Sci-Tech Middle and High School Special Needs Policy

Introduction
Sci-Tech Middle and High School is a member of the Wayside School district, a tuition-free, college prep, public charter school accredited by the Texas Education Agency and the Texas State Board of Education. Sci-Tech is a middle/high school campus. Sci-Tech Middle and High School exists to prepare College Ready, Community Engaged, Global Citizens. Sci-Tech Middle and High School serves south Austin and has a special curricular focus on science and technology applications.

Purpose
The purpose of this document is to inform stakeholders of:
● Federal and State Laws that apply to the special needs population
● Define Student with Special Education Needs
● How student eligibility is determined
● The roles and responsibilities of all stakeholders
● Accommodations and modifications

Federal and State Laws
● IDEA- Individuals with Disabilities Act: IDEA, the Individuals with Disabilities Act, is The United States’ special education law. The IDEA guides how we provide related services to eligible children and youth with disabilities.
● ADA- Americans with Disabilities Act: Gives civil rights to those with disabilities in employment, public accommodations, transportation, state and local government services and telecommunications.
● NCLB- No Child Left Behind. The No Child Left Behind Act became law in 2002 and contains the largest change to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. NCLB measures school success by student achievement. The Act contains the following four basic education reform principles: stronger accountability, increased flexibility and local control, more options for parents, and an emphasis on evidence-based teaching
● Section 504 of the Rehabilitation Act- “No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving
Federal financial assistance”
● Texas Education Code–TAC, Title 19, Chapter 89.

Definition of Students with Special Educational Needs
A student is considered to have a special educational need if he/she:
● has a higher difficulty in learning course curriculum than students in his/her grade level/class.
● has an FIE that determines a disability which creates a difficulty for the student from learning or performing at the same level as students in his/her grade level/class.
● has an FIE that determines a disability that prevents the student from accessing education in the general education setting.

How Student Eligibility is determined
Student eligibility for special education will be determined by applying the following procedure:

a. Parents may request a full and individualized evaluation (FIE) of a child at any time.

b. Teachers may request a FIE of a student by providing documentation of concerns that may relate to a disability to the school's Student Support Team.

   ● Proof of documentation includes:
     ○ consistently poor achievement on state assessments
     ○ running records providing proof of difficulty in mastering concepts
     ○ documentation of any and all accommodations or modifications you have tried in class and their success/failure.
     ○ documentation provided by the parents from a physician

   c. Once a request has been made, a meeting between the Special Education department, parent and at least one (1) general education teacher will occur to give permission to conduct the evaluation. Parents must give permission for the evaluation to occur in writing.

   d. Once permission is given, the FIE will be completed no more than 30 days after being approved.

   e. Upon completion of the FIE, an Admission Review and Dismissal committee (ARDC) will convene to review the results of the evaluation and determine if the
student is eligible for services.

f. Once the ARDC determines a student qualifies for services, they will determine the appropriate placement of the student in accordance with the IDEA’s Least Restrictive Environment policy.

Roles and Responsibilities of the Stakeholders

A stakeholder shall be defined as anyone who has an interest in the education of the student with disabilities. This can include but is not limited to: faculty and staff, parents and students.

Responsibilities of the Faculty and Staff

● The classroom teacher will be responsible for implementing all accommodations and modifications deemed appropriate by the ARDC or 504 coordinator with the help of the special education teachers as needed.

● The special education team will maintain accurate records of student’s progress on their Individualized Education Plan (IEP).

● The 504-coordinator will be responsible for monitoring progress of students with 504 plans.

● All faculty and staff will be responsible for maintaining the confidentiality of individuals being provided special education services.

Responsibilities of the Parents:

● Parents will participate in the planning of their child’s IEP and accommodations/modifications.

● Parents will inform the school of all information and provide all documentation regarding their student’s special education needs.

● Parents will inform the school of any changes to their student’s special educational needs.

Responsibilities of the Students:

● Students will be self-advocates for themselves asking for assistance from school faculty and staff.

● Students will be actively involved (when age appropriate) in the planning on their IEP
and accommodations/modifications.

● Students will actively participate in their classes to best of their ability.

Accommodations and Modifications

Accommodations and modifications are available to all students with an IEP or a 504 plan on an as needs basis and will be determined by the ARDC or 504-coordinator for each student. These may include but are not limited to the following:

● modification of course curriculum
● frequent breaks
● reduced assignments
● access to special education resource room for individualized assistance
● use of technology
● color overlays

● additional time on state standardized assessment

As of September 28, 2018, the percentage of students receiving special education services is 12% of our student body.

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