

(TEC §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. (TEX §29.015(b))

<<School Name>> 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 TEC §29.015 by an open-enrollment charter school may file a complaint with the TEA in accordance with federal law and regulations. (TEC §29.015(c))

<<School Name>> 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 Section 29.003;
2. ARD committee meetings;
3. manifestation determination reviews required by Section 37.004(b);

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4. any disciplinary actions under Chapter 37 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 Section 37.0021; and
7. use of corporal punishment as provided by Section 37.0011.

(TEC §25.007)

As a condition to receiving funds under Title I, Part A, <<School Name>> 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, <<School Name>> will, to the extent required by law, provide transportation to the school of origin if:
 - i. the local child welfare agency agrees to reimburse <<School Name>> for the cost of transportation;
 - ii. <<School Name>> agrees to pay the cost of transportation; or
 - iii. <<School Name>> and the local welfare agency agree to share the cost of such transportation.

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

Sec. 2. SEC. 6.21.2. SURROGATE PARENT

<<School Name>> must appoint an individual to serve as the surrogate parent for a child if:

1. <<School Name>> 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 <<School Name>> may not:

1. be an employee of the state, <<School Name>>, 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:

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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.

<<School Name>> 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 <<School Name>> 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 Name>> determines that the surrogate parent is failing to perform or is not properly performing the duties listed in this policy, <<School Name>> 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

<<School Name>> 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 Name>>'s boundaries.

<<School Name>> 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 Name>>'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 Name>>

If <<School Name>> 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, <<School Name>> 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 <<School Name>>, <<School Name>> shall convene an admission, review, and dismissal (“ARD”) committee to determine whether <<School Name>> can offer the child a free appropriate public education (“FAPE”). If <<School Name>> determines that it can offer a FAPE to the student, <<School Name>> 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 <<School Name>> full time. 19 TAC 89.1096(b).

Sec. 3. REJECTION OF OFFER OF FAPE

a) Student Receives ISP

If <<School Name>> 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, <<School Name>> is not required to pay for the cost of education, including special education and related services. However, <<School Name>> 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 <<School Name>>, enroll the child in a private school without the consent or referral by <<School Name>>, a court or a hearing officer may require <<School Name>> to reimburse the parents for the cost of that enrollment if the court or hearing officer finds that <<School Name>> 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).

Student records shall be maintained for each student from the time the student is in attendance at <<School Name>> until withdrawal or graduation from <<School Name>>. 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.

Sec. 1. EDUCATION RECORDS

a) *“Education Records” Defined*

For the purposes of this policy, the term “education records” means those records, files, documents, and other materials that contain information directly related to a student and are maintained by <<School Name>> or by a person acting for <<School Name>>.

The term “education records” does not include:

1. Records that are created or received by <<School Name>> after an individual is no longer a student in attendance, and that are not directly related to the individual’s attendance as a student.
2. Records made by <<School Name>> personnel that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to anyone other than a temporary substitute for the maker of the record.
3. Records maintained by a law enforcement unit of <<School Name>> that were created by that law enforcement unit for the purpose of law enforcement.
4. Records on a student who is eighteen years of age or older, or who is attending an institution of postsecondary education, that are:
 - a. Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
 - b. Made, maintained, or used only in connection with treatment of the student; and
 - c. Disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution.
5. Grades on peer-graded papers before they are collected and recorded by a teacher.

State and federal law safeguard educational records from unauthorized inspection or use. All information relating to student performance, including grades, test results, and disciplinary records are considered confidential educational records. Release of those records are restricted to parents; school staff members with a legitimate educational interest; various governmental agencies or in response to a subpoena or court order; or a school to which the student transfers or subsequently

enrolls. Release to any other person or agency will occur only with prior written consent of the parent.

b) *Screening Records*

The Principal of each <<School Name>> campus shall maintain records of screening for special senses and communication disorders, spinal screening, and assessment for type 2 diabetes for each student in <<School Name>>. Records shall be open for inspection by the state or local health department. The Texas-Mexico Border Health Coordination Office may, directly or through local health departments, enter a school and inspect records relating to assessment for type 2 diabetes. Individual screening records may be transferred among schools in accordance with Section 2-d (Access by Other Persons) below.

c) *Immunization Records*

<<School Name>> shall maintain an individual immunization record during the period of attendance for each student admitted. The records shall be open for inspection at all reasonable times by the Texas Education Agency (“TEA”) or by representatives of local health departments or the Texas Department of State Health Services (“TDSHS”). <<School Name>> shall cooperate with other districts and schools in transferring students’ immunization records between other schools. Specific approval from students or parents is not required prior to making such record transfers.

d) *Medical Records*

The parent of a student is entitled to access the student’s medical records maintained by <<School Name>>. On request of a student’s parent, <<School Name>> shall provide a copy of the student’s medical records to the parent. <<School Name>> may not impose a charge that exceeds the amount authorized by Section 552.261 of the Government Code.

e) *Privacy Rule for Non-“Education Records”*

To the extent <<School Name>> is a covered entity under the Health Insurance Portability and Accountability Act (“HIPAA”), <<School Name>> must comply with the Privacy Rule, 45 CFR Part 164, with respect to protected health information that is not an education record.

f) *Food Allergy Information*

Information regarding a child’s food allergy, regardless of how it is received by <<School Name>>, shall be retained in the child’s student records, but may not be placed in the health record maintained for the child by <<School Name>>.

i. *Exceptions*

If <<School Name>> receives documentation of a food allergy from a physician, that documentation shall be placed in the health record maintained for the child by <<School Name>>. A registered nurse may enter appropriate notes about a child's possible food allergy in the health record maintained for the child by <<School Name>>, including a notation that the child's student records indicate that a parent has notified <<School Name>> of the child's possible food allergy.

g) *Assessment Instruments*

The results of individual student performance on basic skills assessment instruments or other achievement tests administered by <<School Name>> are confidential and may be made available only to the student, the student's parent, and to <<School Name>> personnel directly involved with the student's educational program. However, overall student performance data shall be aggregated by ethnicity, sex, grade level, subject area, campus, and school system, and made available to the public, with appropriate interpretations, at regularly scheduled Board meetings. The information may not contain the names of individual students or teachers.

h) *Academic Achievement Records (Grades 9–12)*

<<School Name>> shall use the academic achievement record (transcript) form adopted by the State Board of Education ("SBOE"). This form shall serve as the academic record for each student and shall be maintained permanently by <<School Name>>. Copies of the record shall be made available to students transferring to another district. The information may be provided to the student or to the receiving district or to both. <<School Name>> shall respond promptly to all requests for student records from receiving districts.

i) *Enrollment Records*

If a parent or other person with legal control of a child enrolls the child in <<School Name>>, the parent or other person, or the school district in which the child most recently attended school, shall furnish to <<School Name>> all of the following:

1. The child's birth certificate, or another document suitable as proof of the child's identity as defined by the Commissioner of Education in the Student Attendance Accounting Handbook.
2. A copy of the child's records from the school the child most recently attended if he or she was previously enrolled in a school in Texas or in another state.

<<School Name>> must furnish information under items 1 and 2 not later than the tenth working day after the date <<School Name>> receives a request for the information.

If a parent or other person with legal control of a child under a court order requests that <<School Name>> transfer a child's student records, <<School Name>> shall notify the parent or other person as soon as practicable that the parent or other person may request and receive an unofficial copy of the records for delivery in person to a school in another district.

Sec. 2. ACCESS, DISCLOSURE, AND AMENDMENT

a) *Definitions*

i. "Attendance"

"Attendance" includes, but is not limited to:

1. Attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and
2. The period during which a person is working under a work-study program.

ii. "Disclosure"

"Disclosure" means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.

iii. "Parent"

"Parent" includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.

iv. "Personally Identifiable Information"

"Personally identifiable information" includes, but is not limited to:

1. The student's name;
2. The name of the student's parent or other family members;
3. The address of the student or student's family;

4. A personal identifier, such as the student’s biometric record, defined as a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting); social security number; or student number;
5. Other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name;
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
7. Information requested by a person who <<School Name>> reasonably believes knows the identity of the student to whom the education record relates.

v. “Record”

“Record” means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche.

vi. “Authorized Representative”

“Authorized representative” means any entity or individual designated by a state or local educational authority or an agency headed by an official listed in 34 C.F.R. 99.31(a)(3) to conduct—with respect to federal- or state-supported education programs—any audit, evaluation, or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

vii. “Education Program”

“Education program” means any program that is principally engaged in the provision of education, including but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, and any program that is administered by <<School Name>>.

viii. “Signed and Dated Written Consent”

“Signed and dated written consent” may include a record and signature in electronic form that:

1. Identifies and authenticates a particular person as the source of the electronic consent; and
2. Indicates such person’s approval of the information contained in the electronic consent.

b) Access by Parents

Access to the education records of a student who is or has been in attendance at <<School Name>> shall be granted to the parent of the student who is a minor or who is a dependent for tax purposes.

<<School Name>> shall presume that a parent has authority to inspect and review the student's records unless it has been provided with evidence that there is a court order, state statute, or legally binding document that specifically revokes these rights. A court may order the custodian of records to delete all references in a child's records to the place of residence of either party appointed as conservator before their release to another party appointed as conservator.

c) Access by Student

Whenever a student has attained 18 years of age or is attending an institution of postsecondary education, the rights accorded to, and consent required of, parents transfer from the parents to the student.

Nothing in this section prevents <<School Name>> from disclosing education records, or personally identifiable information from education records, to a parent without prior written consent of an eligible student if the disclosure meets the conditions in 34 CFR 99.31(a), including if the student is a dependent for tax purposes or in the case of a health or safety emergency.

If material in the education record of a student includes information on another student, only the portion of the material relating to the student whose records were requested may be inspected and reviewed.

d) Access by Other Persons

Personally identifiable information in education records shall not be released without the written consent of the student's parents, except to the following:

i. School Officials

<<School Name>> may disclose personally identifiable information without parent consent when disclosure is made to school officials with legitimate educational interest in the information. A school official is:

1. A person employed by <<School Name>> as an administrator, instructor, or support staff member (including health or medical staff and law enforcement unit personnel).
2. A person serving on the Board.

3. A person or company with whom <<School Name>> has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist).
4. A consultant, contractor, volunteer, or other party to whom <<School Name>> has outsourced institutional services or functions, provided that the outside party:
 - a. Performs an institutional service or function for which <<School Name>> would otherwise use employees;
 - b. Is under the direct control of <<School Name>> with respect to the use and maintenance of education records; and
 - c. Is subject to the requirements of 34 CFR 99.33(a) governing the use and redisclosure of personally identifiable information from education records.
5. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

<<School Name>> must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests.

ii. Officials of Other Schools

Officials of other schools or school systems in which the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer, provided that <<School Name>> either:

1. Includes in its policies a statement that notifies the parent or student that it forwards education records on request of the other school to such officials; or
2. Makes a reasonable attempt to notify the parent (unless the record transfer is initiated by the parent).

In either case, <<School Name>> shall furnish a copy of the transferred records to the parent if requested and shall give the parent an opportunity for a hearing to challenge the content of the record.

iii. Authorized Governmental Representatives

Authorized representatives of the officials or agencies headed by the Comptroller General of the United States, the Attorney General of the United States, the Secretary of Education, or state and local educational authorities who require access to student or other records necessary in connection with the audit and evaluation of federal- or state-supported education programs or in connection with the enforcement of or compliance with federal legal requirements that relate to such programs.

<<School Name>> may not refuse to report information concerning a student holding an F, J, or M visa on the basis of the Family Educational Rights and Privacy Act (“FERPA”) and any regulation implementing FERPA. <<School Name>> is authorized and required to report information that would ordinarily be protected by FERPA only to the extent required by 8 U.S.C. 1372, 8 CFR 214.3, or any corresponding regulation.

iv. Financial Aid Personnel

Personnel involved with a student’s application for, or receipt of, financial aid.

v. Juvenile Justice Officials

State and local officials to whom such information is specifically allowed to be reported or disclosed by state statute if:

1. The allowed reporting or disclosure concerns the juvenile justice system and its ability to effectively serve the student whose records are released, and
2. The officials and authorities to whom such information is disclosed certify in writing to <<School Name>> that the information will not be disclosed to any other party except as provided under state law without the prior written consent of the parent of the student.

vi. Organizations Conducting Surveys

Organizations conducting studies for, or on behalf of, <<School Name>> for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction. Such studies must be conducted so that personal identification of students and their parents will not be revealed to persons other than authorized personnel of the organizations conducting the studies who have legitimate interests in the information. Such information must be destroyed when no longer needed for the original purposes of the studies.

<<School Name>> must enter into a written agreement with the organization that:

1. Specifies the purpose, scope, and duration of the study or studies and the information to be disclosed;
2. Requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement;
3. Requires the organization to conduct the study in a manner that does not permit personal identification of parents and students, as defined in this part, by anyone other than representatives of the organization with legitimate interests; and

4. Requires the organization to destroy or return to <<School Name>> all personally identifiable information when the information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be returned or destroyed.

If <<School Name>> enters into an agreement with an organization conducting a study, it may redisclose personally identifiable information from education records on behalf of educational agencies and institutions that disclosed the information to <<School Name>> in accordance with the requirements of 34 C.F.R. 99.33(b).

<<School Name>> is not required to initiate a study or agree with or endorse the conclusions or results of the study.

vii. Accrediting Organizations

Accrediting organizations that require the information for purposes of accreditation.

viii. Health & Safety Emergency

Appropriate persons, including the student's parents, who, in an emergency, must have such information in order to protect the health or safety of the student or other person.

In making a determination, <<School Name>> may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If <<School Name>> determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

ix. Secretary of Agriculture

The Secretary of Agriculture, or authorized representative from the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of schools receiving funding or providing benefits of programs authorized under the National School Lunch Act or the Child Nutrition Act.

x. State or Local Child Welfare Agency

An agency caseworker or other representative of a state or local child welfare agency who has the right to access a student's case plan when the agency is legally responsible, in accordance with state law, for the care and protection of the student.

xi. *Directory Information*

Any person requesting directory information after <<School Name>> has given public notice of that definition

e) *Written Consent*

The parent shall provide a signed and dated written consent before <<School Name>> discloses personally identifiable information from a student's education records to any individual, agency, or organization other than the parent, the student, or those listed above. Such consent shall specify records to be released, the reason for such release, and to whom the records are to be released.

f) *Instructional Resources and Parental Rights*

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material that will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U. S. Department of Education ("DOE") shall be available for inspection by the parents of students.

g) *Information Collection*

i. *DOE Funded Surveys*

No student shall be required, as part of any program funded in whole or in part by the DOE, to submit to a survey, analysis, or evaluation that reveals information concerning the following topics without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent:

1. Political affiliations or beliefs of the student or the student's parents.
2. Mental and psychological problems of the student or the student's family.
3. Sex behavior and attitudes.
4. Illegal, anti-social, self-incriminating, and demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or student's parent.
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

ii. Information Collection Funded by Other Sources

Except as provided by 20 U.S.C. 1232h(a) or (b), as a condition of receiving funds from programs funded in whole or in part by the DOE, <<School Name>> shall develop and adopt policies, in consultation with parents, pursuant to 20 U.S.C. 1232h(c)(1), and provide for parent notification in accordance with 20 U.S.C. 1232(c)(2).

iii. Subpoenaed Records

<<School Name>> shall release student records to an entity or persons designated in a subpoena. <<School Name>> shall not disclose to any person the existence or contents of the subpoena if a court orders <<School Name>> to refrain from such disclosure. Unless the court or other issuing agency orders <<School Name>> to refrain from such disclosure or the order is an *ex parte* court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331, <<School Name>> shall make a reasonable effort to notify the parents and the student of all such subpoenas in advance of compliance.

iv. Sex Offenders

<<School Name>> may disclose personally identifiable information without consent if the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to <<School Name>> under 42 U.S.C. 14071 and applicable federal guidelines.

h) Parental Rights and Student Privacy

As a condition of receiving funds under any applicable program, <<School Name>> adopts the following policies, pursuant to 20 U.S.C. 1232h(c)(1):

1. Parents have a right to inspect any survey created by a third party before the survey is administered or distributed by <<School Name>> to the student. Parents should submit such a request to the Principal, and shall be provided an opportunity to inspect the survey within a reasonable period of time as determined by the Principal. Upon a parent's request to inspect a survey, the parent's child shall not participate in the survey until the parent has had a reasonable opportunity to inspect the survey, as determined by the Principal.

2. In the event a survey contains the items listed above, and is administered or distributed to students, <<School Name>> shall comply with FERPA and other applicable law to protect student privacy.
3. Parents have a right to inspect any instructional material used in the educational curriculum for the student. Parents should submit such a request to the Principal. The Principal shall provide reasonable access to parents within a reasonable period of time, as determined by the Principal.
4. <<School Name>> may administer physical examinations or other screenings to students as required and/or authorized by state or federal law and in accordance with other applicable policy.
5. <<School Name>> shall not collect, disclose, or use a student's personal information for the purpose of marketing or selling that information to third parties. This policy does not apply to or restrict the use of personal information collected from students for the purpose of developing, evaluating, or providing educational products or services offered by <<School Name>>, for or to students or educational institutions, such as recruiters, book clubs, curriculum and instructional materials used by schools, sale by students of products or services to raise funds for school-related or education-related activities, or student recognition programs, or as otherwise required by law. This policy is also subject to state and federal public information laws and FERPA, that makes some student personal information, defined in this policy as "Directory Information," public.
6. Parents have a right to inspect any instrument used in collection of personal information, described above, before the instrument is administered to the student. Parents should submit such a request to the Principal. The Principal shall provide reasonable access to parents within a reasonable period of time, as determined by the Principal. Upon a parent's request to inspect such an instrument, the parent's child shall not participate until the parent has had a reasonable opportunity to inspect the instrument, as determined by the Principal.

The Superintendent shall ensure that parents are provided reasonable notice of the adoption or continued use of these policies. Such notice shall be provided directly to the parents of the students in attendance at <<School Name>>. At a minimum, <<School Name>> shall:

1. Provide notice at least annually, at the beginning of the school year and within a reasonable time after any substantive change in the policies; and
2. Offer an opportunity for the parent to opt the student out of participation in an activity described above.

i) Request Procedure

<<School Name>> must permit parents to inspect and review education records related to their children that are collected, maintained, or used by the <<School Name>> under the IDEA. <<School Name>> 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.

j) Destruction of Records

<<School Name>> shall not destroy any education records if there is an outstanding request to inspect and review the records.

k) De-Identified Records

<<School Name>>, or a party that has received education records or information from education records, may release the records or information without the parent's written consent after the removal of all personally identifiable information provided that <<School Name>> or other party has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information.

l) Education Research

<<School Name>>, or a party that has received education records or information from education records, may release de-identified student level data from education records for the purpose of education research by attaching a code to each record that may allow the recipient to match information received from the same source, provided that:

1. <<School Name>> or other party that releases de-identified data under this section does not disclose any information about how it generates and assigns a record code, or that would allow a recipient to identify a student based on a record code;
2. The record code is used for no purpose other than identifying a de-identified record for purposes of education research and cannot be used to ascertain personally identifiable information about a student; and
3. The record code is not based on a student's social security number or other personal information.

m) *Authenticating Requestors' Identities*

<<School Name>> must use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom <<School Name>> discloses personally identifiable information from education records.

n) *Transfer Not Permitted*

Personal information from student education records shall be transferred to a third party only on the condition that such party will not permit any other party to have access to such information without the written consent of the student's parent. If a third party permits access to information in violation of this policy, <<School Name>> shall not permit access to information from education records to that third party for a period of not less than five years.

<<School Name>> shall inform a party to whom a disclosure is made of the requirements of 34 CFR 99.33, unless the disclosure is made pursuant to a court order, lawfully issued subpoena, or litigation; the disclosed information is directory information; the disclosure concerns sex offenders; or the disclosure is made to a parent of a student who is not an eligible student or to a student.

<<School Name>> may disclose personally identifiable information with the understanding that the party receiving the information may make further disclosures of the information on behalf of <<School Name>> if:

1. The disclosures meet the requirements of 34 CFR 99.31; and
2. <<School Name>> has complied with the requirements of 34 CFR 99.32(b) regarding the record of disclosure; or a state or local educational authority or federal official or agency listed requesting information through a subpoena or ex parte order has complied with the requirements of 34 CFR 99.32(b)(2).

o) *Record of Access to Student Records*

Each campus shall maintain a record, kept with the education record of each student, that indicates all individuals, agencies, or organizations that have requested or obtained access to a student's education records, as well as the names of state and local educational authorities and federal officials and agencies listed in 34 CFR 99.31(a)(3) that may make further disclosures of personally identifiable information from the student's education records without consent. <<School Name>> must obtain a copy of the record of further disclosures maintained by the named authorities, officials, and agencies under 34 CFR 99.32(b)(2) and make it available in response to a parent's request to review the record.

<<School Name>> must record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception (see Section 2-d-viii above):

1. The articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and
2. The parties to whom <<School Name>> disclosed the information.

The records shall include at least the name of the person or agency that made the request and the legitimate interest the person or agency had in the information. The record will be maintained as long as <<School Name>> maintains the student's education record. The record of access shall be available only to parents, school officials responsible for custody of the records, and those state, local, and federal officials authorized to audit the operation of the system.

The record shall not include requests for access by, or access granted to, parents of the student or officials of <<School Name>>, requests accompanied by prior written consent of the parent, requests for directory information, or a party seeking or receiving records in accordance with a subpoena or ex parte order.

p) *Right to Amend Records*

The parent of a student whose records are covered by this policy may ask <<School Name>> to amend the student's record if the parent believes it contains information that is inaccurate, misleading, or in violation of the student's right of privacy or other rights. If <<School Name>> decides not to amend the education records requested, it shall inform the parent of its decision and his or her right to a hearing to challenge the content of the student's education records.

If <<School Name>> decides to amend the records as a result of the hearing, it shall inform the parent in writing. If, as a result of the hearing, <<School Name>> decides not to amend the records, it shall inform the parent of the right to place a statement in the records commenting on the contested information and/or stating why the parent disagrees with the decision of <<School Name>>. Any explanation shall be maintained with the contested part of the record for as long as the record is maintained and shall be disclosed whenever the contested portion of the record is disclosed.

q) *Fees for Copies*

No fee shall be charged to search for or to retrieve the education records of a student. A fee may be charged for copies of education records that are made for the parents or students under this policy provided that the fee does not effectively prevent them from exercising their right to inspect and review those records. Hardship cases shall be dealt with on an individual basis.

r) *Records of Students with Disabilities*

<<School Name>> shall permit parents to inspect and review education records collected, maintained, or used for purposes of identifying, evaluating, placing, or educating students with disabilities.

i. Access Rights

In addition to policies applicable to all student records, the following guidelines shall apply when parents of a student with disabilities request to review or inspect school records relating to the education of their child:

1. Parents may request that a representative inspect and review the records.
2. <<School Name>> shall comply with a request without unnecessary delay and before any meeting regarding an IEP or hearing relating to the identification, evaluation, or placement of the child, and in no case longer than 45 days after the request.
3. <<School Name>> shall keep a record of persons obtaining access to these student records (except access by parents and authorized employees), including name, date of access, and the purpose for which the person is authorized to use the records.

ii. List of Types and Locations of Information

<<School Name>> shall provide parents on request a list of types and locations of education records.

iii. Parental Consent

Parental consent must be obtained before personally identifiable information is used for any purpose other than meeting a requirement under the IDEA or disclosed to anyone other than officials of agencies collecting or using this information. <<School Name>> may not release information from these records without parental consent except as provided in FERPA.

iv. Confidentiality

<<School Name>> shall protect the confidentiality of personally identifiable information in collection, storage, disclosure, and destruction of records. One official in <<School Name>> shall assume responsibility for ensuring confidentiality of personally identifiable information. All persons collecting or using this information shall receive training or instruction concerning the legal requirements involved in handling these records. <<School Name>> shall maintain for public

inspection a current listing of the names and positions of employees who may have access to this information.

v. *Destruction of Information*

<<School Name>> shall inform parents when personally identifiable information collected, maintained, or used to provide special education and related services is no longer needed to provide educational services to the student. Such information shall be destroyed at the request of the parents.

A permanent record of the student's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

s) *Annual Notification of Rights*

<<School Name>> shall give parents of students in attendance and eligible students in attendance annual notification of their rights under FERPA.

The notice must inform parents or eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and 34 CFR 99.31 authorize disclosure without consent; and
4. File with the DOE a complaint under 34 CFR 99.63 and 99.64 concerning alleged failures by <<School Name>> to comply with the requirements of the Act and 34 CFR part 99.

The notice must include all of the following:

1. The procedure for exercising the right to inspect and review education records.
2. The procedure for requesting amendment of records under 34 CFR 99.20.
3. If <<School Name>> has a policy of disclosing education records under 34 CFR 99.31(a)(1), a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

<<School Name>> may provide this notice by any means that are reasonably likely to inform the parents or eligible students of their rights. <<School Name>> shall effectively notify parents who are disabled and parents of students who have a primary or home language other than English.

t) *Custodian of Records*

The Superintendent or designee is designated as the custodian of all student records. The Principal of each campus is designated as an agent of the Superintendent or designee for the purposes of the receipt of requests concerning the disclosure of student records.

Sec. 3. DIRECTORY INFORMATION

Certain information about students is considered “directory information” and will be released to anyone who follows procedures for requesting it unless the parent or eligible student objects in writing to its release, within a reasonable time period set by the Superintendent, of receiving notice of FERPA rights. A parent or eligible student may also choose to opt out of the release of directory information at any time during the school year. At any time after restricting the release of directory information, a parent or eligible student may in writing authorize <<School Name>> to release directory information.

a) *Definition*

<<School Name>> has designated the following categories of information as directory information for the purpose of disclosure relating solely to school-sponsored/school-affiliated purposes:

1. Student’s name;
2. Address;
3. Telephone listing;
4. Electronic mail address;
5. Photographs (including video images);
6. Date and place of birth;
7. Major field of study;
8. Dates of attendance;
9. Grade level;
10. Participation in officially recognized activities and sports;
11. Weight and height of members of athletic teams;
12. Degrees, honors, and awards received; and
13. The most recent educational agency or institution attended.

“Directory information” does not include a student’s:

1. Social security number; or
2. Student identification number, unless the student identification number, user identification number, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number, password, or other factor known or possessed only by the authorized user.

School-sponsored/school-affiliated purposes are those events/activities that <<School Name>> conducts and/or sponsors to support <<School Name>>'s educational mission. Examples include, but are not limited to:

1. Extracurricular programs or events (e.g., school plays, concerts, athletic events, graduation ceremonies).
2. Publications (e.g., newsletters, yearbook, etc.).
3. Honor roll and other student recognition lists.
4. Marketing materials of the School (e.g., print media, website, videos, newspaper, etc.).

<<School Name>> has designated the following categories of information for the purpose of disclosure to military recruiters and institutions of higher education, but only for secondary students:

1. Student's name;
2. Address;
3. Telephone listing; and
4. E-mail address.

b) *Disclosure of Directory Information*

<<School Name>> shall not release directory information except for the purposes indicated above, namely:

1. Disclosure relating to school-sponsored/school-affiliated purposes; and
2. Disclosure to military recruiters and institutions of higher education, but only for secondary students.

c) *In Class*

A parent or eligible student may not use the right of refusal to opt out of directory information disclosures to prevent <<School Name>> from disclosing or requiring a student to disclose the student's name, identifier, or institutional e-mail address in a class in which the student is enrolled.

d) *Former Students*

<<School Name>> may disclose directory information about former students without satisfying the public notice conditions above. However, <<School Name>> must continue to honor any valid request to opt out of the disclosure of directory information made while a student was in attendance unless the student rescinds the opt-out request.

e) *Confirmation of Identity or Records*

<<School Name>> may not disclose or confirm directory information without meeting the written consent requirements in 34 CFR 99.30 if a student's social security number or other non-directory information is used alone or combined with other data elements to identify or help identify the student or the student's records.

f) *Designation of Directory Information*

<<School Name>> may designate as directory information any or all information defined as directory information by FERPA. Directory information under that Act that is not designated by <<School Name>> as directory information is excepted from disclosure by <<School Name>> under Government Code Chapter 552.

Directory information consented to by a parent for use only for a limited school-sponsored purpose, such as for a student directory, student yearbook, or school publication, if any such purpose has been designated by <<School Name>>, remains otherwise confidential and may not be released under Government Code Chapter 552.

g) *Student Recruiting Information*

Notwithstanding the provisions of Section 3 (Directory Information) above, upon receipt of assistance under the Elementary and Secondary Education Act of 1965 (ESEA), <<School Name>> shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings.

A secondary school student or the parent of the student may request that the student's name, address, and telephone listing described above not be released without prior written parental consent. <<School Name>> shall notify parents of the option to make a request and shall comply with any request.

Sec. 4. INFORMATION FROM LAW ENFORCEMENT

a) *Oral Notice of Arrest or Referral*

Upon receipt of oral notice from a law enforcement agency that it has arrested a student or referred a student to the juvenile board for a specified offense, the Superintendent shall promptly notify all instructional and support personnel who have responsibility for supervising the student. All personnel shall keep the information received confidential.

b) *Written Notice of Arrest or Referral*

Upon subsequent receipt of confidential, written notice of the arrest or referral, the Superintendent or designee may send the information in the confidential notice to a School employee having direct supervisory responsibility over the student if the Superintendent or designee determines that the employee needs the information for educational purposes or for the protection of the person informed or others.

c) *Oral Notice of Conviction or Adjudication*

Upon receipt of oral notice from a prosecuting attorney of a student's conviction, deferred prosecution, or adjudication of a specified offense, including a statement as to whether the student is required to register as a sex offender, the Superintendent shall, within 24 hours of receiving the notice, notify all instructional and support personnel who have regular contact with the student.

d) *Notice of Transfer or Reenrollment*

Upon receipt of notice from a parole, probation, or community supervision office having jurisdiction over a student that a student has transferred or reenrolled, the Superintendent shall, within 24 hours of receiving the notice, notify all instructional and support personnel who have regular contact with the student.

A person who receives information described above shall not disclose it except as specifically authorized by Code of Criminal Procedure 15.27.

Information received by <<School Name>> under this provision shall not be attached to the permanent academic file of the student who is the subject of the report. <<School Name>> shall destroy the information at the end of the academic year in which the report was filed.

e) *Duty to Flag Records*

Upon receipt of notification from a law enforcement agency or the missing children and missing persons information clearinghouse that a child under 11 years of age who attended or who is enrolled in <<School Name>> is missing, <<School Name>> shall flag the child's records and maintain the records in its possession so that on receipt of a request regarding the child, <<School Name>> will be able to notify law enforcement or the missing children and missing persons information clearinghouse that a request for a flagged record has been made.

i. *Request in Person*

When a request for a flagged record is made in person, <<School Name>> may not advise the requesting party that the request concerns a missing child and shall:

1. Require the person requesting the flagged record to complete a form stating the person's name, address, telephone number, and relationship to the child for whom a request is made, and the name, address, and birth date of the child;
2. Obtain a copy of the requesting party's driver's license or other photographic identification, if possible;
3. If the request is for a birth certificate, inform the requesting party that a copy of a certificate will be sent by mail; and
4. Immediately notify the appropriate law enforcement agency that a request has been made concerning a flagged record and include a physical description of the requesting party, the identity and address of the requesting party, and a copy of the requesting party's driver's license or other photographic identification.

After providing the information listed above, <<School Name>> shall mail a copy of the requested record to the requesting party on or after the 21st day after the date of the request.

ii. *Request in Writing*

When a request for a flagged record is made in writing, <<School Name>> may not advise the requesting party that the request concerns a missing child and shall immediately notify the appropriate law enforcement agency that a request has been made concerning a flagged record and provide to the law enforcement agency a copy of the written request. After providing the notification, <<School Name>> shall mail a copy of the requested record to the requesting party on or after the 21st day after the date of the request.

iii. Removal of Flag

On the return of a missing child under 11 years of age, the law enforcement agency shall notify each school that has maintained flagged records for the child that the child is no longer missing. On receipt of this notification, <<School Name>> shall remove the flag from the records.

A school that has reason to believe that a missing child has been recovered may request confirmation that the missing child has been recovered from the appropriate law enforcement agency or the missing children and missing persons information clearing-house. If a response is not received after the 45th day after the date of the request for confirmation, <<School Name>> may remove the flag from the record and shall inform the law enforcement agency or the missing children and missing persons information clearing-house that the flag has been removed.

Sec. 5. 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). <<School Name>> 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. <<School Name>> 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 <<School Name>>, 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 <<School Name>> 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.
4. Library or museum materials.

b) “Essential Record”

The term “essential record” means any record of <<School Name>> necessary to the resumption or continuation of operations of <<School Name>> in an emergency or disaster, to the recreation of the legal and financial status of <<School Name>>, 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 <<School Name>>. No official or employee of <<School Name>> 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 <<School Name>> 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

<<Title>> will serve as Records Management Officer for <<School Name>> 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 <<School Name>>; and
3. An executive or administrative officer for <<School Name>>

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 <<School Name>>.

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 <<School Name>> 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 <<School Name>>, and to properly preserve those records of <<School Name>> 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 <<School Name>>, 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 Name>> 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 <<School Name>>;
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 <<School Name>>;
7. Provide records management advice and assistance to all <<School Name>> 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 Name>>'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 Name>> 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 <<School Name>>; and
15. Bring to the attention of the Superintendent non-compliance by department heads, Principals, or other <<School Name>> 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 <<School Name>> 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 <<School Name>> 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 Name>> 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 Name>>.
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

<<School Name>> 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. 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 Name>> Board of Directors.

“**School business day**” means a day that campus or <<School Name>> 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 Name>> 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 Name>> 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 §261.001, of a student by a <<School Name>> employee or alleged “physical abuse” or “sexual abuse,” as those terms are described in Texas Family Code § 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 §29.022.

Sec. 2. PROMOTION OF STUDENT SAFETY

<<School Name>> 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.

<<School Name>> 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.

<<School Name>> shall designate an administrator (the "Administrator") at the <<School Name>> 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.

<<School Name>> 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. ADVANCE WRITTEN NOTICE TO CAMPUS STAFF AND PARENTS

Before <<School Name>> activates a video camera in a classroom or other special education setting, <<School Name>> 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 <<School Name>>’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. 5. 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. 6. 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. 7. RETENTION OF RECORDINGS

<<School Name>> 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, <<School Name>> 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, <<School Name>> 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. 8. 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 §29.022; the Family Educational Rights and Privacy Act of 1974 (“FERPA”); or other applicable law.

a) *Requests to View a Video Recording*

<<School Name>> will release a recording for viewing by:

1. A <<School Name>> employee who is involved in an alleged incident that is documented by the recording and has been reported to <<School Name>>, 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 <<School Name>>, 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 Name>> 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 § 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 Name>> 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 Name>> policy relating to the neglect or abuse of a student may be used as part of a disciplinary actions against <<School Name>> personnel and shall be released at the request of the student’s parent in a legal proceeding.

If <<School Name>> determines that the recording is an “education record,” <<School Name>> 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. 9. 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 <<School Name>> 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. 10. 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 <<School Name>> has failed to comply with Education Code § 29.022. Complaints alleging violations of <<School Name>>’s video surveillance obligations for special education settings under Education Code § 29.022 must be addressed through <<School Name>>’s Student and Parent Grievance Process (see PG-3.XX), as adopted by the Board.

<<School Name>>, a parent, staff member, or an administrator may request an expedited review by the TEA of <<School Name>>’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 <<School Name>>, 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 <<School Name>> is likely to prevail on the issue under a full review by the TEA. If the TEA determines <<School Name>> is not likely to prevail, <<School Name>> must fully comply with the policy notwithstanding an appeal of the TEA’s decision. The TEA shall notify the requestor and <<School Name>>, if <<School Name>> is not the requestor, of the TEA’s determination.

Sec. 11. FUNDING

<<School Name>> may solicit and accept gifts, grants, and donations from any person to implement the requirements in Education Code § 29.022. <<School Name>> 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 requirements of Education Code § 29.022.

Sec. 12. NO WAIVER OF IMMUNITY

The requirements described by this policy do not:

1. Waive any immunity from liability of <<School Name>>, or of <<School Name>> officers or employees; or
2. Create any liability for a cause of action against <<School Name>> or against <<School Name>> officers or employees.

Sec. 1. COMPLIANCE WITH GENERAL AND FISCAL GUIDELINES

<<Charter Holder>> must comply with the Texas Education Agency General and Fiscal Guidelines.

Sec. 2. CHARGING COSTS TO SPECIAL EDUCATION GRANT

<<Charter Holder>> may charge costs to a special education grant when those costs follow the <<Charter Holder>>'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 <<Charter Holder>> 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 <<Charter Holder>> and federal and state government; and
- There are no significant deviations from established practices of <<Charter Holder>> that may unjustifiably increase grant costs.

a) *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 <<Charter Holder>> and is assignable in part to the special education grant award in accordance with the principles of this framework.