

2022-2023

Special Education Policies and Procedures Assurances

**School Name: Midlands Middle College
School Leader: Dr. Laurie Lee**

South Carolina Public Charter School District

Chris Neeley, Superintendent



2022-2023

Assurances

The school has developed, adopted, and implemented policies and procedures that are consistent with all requirements of the Individuals with Disabilities Education Act 2004, South Carolina State Board of Education regulations, and the South Carolina Public Charter School District's policies and procedures including, but not limited to, the following:

- The school has district-approved policies and procedures in accordance with its Charter.
- Special education and related service staff are in place and are highly qualified, appropriately certified.
- Special education related service providers (school psychologist, OT, PT, RN) are on staff or under contract and are appropriately credentialed.
- The total number of identified students is appropriately proportionate to hired special education staff so that all identified students are able to receive a FAPE.
- Special education staff, other related service providers, and/or other school staff have engaged in professional development as to special education and RTI procedures, process and practice.
- School files are kept confidential, locked, up to date, accessible, and organized with appropriate information stored for the required length of time.
- The school maintains an up-to-date, confidential, and accurate database of students with IEPs.
- All required information is marked complete and attached in ENRICH in a timely manner.
- All IEPs are compliant as demonstrated by a review of 5 IEPs (transfer, annual, initial evaluation, and/or reevaluations).
- All active IEPs are reviewed annually.
- All reevaluations have been conducted within appropriate timelines.
- All active IEPs have documentation of progress monitoring at intervals described in the IEP.
- Students receive services in accordance with their IEPs.
- Evaluations for initial eligibility are comprehensive, are conducted by a multidisciplinary team, and contain evidence of previous research-based interventions.
- Comparable services are initiated within the first 5 school days after enrollment and services that are similar or equivalent to those that were described in the previous IEP are provided.
- Transfer IEP meetings are conducted within 30 calendar days of enrollment.
- The school has a means to track the removal of students for disciplinary reasons and to alert school staff when a student is approaching 10 days OSS.

- All disciplinary removals of students with IEPs are done so in accordance with IDEA requirements and have been appropriately documented in Incident Management in PowerSchool.
- The school has a means to document the provision of all accommodations and modifications required in IEPs.
- All parents have been notified of their Procedural Safeguards at least annually.
- Notices and other IDEA-required information are presented to parents in understandable language (written language understandable by the general public and in the native language of the parent or other mode of communication used by the parent).
- IDEA funds are used solely for district-approved IDEA related activities.
- The school maintains an inventory of all equipment, materials, etc. purchased with special education funds throughout the life of the equipment.
- The school submits timely and accurate data as required by Federal, State, and District reporting.
- The school uses all forms required by the District.
- The school (brick and mortar/virtual) understands it is obligated to serve all students with disabilities under IDEA in the same manner as any other public-school district. Budget, staffing availability and administrative convenience do not exempt the site from its legal obligations including, but not limited to students placed on Medical Homebound.
- The school has procedures for conducting general education interventions as required.

My school's Special Education Policies and Procedures were reviewed on _____ and have not changed from approval last year.

My school's Special Education Policies and Procedures were reviewed on _____ and have changed since approval last year in the following section(s):

Free Appropriate Public Education (FAPE)

Confidentiality

Child Find

Procedural Safeguards

Evaluation

Individualized Education Program (IEPs)

Least Restrictive Environment (LRE)

Parentally Placed Nonpublic School Children

Discontinuing Special Education Services/South Carolina High School Credential

Signature by School Leader

Date