

GRANBURY INDEPENDENT SCHOOL DISTRICT SPECIAL EDUCATION OPERATING PROCEDURES: INDEPENDENT EDUCATION EVALUATION

GRANBURY ISD has entered into an Interlocal Agreement to cooperatively operate its Deaf and Hard of Hearing special education programs under the authority of Tex. Ed. Code § 11.157. The BRAZOS RIVER REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF Special Education Services Cooperative may provide for the efficient delivery of legally required special education and related services to GRANBURY ISD's eligible students who are deaf or hard of hearing as set forth in the Interlocal Agreement, including the implementation of these Special Education Operating Procedures.

GRANBURY ISD Board Policy along with these *Special Education Operating Procedures* constitute the Policies and Procedures of GRANBURY ISD, designed to be consistent with the State policies and procedures developed pursuant to the IDEA. GRANBURY ISD *Special Education Operating Procedures* are not to be for the purpose of creating a requirement that is not otherwise imposed by the Individuals with Disabilities Education Improvement Act (“IDEA”), together with its implementing federal regulations, state statutes and rules, as they shall from time to time be amended, and shall not be construed to create a higher standard than that established by IDEA. These *Special Education Operating Procedures* will be posted on GRANBURY ISD's website. These *Special Education Operating Procedures* should be interpreted consistent with the IDEA. GRANBURY ISD's *Special Education Operating Procedures* are reviewed and updated, as needed, on at least an annual basis. GRANBURY ISD will make timely changes to policies and procedures in response to IDEA amendments, regulatory or rule changes, changes to state policy, or new legal interpretation as are necessary to bring GRANBURY ISD into compliance with the requirements of IDEA. GRANBURY ISD maintains systems to ensure that all students with disabilities residing in the District, including students with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and provided a free appropriate public education. GRANBURY ISD maintains systems to ensure that students with disabilities and their parents are afforded the procedural safeguards required under the IDEA (and its implementing federal regulations, state statutes and rules) including with respect to the confidentiality of records and personally identifiable information.

How does the District respond when it receives a request for an independent educational evaluation (IEE)?

If a parent or guardian disagrees with the results of a District-conducted evaluation or reevaluation, she or he has a right to request an independent educational evaluation.¹ Any requests for an IEE will be communicated to the Director of Special Education. The Director of Special Education is responsible for granting or denying the request for an IEE in writing as an administrative decision, providing the parent or guardian with the District's IEE criteria, information about how to obtain an IEE, and a copy of [TEA's Notice of Procedural Safeguards](#). An IEE will be conducted by a qualified examiner who is not employed by the District and who meets the District's criteria for an independent evaluator.

If a parent or guardian requests a publicly funded IEE, the District will, without necessary delay, take the following actions:

¹ 34 C.F.R. § 300.502

- file a due process complaint to obtain a hearing to prove that the District's evaluation is appropriate or that the parent's request does not meet District criteria, or
- grant the request for an IEE that meets District criteria and provide the parent or guardian with the District's IEE criteria.²

If the parent or guardian requests an IEE, the District may ask for the parent or guardian's reason why she or he objects to the District's evaluation; however, the District may not require the parent or guardian to provide an explanation and may not unreasonably delay either providing the IEE at public expense or filing a due process complaint to request a due process hearing.³

The District uses a direct-pay or reimbursement model to fund the parent or guardian's request for an IEE if the District in its discretion grants the IEE request. The Director of Special Education will ensure that the District's IEE criteria include an explanation of the District's IEE funding model and provides a procedure for a parent or guardian to request an exception to that model.

If a parent or guardian obtains a private evaluation and shares the results with the District, those results, if the private evaluation meets the District's criteria, will be considered by the student's ARD committee in any decision made with respect to the provision of a free appropriate public education to the student.⁴

PRACTICE GUIDE— Review of IEE criteria and the list of IEE providers should occur periodically to ensure compliance and availability. Ascertain whether the parent's selected evaluator is willing to conduct school-based observations and notify the parent of any potential impact when the ARD committee considers the IEE report.

Demonstrations of this procedure's implementation may include, but are not limited to, examples such as:

- Training materials
- Independent Education Evaluator Criteria
- Sample letters notifying parents of the District's criteria and qualified evaluators

² 34 C.F.R. § 300.502(a)(3)(i) – (b)(2)

³ 34 C.F.R. § 300.502(b)(4)

⁴ 34 C.F.R. § 300.502(c)