



# **SPECIAL EDUCATION POLICIES AND PROCEDURES**

**2022-2023**

*Limestone Charter Association, in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the employment provisions (Title I) of the Americans with Disabilities Act of 1990, Age Discrimination and Employment Act, and all other applicable civil rights laws, does not discriminate on the basis of race, sex, color, religion, national origin, age, disability, or veteran status in employment/provision of educational opportunities.*

## INTRODUCTION

The purpose of this document is to provide the policies and procedures regarding services for students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA). This document provides Limestone Charter Association's interpretation of various statutory provisions and does not impose any requirements beyond those included in federal and state laws and regulations. In addition, it does not create or confer any rights for or on any person.

This is a living document and will be updated on a regular basis as the Association receives further guidance from the South Carolina State Department of Education, the United States Department of Education Office of Special Education Programs, results of court decisions, and changes in state statute. To ensure that you are referencing the most recent version of the policies and procedures, please check the date of the document.

For the South Carolina special education regulations, please consult State Board of Education regulation 43-243 and 43-243-1 at <http://ed.sc.gov/agency/programs-services/173/StateRegulationsandPolicy.cfm>

For the United States special education regulations, please consult the Office of Special Education Programs at <http://www2.ed.gov/about/offices/list/osers/osep/>.

## **SPECIAL EDUCATION PROGRAM**

***Limestone Charter Association*** will ensure all sponsored schools provide a free appropriate public education to all students with disabilities by complying with state and federal guidelines, including overseeing the protection of student's rights under Section 504 of the Rehabilitation Act and Medical Homebound pursuant to South Carolina State Board of Education Regulation 43-241. LCA is also responsible for ensuring the accuracy and timeliness of all required state reporting measures.

### **SC Code of Laws Section 59-40-40 (4)**

The sponsor of a charter school is the charter school's Local Education Agency (LEA) and a charter school is a school within that LEA. The sponsor retains responsibility for special education and shall ensure that students enrolled in its charter schools are served in a manner consistent with LEA obligations under applicable federal, state, and local law.

### **SC Code of Laws Section 59-40-50 (B)**

A charter school must: (1) adhere to the same health, safety, civil rights, and disability rights requirements as are applied to public schools operating in the same school district or, in the case of the South Carolina Public Charter School District or a public or independent institution of higher learning sponsor, the local school district in which the charter school is located;

### **Charter Application Assurances**

The charter school is required to adhere to its charter application/contract and the Charter Schools Act. This includes complying with disability rights requirements. The sponsor can hold the charter school accountable for compliance under the charter school application/contract and Charter Schools Act.

### **Charter School assurances for contract:**

- The Charter School understands the requirements of the IDEA and would comply with these requirements, which includes appropriately certified personnel, documentation, assessments, adaptations, and modifications;
- It will provide a variety of service delivery and placement options;
- It will provide staff, funding, and other resources to implement individualized education programs (IEPs);
- It will have a process for addressing IDEA compliance regarding student discipline, suspension, and expulsion for students with IEPs and the continued provision of FAPE; and
- It will provide nonacademic and extracurricular services and activities in a manner that would afford children with disabilities an equal opportunity for participation in school or district activities.
- It will comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;

- It will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools;
- It will report to its sponsor and the South Carolina Department of Education (SCDE) documentation of the appropriate use of federal funds the charter school may receive; and
- It will adhere to all provisions of federal law relating to students with
- disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable.

### **Overview of Limestone Charter Association's duties to the charter school regarding Special Education programs**

The Association maintains the role of an authorizer and LEA. Each charter school within the Association has the autonomy to develop policies and procedures individualized to meet the needs of the school, as long as those policies and procedures are consistent with the school's charter, contract and the Associations policies and procedures. All schools must adhere to State and Federal Laws regarding students with disabilities.

LCA will provide support and technical assistance to schools and provide an effective oversight/compliance review system to ensure compliance with State and Federal requirements. The Association will serve as a liaison between the school and the State Department of Education. LCA will provide oversight and assistance with required SCDE reporting and timelines.

LCA will manage IDEA grant, funding and allocations to the charter school. The charter school must adhere to all fiscal requirements as it relates to federal funding.

Limestone Charter Association will, in adherence with **SC Code of Laws Section 59-40-55 (B)**:

1. Monitor the performance and legal/fiscal compliance of charter schools to include collecting and analyzing data to support ongoing evaluation according to the charter contract;
2. Conduct or require oversight activities that enable the sponsor to fulfill its responsibilities outlined in this chapter, including conducting appropriate inquiries and investigations, only if those activities are consistent with the intent of this chapter, adhere to the terms of the charter contract, and do not unduly inhibit the autonomy granted to public charter schools;
3. Notify the charter school of perceived problems if its performance or legal compliance appears to be unsatisfactory and provide reasonable opportunity for the school to remedy the problem, unless the problem warrants revocation and revocation timeframes apply;

4. Take appropriate corrective actions or exercise sanctions short of revocation in response to apparent deficiencies in charter school performance or legal compliance. These actions or sanctions may include requiring a school to develop and execute a corrective action plan within a specified timeframe;

## *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 Limestone Charter Association policies and procedures including, but not limited to, the following:*

- The school has district-approved policies and procedures.
- The school understands it is obligated to serve all students with disabilities under IDEA in the same manner as any other public-school district. Budget, availability or resources and staffing availability do not exempt the school from its legal obligations including, but not limited to students placed on Medical Homebound.
- 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 can 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 MTSS procedures, process, and practice.
- The school maintains an up-to-date, confidential, and accurate database of students with IEPs.
- All required information is complete/ finalized, and signature pages are uploaded into ENRICH in a timely manner.
- All IEPs are compliant as demonstrated by a review of IEPs (transfer, annual, initial evaluation, and/or reevaluations).
- All active IEPs are reviewed and developed by full IEP teams at least annually.
- All reevaluations have been conducted within appropriate timelines.
- All active IEPs have documentation of progress monitoring at intervals described in the IEP.
- The school has a means to document the provision of all accommodations and modifications required in IEPs.
- Students receive all 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.
- 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 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 has Multi-Tiered System of Support (MTSS) Policies and Procedures and follows the procedures outlined in the manual.
- For High Schools, the school follows all State and Association Policies and Procedures for the SC High School Credential.
- School files are kept confidential, locked, up to date, accessible, and organized with appropriate information stored for the required length of time.

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**School Leader Signature**

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**Date**

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*Please note that when the document references the Association and the Association personnel it includes personnel employed in individual charter schools through Limestone Charter Association as well as the individual charter schools.*



## CHAPTER 1: PARENT RIGHTS IN SPECIAL EDUCATION (PROCEDURAL SAFEGUARDS)

Parents of a child with a disability are entitled to specific procedural safeguards under IDEA and the South Carolina Board of Education Regulations. Limestone Charter Association (hereafter referred to as the Association) provides parents with a copy of the procedural safeguards at least once a year during the annual review. This is documented in the invitation letter and/or on the signature page of the IEP. In addition, the Association provides parents with a printed copy of this procedural safeguards notice in each of the following circumstances:

- Upon the initial referral or parent request for evaluation.
- Upon receipt of the first State complaint or due process hearing request in a school year.
- Upon a change in placement for disciplinary action; and
- When requested by the parents or the student who has reached the age of majority.

The Association will use the current Association Procedural Safeguards Notice for notification of procedural safeguards and parent rights. The Procedural Safeguards Notice includes a full explanation of all of the procedural safeguards available as identified in 34 CFR § 300.504(c). This chapter provides information on parent rights and Association policies and procedures related to the provision of parent rights.

*The school will use the LCA's Notice of Procedural Safeguards for Parents of Students with Disabilities and will provide it to parents in all instances when required and when requested.*

### PARENT PARTICIPATION

Limestone Charter Association will ensure that parents have the opportunity to be members of the IEP team that makes decisions on the educational placement of their child. Additionally, parents have a responsibility to participate and provide their input into their child's education (34 CFR § 300.501(b) and (c)).

Every child with a disability aged 3 to 21 is entitled to receive a **Free Appropriate Public Education (FAPE)**. Parent rights are intended to ensure that children receive a FAPE. *FAPE is defined as special education and related services that meet the following criteria:*

- Are provided at public expense, under public supervision and direction, and without charge.
- Meet the standards of the state, including the requirements of this part.
- Include an appropriate preschool, elementary school, or secondary school education in the state; and
- Are provided in conformity with an IEP that meets the requirements of 34 CFR §§ 300.320 through 300.324. (34.CFR § 300.117)

The Association/school will ensure that parents are provided notice of meetings related to eligibility, evaluation, reevaluation, IEP development, provision of a FAPE for their child, and educational placement decisions to ensure that they have the opportunity to participate in the meetings. The notice requirements are the same as for notice of an IEP meeting (34 CFR § 300.501(b)(2); 34 CFR § 300.322(a)(b)(1)). Notices of meetings will be provided in a timely manner and reasonable efforts will be made to find a mutually agreeable time and place for the meetings.

The Association/school will make reasonable efforts to ensure that the parents understand, and have the opportunity to participate in these meetings, including arranging for an interpreter for parents with deafness, or for parents whose native language is other than English. The parent and the Association may agree to use alternative means of meeting participation, such as video conferences or conference calls (34 CFR § 300.322(e)). These meeting requirements do not apply to informal or unscheduled conversations of Association/school personnel on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that public agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting (34 CFR § 300.501(b)(3)).

### **DEFINITION OF PARENT**

The Association will determine the appropriate person(s) to make educational decisions on behalf of the child. Those individuals have a right to receive notice, give or revoke consent, file formal complaints, request mediation, file for a due process hearing, give or deny permission for release of records, etc. According to the IDEA, a “parent” is defined as:

- A biological or adoptive parent of a child.
- A foster parent, unless state law, regulations, or contractual obligations with a State or local entity prohibit a foster parent from acting as a parent.
- A guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child (but not the state if the child is a ward of the State).
- An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare; or
- A surrogate parent who has been appointed in accordance with 34 CFR § 300.519 of the IDEA.

### **SURROGATE PARENTS**

The Association will assign an individual to act as a surrogate parent when

- No parent (as defined above) can be identified.
- The Association, after reasonable efforts, cannot locate a parent.
- The child is a ward of the state under the laws of that state; or

- The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11434a (6)).

One way in which the Association protects the rights of such children is through the assignment of surrogate parents when appropriate. The Association has a method for determining when a child needs a surrogate parent, for assigning a surrogate parent to the child and for training of the surrogate parents that complies with the requirements of South Carolina Board of Education regarding surrogate parents.

A surrogate parent may be removed when a parent appears to represent the child or revokes consent or when the child is no longer eligible for special education services. A person serving as a surrogate parent may resign at any time by submitting his or her resignation in writing to the Association.

The Association will ensure that a person selected as a surrogate parent:

- Is not an employee of the SEA, the LEA, or any other agency that is involved in the education or care of the child;
- Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and
- Has knowledge and skills that ensure adequate representation of the child.
- The surrogate parent will document on the surrogate parent form that he or she meets these qualifications and has been trained.

The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of a FAPE. In the case of a child who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to the requirements, until a surrogate parent can be appointed that meets all of the requirements. The Association will make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after determining that the child needs a surrogate parent.

In cases where a parent is unresponsive, lives a great distance from the Association, or is incarcerated, the Association may obtain written authorization from the parent to appoint a surrogate parent to represent the child after the initial consent for placement has been obtained. Parent permission for the appointment of a surrogate parent must be voluntary and explicitly authorized in writing and is revocable at any time. The surrogate parent, once appointed, will then represent the child until such time as the parent revokes authorization.

### **PRIOR WRITTEN NOTICE**

One of the procedural safeguards afforded to parents is the required Prior Written Notice (PWN) of certain proposed special education actions. This notice will be provided to parents within a reasonable amount of time before the date the Association proposes or refuses to initiate or change the

- identification,
- evaluation,
- educational placement of their child, or
- provision of a FAPE to their child. (34 CFR § 300.503(a))

The PWN provided to parents for each proposed special education action will contain specific information which includes:

- a description of the action proposed or refused.
- an explanation of why the Association proposes or refuses to take the action.
- a description of each evaluation procedure, assessment, record, or report the Association used as basis for proposed or refused action.
- a description of the other options the IEP team considered and reasons why they were rejected.
- a description of any other factors relevant to the proposal or refusal.
- a statement that the parents have parental rights under the law; and
- sources for parents to contact to assist in understanding their rights.

Additionally, if the PWN is to propose to conduct an initial evaluation or a reevaluation, the notice will describe any evaluation procedures that the LEA proposes to conduct (34 CFR § 300.304(a)(1)). The psychologist or case manager is responsible for completing and sending PWN using the form in the IEP software and filling the form out completely. In general, no changes will be implemented until three days after PWN has been provided to the parents to give the parents time to read the PWN and disagree if they wish to do so. If the parent is physically in attendance at the meeting, the parent may waive the three-day timeline, but this must be documented in the minutes and in the PWN and be reflected in the initiation date for the IEP.

The PWN will be provided in language understandable to the general public, and in the native language of the parent unless it is clearly not feasible to do so. Additionally, if the native language or other mode of communication of the parent is not a written language, the Association will take steps to ensure that (a) the notice is translated orally, or by other means, to the parent in his or her native language or other mode of communication (such as sign language); (b) the parent understands the content of the notice; and (c) there is written documentation that these requirements are met. (34 CFR § 300.503(b) and (c))

Limestone Charter Association Prior Written Notice will be provided after all meetings prior to implementing any changes recommended by the team (usually sent 3 days prior to the implementation of the changes or provided at the meeting if the parent is in attendance). In amending a child's IEP, the parent of a child with a disability and the Association representative may agree not to convene an IEP team meeting for the purpose of making those changes, and instead may develop a written document to amend or modify the child's current IEP. Even when using the IEP amendment process, the Association will provide PWN of any changes agreed upon.

## PARENT CONSENT

Federal and state laws and regulations have specific requirements for requesting parent consent. Consent must always be “informed consent.” The parent must agree in writing to the action for which his or her consent is sought (34 CFR § 300.300). In determining that informed consent is obtained, the following will be ensured:

- The parent is 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 in so far as is possible.
- The parent understands and agrees in writing to the carrying out of 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.
- The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.
- If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). (34 CFR § 300.9)

Parent consent with PWN is required by the Association for the following actions:

- Consent to conduct an initial evaluation
- Consent to conduct a reevaluation. Informed parental consent is not required to conduct a reevaluation if the Association can demonstrate that: (a) it made reasonable efforts to obtain such consent; and (b) the child’s parent has failed to respond (34 CFR § 300.300(c)). In Limestone Charter Association this requires at least two documented varied attempts to secure informed parent consent.
- Consent for the initial provision of services on the IEP.

Limestone Charter Association does not obtain written parent consent when reviewing existing data as part of an evaluation or reevaluation plan or when administering a test or evaluation that is given to all students unless consent is required of all parents. Furthermore, the Association does not obtain written parent consent but does provide PWN for a change in placement or increase/decrease in amount of special education services once parent has given consent for initial provision of special education services.

The following requests for parent consent do not require that the parent be provided the PWN as described above, however; parents will be fully informed about what they are being asked to provide consent.

- Consent to excuse an IEP team member from IEP team meeting: A required member of the IEP team, may be excused from attending an IEP team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member’s area of the curriculum or related services, if, (a) the parent, in writing, and the Association consent to the excusal; and (b) the IEP team member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting (34 CFR § 300.321(e)).

- Consent to invite outside agency: When the IEP team is considering a child's postsecondary goals and transition services needed to assist the child in reaching those goals, the Association is required to invite a representative of any agency that is likely to provide or pay for transition services. The Association will obtain parental consent to invite the representative from that agency because confidential information about the child would be shared at the meeting. (34 CFR § 300.321(b)(3))
- Consent for use of private insurance and Medicaid: The Association will obtain a one-time written consent from the parent, after providing written notification of the intent to bill, but before accessing the child's or the parent's public benefits or insurance for the first time. In addition to the requirement to provide written notification prior to accessing the child's or the parent's public benefits or insurance for the first time and prior to obtaining the one-time parental consent, the Association will continue to provide written notification annually to the child's parents before accessing the public benefits or insurance. The written notification will explain all of the protections available to parents under Part B of the IDEA, as described in 34 C.F.R. § 300.154(d)(2)(v) to ensure that parents are fully
  - informed of their rights before a public agency can access their or their child's public benefits or insurance to pay for services under the IDEA. The notice will be written in
  - language understandable to the public and 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.
- Consent to allow an individualized family services plan (IFSP) to be used as an IEP: 34 CFR § 300.323(b). In general, the Association will develop an IEP rather than continue to use the IFSP.

### **REVOCAION OF PARENT CONSENT**

Under the December 2008 amendment to regulation 34 CFR § 300.300(b)(4), a parent or student who has reached the age of majority may revoke consent for the continued provision of special education and related services. This revocation must be provided to the Association in writing so that both the parent and the Association have documentation that the child will no longer receive special education and related services.

Once the Association receives a parental revocation of consent, in writing, for all special education and related services (the parent may not revoke consent for a particular service), for a student the Association will promptly provide the parent or student who is 18 or older with PWN regarding the change in educational placement and services that will result from the revocation. The PWN will be provided a reasonable time before the Association discontinues services and will give the parent information and time to fully consider the change and its implications. This PWN will ensure that parents are fully informed of the educational services and supports that they are declining. The PWN will inform the parent, as plainly as possible, that the student will no longer receive any special education or related services; nor will the student be entitled to the protections under the IDEA disciplinary procedures if he or she violates the Charter School's disciplinary code of conduct. The Association will not

discontinue services until the PWN has been provided to the parent. If the student who has reached age 18 revokes consent for services, the Association will provide any notice (including PWN) to the student and parents under 34 CFR § 300.520(a)(1)(i). Once the Association has provided PWN, the Association will, within a reasonable time, discontinue all special education and related services to the child. The Association may consider the appropriateness of a 504 evaluation under Section 504 of the Rehabilitation Act of 1973 (Section 504) for the student. Furthermore, the Association may request that the parent (and student if appropriate) meet with the IEP team to discuss the proposed change in order to make very clear the implications of the change, but the parent will not be required to attend such a meeting nor will the discontinuation of services be delayed in order to conduct a meeting unless the parent agrees to the delay.

Revocation of consent releases the Association from responsibility and liability for providing a FAPE from the time the parent revokes consent in writing until the time, if any, that the child is again evaluated and deemed eligible for special education services and related services. Once a parent has revoked consent and PWN has been provided, the child is considered to be a general education student. The revocation is for all special education services.

The parent's revocation of consent is not retroactive; therefore, the Association will not amend the child's educational records to remove any references to the child's receipt of special education and related services. After withdrawing their child from special education services, the parent maintains the right to subsequently request an initial evaluation to determine if the child is a child with a disability who needs special education.

### **NOTICE OF IEP TEAM MEETING**

The Association will take steps to ensure that one or both parents are present at each IEP meeting or are otherwise afforded the opportunity to participate in the IEP meeting. The meeting will be scheduled at a mutually agreed upon time and place. The Association will provide notice of an IEP meeting to the parents for the initial IEP meeting and any subsequent IEP meetings using the invitation forms in the state-approved software. The written notice will indicate:

- the purpose;
- the date;
- the time;
- the location of the meeting;
- the titles or positions of the persons who will attend on behalf of the Association; and
- information about the parents' right to invite to the IEP meeting individuals whom the parents believe to have knowledge or special expertise about their child;
- information about the parents' right to have the local Part C coordinator or other representative invited if their child was previously served in Part C; this would help ensure a smooth transition.

In addition, beginning not later than the first IEP to be in effect when the child turns 13, or younger if determined appropriate by the IEP team, the notice will:

- indicate that a purpose of the meeting is the consideration of the postsecondary goals and transition services;
- indicate that the Association will invite the student; and
- identify any other agency that will be invited, with parent consent (or student consent if age 18), to send a representative. (34 CFR § 300.322(b))

The Association staff will make and document at least two varied attempts to secure parent participation at the meeting. The Association will only hold an IEP meeting without a parent if it cannot convince a parent to respond and/or attend the meeting.

### **STUDENT RIGHTS AT AGE 18**

When a student reaches the age of majority (age 18), the IEP team will provide all required special education notices to both the student and to the parents and obtain informed consent for specified special education actions from the student (same requirements as for parents). Parents are not entitled to attend the IEP meeting; however, either the IEP team or the student may, but are not required to, invite the parents to attend IEP meetings as persons who are knowledgeable about the student. At age 17, the IEP team will include a statement on the IEP that the student has been informed that at age 18, he or she has attained the age of majority in South Carolina and all parent rights transfer to him/her. The case manager is responsible for notifying the student and having both the parent and student sign the Notice of Transfer of Rights Form as well as being responsible for providing the student and parent with a copy of the Procedural Safeguards Notice.

The only situation in which all rights do not automatically transfer to the student at age 18 is when a court has judged the student to be unable to fulfill his or her responsibilities (determined the student to be “incompetent”). When this has occurred, the Association must provide PWN and obtain informed consent from the person whom the court has appointed as the legal guardian.

*Please indicate, if different from the Association policy, the school’s procedure for providing notice to student and parents regarding the Age of Majority.*



## CHAPTER 2: CHILD FIND

In accordance with federal law, Limestone Charter Association, in partnership with each of the Association's charter schools, assumes responsibility for the location, identification, and evaluation of all children ages 3 – 21 who reside within the Association, who the Association has reason to suspect may be a child with a disability and who are in need of special education or related aids and services. This includes children who are suspected of having a disability even though they are advancing from grade to grade (34 C.F.R. §300.111(a)(c)). Students who turn 21 on or before September of the school year are no longer eligible for services in the Association.

### METHODS FOR CHILD FIND

The first step in the child find process is to provide information to the public concerning the availability of special education services for children with disabilities, including procedures for accessing these services. Information on the child find process may be provided through a variety of methods that may include information on the Association and each Charter School's website, information in school handbooks and information distributed to other agencies and professionals that would likely encounter children with a possible need for special education.

Child find activities may involve a screening process to determine whether the child should be referred for a full evaluation to determine eligibility for special education and related services. Intervention is another method. The Association does not do mass screening of all children, but a process is available for any child for whom there is a concern about an area of development including communication, cognitive development, social-emotional development, self-help/adaptive behavior, and/or physical development, and hearing and vision.

The Association ensures each individual charter school maintains documentation on results of child find activities. The Association safeguards the confidentiality rights of the parents to ensure that the collection and use of data under the child find requirements are in compliance with the confidentiality requirements under the Family Educational Rights and Privacy Act (FERPA).

*Please indicate the school's Child Find notice and how this information is provided to the public (include link to web address where notice is published and how/when this information is distributed to parents).*

## **PART B (BABYNET) TRANSITION TO PART C (SCHOOL AGE STUDENTS)**

If identified as a student with a disability, services must begin prior to the child's third birthday. The Association will refer children to the local district of residency for a comprehensive eligibility determination and evaluation prior to enrollment in the Association. Part B (BabyNet) representative should be invited to take part in the comprehensive evaluation. When student enrolls in an Association charter school, the Association is responsible for developing an IEP, if eligibility is determined. The Part B (BabyNet) representative will be invited to the IEP meeting. If the child is currently enrolled in the Association, the charter school where enrolled is responsible for the comprehensive evaluation.

## **GENERAL EDUCATION INTERVENTIONS**

Each school in the Association has a Response to Intervention Team (RtI Team) that coordinates general education interventions for students who are presenting academic, functional, and/or behavioral difficulties. The purpose of general education intervention is to intervene early when there are concerns about a student. This early intervention leads to a better understanding of the supports children need in order to be successful in the general education curriculum and school setting. Additionally, the data collected during general education intervention assists school personnel in determining which children may be children with disabilities who need to move into initial evaluation for special education. Collaboration between special education and general education staff is an important part of the general education intervention process.

The general education intervention process continues until a successful intervention is determined, until it is evident that the successful intervention requires resources beyond those available in general education, and/or until the team suspects that the child is a child with a disability. At any time during the general education intervention, the team responsible for planning and implementing the interventions has three decisions that may be made:

1. Continue the intervention and monitor the child's progress; or
2. Change or modify the intervention and monitor the child's progress; or
3. Change or modify the intervention, monitor the child's progress, and refer the child for an initial evaluation to determine eligibility for special education and related services.

The child might be referred for evaluation if:

- School personnel have data-based documentation which indicates that general education interventions and strategies would be inadequate to address the areas of concern for the child.
- School personnel have data-based documentation that indicates that prior to, or as a part of the referral, the following were met:
- the child was provided appropriate instruction in regular education settings that was delivered by qualified personnel;

- the child's academic achievement was repeatedly assessed at reasonable intervals which reflected formal assessment of the child's progress during instruction;
- the assessment results were provided to the child's parents; and the assessment results indicate an evaluation is appropriate.

Because the provisions related to child find in section 612(a)(3) of the IDEA, require that a state have in effect policies and procedures to ensure that the state identifies, locates and evaluates all children with disabilities, it is critical that this identification occur in a timely manner and that no procedures or practices result in delaying or denying this identification. The regulations at 34 CFR §300.301(b) allow a parent to request an initial evaluation at any time to determine if a child is a child with a disability. The use of Response to Intervention (RtI) strategies cannot and will not be used to delay or deny the provision of a full and individual evaluation, pursuant to 34 CFR §§300.304-300.311, to a child suspected of having a disability under 34 CFR §300.8. If a parent requests an evaluation, even if the child is currently receiving interventions through the RtI process, the school designee is responsible for scheduling a multidisciplinary team meeting (to include the school psychologist) to review the data and determine if there is reason to suspect a disability. If the Association agrees with a parent who refers his/her child for evaluation that the child may be a child with a disability and in need of specialized instruction, the Association will evaluate the child. The school will provide the parent with notice under 34 CFR §§300.503 and 300.504 and obtain informed parental consent, consistent with 34 CFR §300.9, before conducting the evaluation. The school will conduct the initial evaluation within 60 calendar days of receiving parental consent for the evaluation. 34 CFR §300.301(c). If the Association does not agree with the parent that there is reason to suspect that the child is a child with a disability, the school will provide the parent with Prior Written Notice to that effect that includes among the other required components a description of the action refused by the Association, a description of why the Association refused the action, and sources for parents to contact to obtain assistance in understanding their procedural safeguards.

### **REFERRAL FOR INITIAL EVALUATION**

Screening and general education interventions are child find activities, and either process may result in the determination that an initial evaluation for special education is needed. Most decisions to move forward into initial evaluation will come as a result of these processes. However, there are instances when requests for evaluation may be made by parents or by adult students. The following describes the procedures to be used when such requests occur.

**Referrals from parents:** Parents have the right to request an evaluation. The request should be made in writing (unless the parent is clearly unable to do so) and given to an Administrator at the child's school, the school's Special Education Coordinator, or to the child's teacher. If the parent makes a request for a referral or a request for referral information orally, it will be clearly communicated to the parent that the request should be submitted in writing to the School Principal or to the Special Education Coordinator (although requests made in writing to the child's teacher or to other school administrators at the child's school will be accepted). The School Principal and/or the school's Coordinator of Special Services will have a form that the parent can complete to request an evaluation and will assist the parent in completing the form if necessary (or designate another staff member to do so). Parental submission of medical

information from a licensed health practitioner, including independent evaluations, may be sufficient to constitute a parental referral or request to evaluate a child for eligibility for special education or related aids and services.

The school will respond to the request within a reasonable period of time. The building principal or person designated to respond to parent requests for evaluations will explain to the parents the following:

- They have the right to request an evaluation;
- The Association may refuse to conduct the evaluation. The Prior Written Notice will explain why the Association refuses to conduct the evaluation;
- If the MTSS Team recommends participation in the intervention process, then the parent can request the initial evaluation be conducted without waiting for general education interventions to conclude. The general education intervention process may be conducted as part of the initial evaluation if the team agrees that the child should be evaluated. If the team disagrees that the child should be evaluated, Prior Written Notice to that effect will be provided (see General Interventions section).

**Referrals from an adult student:** A referral from an adult student will be handled as above except the student will act in the role of the parent.

Regardless of how the decision to move forward with an initial evaluation is made, the Association will ensure that all data collected prior to the evaluation (i.e., data collected as part of screening or general education intervention) is provided to the evaluation team. This will ensure that the evaluation team has a basis for understanding what additional data may need to be collected if the initial evaluation process goes forward.

***SCHOOL PROCEDURES FOR REFERRING STUDENTS WHO MAY BE SUSPECTED OF HAVING A DISABILITY:***

***Referrals initiated by Parents (please indicate the contact information of appropriate personnel for parents/adult students to submit referral and procedures to follow):***

***Referrals initiated by School personnel (please indicate the procedures to submit referral by staff member and contact information of appropriate personnel to submit referral):***

## CHAPTER 3: INITIAL EVALUATION AND ELIGIBILITY

An initial evaluation involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information to assist in determining if the child is eligible for special education services. *There is a two-pronged test for eligibility: (1) whether the child is a child with a disability and by reason thereof, (2) has a need for special education and related services.*

The initial evaluation process begins when a referral for initial evaluation is made and applies to all children beginning at age 3. In this chapter policies and procedures related to initial evaluation and eligibility will be discussed.

### PRIOR WRITTEN NOTICE AND REQUEST FOR CONSENT

When a referral for initial evaluation occurs, whether initiated from outside the Association or within the Association, the multidisciplinary team will meet to consider information provided in the referral or in the parent request for an evaluation and in the child's file including information collected during general education interventions. This meeting will occur in a timely manner following receipt of the evaluation request. While there may be situations when longer times may occasionally be warranted, in general the meeting will be scheduled within 10 school days of the request for evaluation. Upon referral for an initial evaluation, regardless of the source, the Association will provide the parents or the adult student with a copy of the Procedural Safeguards Notice (34 CFR § 300.503).

Based on this information the Association will determine whether it will propose to conduct an evaluation and what procedures the evaluation will include (such as review of existing information or new assessment tools and strategies). The staff will then prepare the Prior Written Notice (PWN) to provide to the parent. The Association will conduct an evaluation if the Association suspects the child has a disability and is in need of special education and related services. In some cases, however, the Association staff may determine that there is not enough evidence to support conducting an initial evaluation and would, therefore, refuse to conduct the initial evaluation. PWN will be provided in either case.

Following the reviews described more fully below, the Association will also provide PWN to the parents that describes any evaluation procedures the Association proposes to conduct (34 CFR § 300.304(a)). In addition, there are standard components the evaluation notice must also contain. The PWN will include

1. A description of the action proposed by the agency;
2. An explanation of why the agency proposes the action;
3. A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed action;
4. A statement that the parents have protection under the procedural safeguards and how a copy of the procedural safeguards can be obtained;
5. Sources for parents to contact to obtain assistance in understanding their procedural safeguards;

6. A description of other options considered and the reasons why those options were rejected; and
7. A description of other factors that is relevant to the agency's proposal. (34 CFR § 300.503(b))
8. Additionally, since this notice is to propose to conduct an initial evaluation, the notice will describe any evaluation procedures that the Association proposes to conduct (34 CFR § 300.304(a)(1)).

The notice will be written in language understandable to the general public and 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. If the native language or other mode of communication of the parent is not a written language, the Association will take steps to ensure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication, that the parent understands the content of the notice. The Association will maintain written evidence that this has been done (34 CFR § 300.503(c)).

### **The Multidisciplinary Team Meeting to Plan the Evaluation**

Upon determination that an evaluation is warranted, the first activity for the multidisciplinary team is to conduct a review of existing data. The team will consider all data that are currently available including evaluations and information provided by the parents, current classroom-based, local, or state assessments, and classroom-based observations, and observations by teachers and related service providers; and the child's response to scientifically, research-based interventions, if implemented. The review of existing data, as part of the evaluation, may be conducted without a meeting and without consent from the parents (34 CFR § 300.305(b); 34 CFR § 300.300(d)(1)).

After the team has reviewed the existing data, there will be a determination of what data, if any, will be collected during the evaluation. The PWN will be completed to reflect the data that will be collected as part of the evaluation.

### **Requirements if No Additional Data are Needed**

If the team has determined that no additional data are needed to determine whether the child is a child with a disability, and to determine the child's educational needs, the Association will notify the parents:

- of that determination and the reasons for it; and
- of the right of the parents to request an assessment to determine whether the child is a child with an disability, and to determine the educational needs of the child. The Association is not required to conduct the assessment described above unless requested to do so by the child's parents. In addition, if the parents request an assessment of their child, the Association may refuse to do so, but will provide the parents with PWN of the refusal to conduct the assessment and the reasons for the refusal. The parents may then request mediation or due process if they want the assessment conducted.

## Requirements if Additional Data are Needed

If the team has determined that additional data are needed, the team will plan who will collect it and plan to ensure all data will be collected within the evaluation timeline. The procedures to be used to collect the data will be described on the PWN for the initial evaluation and provided to the parents for their consent.

## Parent Consent

The Association will obtain informed consent from the parent of the child before conducting the evaluation (34 CFR § 300.300(a)). In determining that informed consent is obtained, the following will be ensured (34 CFR § 300.9):

1. The parent has been fully informed of all information relevant to the activity for which consent is being sought, in his or her native language, or other mode of communication.
2. The parent understands and agrees in writing to the carrying out of 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.
3. The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.
4. If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

Parental consent for initial evaluation will not be construed as consent for the initial provision of special education and related services.

The Association must provide PWN to the parent of its intent to conduct the evaluation before it can obtain the Parent's written consent for the evaluation. Generally, PWN and the request for consent will be provided to the parent simultaneously at the multidisciplinary team meeting. If the parent does not attend the meeting, a member of the team will be assigned to provide PWN to the parent within the next five school days and to attempt to secure parent permission to evaluate. At least *two good attempts using different methods* will be used and documented to secure parent permission to evaluate.

## Failure to Respond or to Provide Consent

The Association will make reasonable attempts to obtain consent from the parents to conduct the initial evaluation. "Reasonable attempts" will include at least two contacts by two different methods (phone calls, letters, visits, email, etc.). Documentation of such attempts will be kept in the student's folder or in the state-approved computer software, including records of telephone calls made or attempted and the results, copies of written correspondence sent to the parents and their response if any, and visits made to the parent's home or place of employment, and the results, if any, from the parents (34 CFR § 300.322(d)).



If the parent does not provide (refuses) consent or fails to respond to a request to provide consent for an initial evaluation, the Association may, but is not required to, pursue the initial evaluation by using mediation or by requesting a due process hearing. The Association does not violate its obligation to provide a FAPE if it declines to pursue the evaluation (34 CFR § 300.300(a)(3)). Additionally, under the disciplinary protections, the Association would not be deemed to have knowledge of the child's disability if the parent has not allowed an evaluation or refused services or the child has been evaluated and determined not to have a disability.

### **THE MULTIDISCIPLINARY EVALUATION TEAM**

Once consent has been obtained from the parent, a team is formed that will have the responsibility of carrying out the evaluation process. The membership of the evaluation team is similar to the child's IEP team (should the child be found eligible), including the parents. The team may include other qualified professionals, as appropriate.

This team includes:

- The parents of the child;
- Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment); if the child does not have a regular education teacher, a regular classroom teacher qualified to teach a child of his or her age; or if the child is less than school age, an individual qualified to teach a child of his or her age;
- Not less than one special education teacher of the child, or where appropriate, not less than one special education service provider of the child;
- A representative who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disability, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources.
- An individual who can interpret the instructional implications of evaluation results;
- At the discretion of the parent or agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate. (34 CFR § 300.321; 34 CFR § 300.308)

### **TIMELINE FOR CONDUCTING THE INITIAL EVALUATION**

The Association complies with the 60-day timeline consistent with federal regulations (34 CFR § 300.301(c)). The timeline for conducting the initial evaluation starts upon receipt of written parental consent to conduct the evaluation and ends with the verification that all of the required information has been gathered in order to make an eligibility determination. The Association begins this timeline the day the first person in the Association receives the signed parental consent for evaluation and maintains documentation to show that there was no delay

in the initiation of the evaluation process. When there is a delay in receiving the consent, the Association maintains a record of attempts to obtain the consent.

For children who transfer from one public agency to another in the same school year, assessments are coordinated with the child's prior district, as necessary and as expeditiously as possible, to ensure prompt completion of an evaluation begun by the prior LEA (34 CFR § 300).

### **Exceptions to the Timeline**

There are only two specific instances when an extension of the 60-day timeline may be justified:

1. If the parent of the child repeatedly fails or refuses to produce the child for the evaluation;
2. If a child enrolls in the Association after the evaluation has begun and before the determination of eligibility; however, in this case, Limestone Charter Association will ensure that sufficient progress is made to ensure a prompt completion of the evaluation, and the parent and the Association will agree to a specific timeline for completion and agree in writing to a specific time when the evaluation will be completed. (34 CFR § 300.301(d))

A third instance when an extension may be justified occurs for specific learning disabilities only 34 CFR § 300.309(b). This occurs when prior to a referral a child has not made adequate progress after an appropriate period of time when provided instruction, as described in §§ 300.306(b)(1) and (b)(2); and whenever a child is referred for an evaluation. The instruction referred to in the above sections are (1) Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings delivered by qualified personnel; *and* (2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided by the child's parents. The agreement to extend the timeframe will be in a written agreement of the child's parents and a group of qualified professionals as described in § 300.306(a)(1). The eligibility team must consider data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, to document that the suspected SLD is not due to lack of appropriate instruction in reading or math. Another caveat to this third exclusion is if a child suspected of having a SLD has participated in a process that assesses the child's response to scientific, research-based intervention, under 34 CFR §300.311(a)(7), the documentation of the determination of eligibility, as required in 34 CFR §300.306(a)(2), must contain a statement of the instructional strategies used and the student-centered data collected; and the documentation that the child's parents were notified about the State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided, the strategies for increasing the child's rate of learning and the parents' right to request an evaluation.

## CONDUCTING THE EVALUATION

The initial evaluation will include a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent, that may assist in determining:

- if the child is a child with a disability;
- whether the child needs special education and related services;
- the educational needs of the child;
- the present levels of academic achievement and functional performance (related developmental needs) of the child; and
- whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable goals set out in the IEP and to participate, as appropriate, in the general education curriculum. (34 CFR § 300.305(a)(2))

During the evaluation process, the child will be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities (34 CFR § 300.304(c)(4)). All assessment tools and strategies will provide relevant information that directly assist in determining the educational needs of the child (34 CFR § 300.304(c)(7)). When conducting an evaluation, no single measure or assessment will be used as the sole criterion for determining whether the child is a child with a disability and for determining an appropriate educational program for the child. When selecting assessment tools to assist in gathering the evaluation data across any of the six typical sources of data (general education curriculum progress, general education interventions, records review, interviews, observations, and tests), those conducting the evaluation will also ensure the following requirements are met (34 CFR § 300.304(b) and (c)):

- A variety of assessment tools and strategies are used.
- Technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors are used.
- Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.
- Assessments and other evaluation materials are:
  - selected and administered so as not to be discriminatory on a racial or cultural basis;
  - provided and administered in the child's native language or other mode of communication, and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;
  - used for the purposes for which the assessments or measures are valid and reliable;
  - administered by trained and knowledgeable personnel;

- administered in accordance with instructions provided by the producer of the assessments (Note: if an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test, or the method of test administration) will be included in the evaluation report).
- tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient;
- selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure).

The evaluation will be sufficiently comprehensive to identify all the child's special education and related service's needs, whether or not commonly linked to the disability category being considered for the child. The evaluation will be conducted in accordance with all relevant state and federal regulations and will follow the guidelines provided in the Standards for Evaluation and Eligibility Determination (SEED) document.

### **ELIGIBILITY DETERMINATION AND DOCUMENTATION**

When the evaluation is completed and the information has been compiled, the team will schedule a time to convene in order to make the determination of eligibility. Eligibility determination is made no later than thirty calendar days after the completion of the evaluation. Parents are provided an opportunity to participate in the eligibility meeting, which can and usually will be conducted at the same time as the IEP team meeting. The team will ensure that information obtained from all sources used in the evaluation is documented and carefully considered (34 CFR § 300.306(c)(1)(ii)). At this meeting, the parents and other qualified professionals review the results of the initial evaluation to determine whether the child is a child with a disability as defined in federal and state laws and regulations and the educational needs of the child (34 CFR § 300.306(a)).

When interpreting evaluation data for the purpose of making these determinations, the team will 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 ensure that information obtained from all of these sources is documented and carefully considered (34 CFR § 300.306(c)(1)(i) and (ii)).

The team will ensure that the child meets the definition of one of the categories of disability and, as a result of that disability, needs special education and related services (i.e., the two-pronged test) (34 CFR § 300.8). If a child meets the definition of a disability category but does not need special education and related services, she or he cannot and will not be determined eligible under the IDEA. If the child has a need for special education and related services but does not meet the definition of a disability category, she or he cannot and will not

be determined eligible. In the case of a child who is found to have a disability, but does not need special education and related services, a referral for a 504 evaluation may be considered.

### **Eligibility Determinations for Specific Learning Disabilities (SLD)**

The group evaluating a child for a specific learning disability collects data to determine that the child does not achieve adequately for the child's age or to meet state-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards:

- oral expression;
- listening comprehension;
- written expression;
- basic reading skill;
- reading fluency skills;
- reading comprehension;
- mathematics calculation; or
- mathematics problem solving.

Additionally, for a child to be eligible as a child with a specific learning disability, the evaluation and eligibility report must document that the child meets the following conditions:

- The child does not achieve adequately for the child's age or to meet state-approved grade-level standards when provided with learning experiences and
  - instruction appropriate for the child's age or state-approved grade-level standards,  
AND
  - The child does not make sufficient progress to meet age or state-approved grade-level standards when using a process based on the child's response to scientific, research-based intervention;  
OR
  - The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development.
- The determinate factor for why the child does not achieve adequately for the child's age or does not make sufficient progress to meet age or state-approved grade-level standards, or exhibits a pattern of strengths and weaknesses, is not primarily the result of:
  - a visual, hearing, or motor disability;
  - intellectual disability;
  - emotional disturbance;
  - cultural factors;
  - environmental or economic disadvantage; or limited English proficiency (34 CFR § 300.309(a)(3)).

## Eligibility Report

The evaluation team is responsible for ensuring that the information obtained from all sources is documented and considered. After carefully considering all data and making the eligibility determination, the team will document the decision made regarding the child's eligibility for special education and related services. Once the evaluation report and documentation of eligibility has been completed, each team member will certify in writing whether the report reflects the member's conclusion. If it does not reflect the member's conclusion, the team member will submit a separate statement presenting the member's conclusions (34 CFR § 300.311(b)).

The eligibility determination serves as the documentation of the child's eligibility. The evaluation report and the documentation of eligibility will be provided, at no cost, to the parent (34 CFR § 300.306(a)(2)). The eligibility documentation documents that the determinant factor for the determination of eligibility is not due to a lack of appropriate instruction in reading or math, or a limited English proficiency. The Association also documents that information was drawn from a variety of sources, including tests that are required by the South Carolina Eligibility Requirements, parent input, teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior. The report also identifies the proposed category of disability.

There are specific requirements for reporting the eligibility determination for a child with a specific learning disability (34 CFR § 300.311). The evaluation report includes the following statements:

1. whether the child has a specific learning disability;
2. the basis for making the determination, including an assurance that the determination was made in accordance with applicable laws and regulations;
3. the relevant behavior noted during the observation of the child; and for SLD the relationship of that behavior to the child's academic functioning;
4. the educationally relevant medical findings, if any;
5. whether the child does not achieve adequately for the child's age or to meet State approved grade-level standards when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards;  
AND
6. the child does not make sufficient progress to meet age or State-approved grade-level standards when using a process based on the child's response to scientific, research-based intervention;  
OR
7. the child exhibits a pattern of strengths and weaknesses in performance, achievement or both, relative to age, State-approved grade-level standards, or intellectual development.

8. whether the team determines the reason the child does not achieve adequately for the child's age, does not make sufficient progress to meet age or State-approved grade level standards, or exhibits a pattern of strengths and weaknesses, is not primarily the result of visual, hearing or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.
9. if the child has participated in a process that assesses the child's response to scientific, research-based intervention, the report must also document the instructional strategies used; and the student-centered data collected.
10. Documentation that the child's parents were notified about the process, including the state's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; strategies for increasing the child's rate of learning; and the parent's right to request an evaluation (34 CFR § 300.309(a)(3); 34 CFR § 300.311(a)); and
11. Signatures of each team member indicating whether the report reflects their conclusion. If it does not reflect the team member's conclusion, the team member will submit a separate statement presenting his or her conclusion and attach it to the IEP.

### **PRIOR WRITTEN NOTICE FOR IDENTIFICATION**

After the eligibility determination is made, the Association will provide PWN to the parents that the Association proposes to initially identify the child as a child with a disability (including the category proposed) and that the child requires special education and related services. Likewise, the Association will give PWN to the parents if they determine that a child is not eligible for special education services or related services.

### **INDEPENDENT EDUCATIONAL EVALUATION**

After an initial evaluation is completed, if the parents disagree with the Association's evaluation, they have the right to ask for an independent educational evaluation at public expense. If the parent obtains an independent educational evaluation at public expense or provides the agency with an evaluation obtained at private expense, the results of the evaluation will be considered by the Association. While the Association will always consider the results of an independent evaluation, the Association may decide not to accept or agree with all or part of the independent evaluation.

Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by Limestone Charter Association. Public expense means that the Association either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent. If the parent requests an independent educational evaluation the Association will either:

- Provide information to the parent about where an independent educational evaluation can be obtained, the agency criteria (which may include qualifications of examiners and location to obtain the evaluation); AND
- Ensure that the evaluation is provided at public expense, unless the special education due process hearing officer determines that the independent educational evaluation did not meet agency criteria; OR
- Initiate a due process hearing to show that the Association's evaluation was appropriate.

If a parent requests an independent educational evaluation, the Association may ask the reason for the objection to the public evaluation. However, the explanation by the parent will not be required, and the Association will not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation.

If the Association requests a due process hearing, a due process hearing officer would determine whether the Association must pay for the independent educational evaluation. If the Association's evaluation is found to be appropriate and the parents still want an independent educational evaluation, the expense will be the responsibility of the parents.

If an independent educational evaluation is provided at public expense, the criteria under which the evaluation is obtained must be the same as the criteria that the Association uses when it initiates an evaluation. These criteria may include the location of the evaluation and the qualifications of the examiner. The credentials of the independent evaluator or evaluators must be comparable to the Association's evaluators. The Association will set reasonable limitations on the costs for which it will be responsible, but the Association may have to exceed those costs if necessary to ensure that the independent educational evaluation meets the child's unique needs.

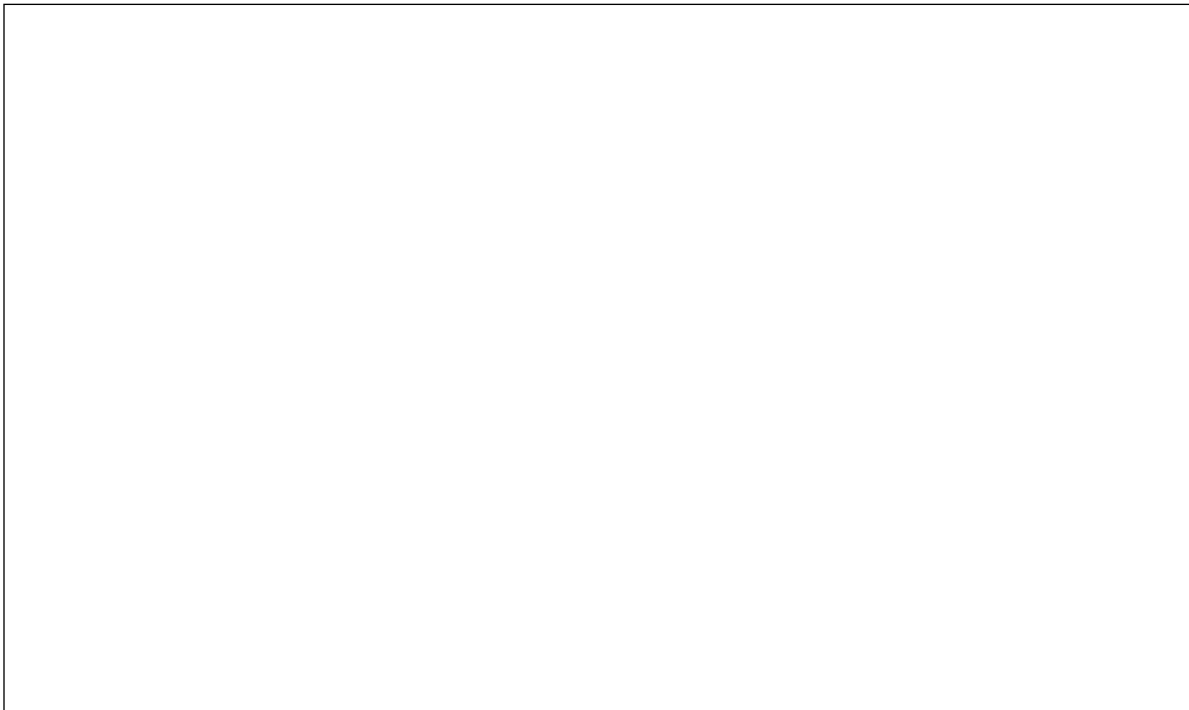
If a special education due process hearing officer requests an independent educational evaluation, the evaluation is provided at public expense. The Association either pays the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parents. A parent is entitled to only one independent education evaluation at public expense each time the Association conducts an evaluation with which the parent disagrees (34 CFR § 300.502(b)(5)).



*Please indicate the school's procedure for documenting receipt of referral and tracking timelines and to ensure all timelines are met as required (ex: tracking document used to ensure all timelines are compliant with federal law, indicate what information is included on tracking document).*



*Please indicate the school's procedure for tracking reevaluation timelines and/or notifying parents of the option to request additional information (ex: tracking document used to ensure all timelines are compliant with federal law, indicate what information is included on tracking document).*



## CHAPTER 4: THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The Individualized Education Program (IEP) is defined as a written statement for each student with a disability which describes that child's educational program and is developed, reviewed, and revised in accordance with special education laws and regulations. The IEP describes and guides services for each child on an individual basis. In this chapter policies and procedures for the development of the IEP will be discussed.

### IEP TEAM

The IEP team is a group of people, knowledgeable about the child, who come together at an IEP meeting in order to develop or review and revise a child's IEP.

#### IEP Team Membership

The positions of members of the IEP team are specifically identified and described in state and federal laws and regulations. In addition to the following list of required members of the IEP team, if parents need a sign language or foreign language interpreter, the service will be provided (34 CFR § 300.322(e); 34 CFR § 300.321). If for some reason the required members of the team are not present and proper excusal procedures have not been completed, the meeting will be rescheduled.

The **student** will be invited to attend his or her own IEP meeting beginning at age 13, or younger, if a purpose of the meeting is consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals. If the student elects not to participate, the IEP team will take other steps to ensure that the student's preferences and interests are considered in developing the IEP (34 CFR § 300.321(b)(2)) which may include interviewing the student or having the student complete an IEP input form. The Association may invite the student to attend his or her own IEP team meeting at any age, when appropriate.

Beginning at age 18, unless the student has been determined incompetent by a court, the rights have transferred to the student, and both the student and parents will receive written notice of the IEP team meeting.

The **parents** must be included as members of the IEP team and are involved in the decision-making process throughout the development of the IEP.

The team will include not less than one **special education teacher of the child**, or where appropriate, not less than one special education provider of the child. The Association will determine the particular individual(s) to be members of the IEP team.

The team will also include not less than one **general education teacher of the child**, if the child is, or may be, participating in the general education environment. This will be a teacher who is or may be working with the child to ensure success in the general curriculum and

implement portions of the IEP. The general education teacher will be knowledgeable about the curriculum, appropriate activities of typically developing peers, and how the child's disability affects the child's participation (involvement and progress) in the curriculum or those appropriate activities. If the child has several general education teachers, at least one will attend the IEP meeting; however, it may be appropriate for more to attend. The parent may also request specific teachers to be invited to the meeting. Regardless of which teacher or teachers participate as members of the IEP team, all general education teachers of the child will be informed by the IEP team of their specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP. The child's IEP will be accessible to each general education teacher who is responsible for its implementation. If the child is enrolled in a preschool program for children without disabilities that is not operated by the Association, the Association may invite the preschool teacher, but has no authority to require his or her attendance. If the preschool teacher of the child does not attend, the Association will designate a teacher who, under state standards, is qualified to serve children without disabilities of the same age. For a child 3 through 5 years of age, the representative may be a preschool teacher. For four- or five-year-old child, the general education teacher may be the kindergarten teacher, if the child is or will be attending kindergarten within the term of the IEP. Early childhood providers working in various community settings must meet the credentialing requirements of their hiring agencies. For a child 3 through 5 years of age in a setting that does not provide a preschool educational component (e.g., home setting or childcare), the child is not considered to have a regular education teacher and is not considered to participate in a general education environment; therefore, a general education teacher is not required to be part of the IEP team. However, a parent may invite a childcare provider to attend the IEP team meeting as a person with knowledge or expertise about the child.

It is expected that the circumstances will be rare in which a general education teacher would not be required to be a member of the child's IEP team. However, there may be situations where a child is placed in a separate school and participates only in meals, recess periods, transportation, and extracurricular activities with children without disabilities and is not otherwise participating in the general education environment, and no change in that degree of participation is anticipated during the next twelve months. In these instances, since there would be no current or anticipated general education teacher for a child during the period of the IEP, it is not necessary for a general education teacher to be a member of the child's IEP team.

The **Representative of the LEA** or designee will be a member of the IEP team. There are three requirements of the LEA representative or designee. The LEA representative or designee:

1. is qualified to provide or supervise provision of special education services;
2. has knowledge of the general education curriculum; and
3. is knowledgeable about the availability of the LEA's resources.

The primary responsibility of the LEA representative must be to commit Association resources and ensure that services written in the IEP will be provided. The LEA representative will have the authority to commit Association resources and be able to ensure that whatever services are described in an IEP will actually be provided. The Association will be bound by the IEP that is developed at an IEP meeting. (Federal Register, August 14, 2006, p. 46670).

*In addition to the Association Superintendent or her designee, please indicate school staff members who are authorized to serve as the LEA at the school:*

A person **who can interpret instructional implications of any new evaluation or assessment results** will also be a member of the IEP team. This may include individuals who participated on the evaluation team. A school psychologist, a special education teacher, general education teacher, speech/language pathologist, or other related service provider might have evaluation results that need to be interpreted and may discuss the instructional implications.

**Others individuals who have knowledge or special expertise regarding the child,** including related services personnel, as appropriate, and those who are invited by the parents or the Association may attend the IEP meeting. The determination of who has knowledge or special expertise regarding the child is made by the party (parents or District) who invited the individual to be a member of the IEP team. Therefore, the other party may not bring into question the expertise of an individual invited to be a member of the IEP team and may not exclude another team member's expert based on the amount or quality of their expertise. (34 CFR § 300.321(c)). Although parents are not required to do so, the Association will ask the parents to inform them of the individuals they are bringing. The person who contacts the parents may ask them if they intend to bring other people to be sure that the room is adequate for the number of participants.

**Other team members** may also be added, based on the child's individual needs. In some circumstances, for example, the school nurse or another health professional will attend. Any child with a need for a health care plan will have a health professional participate at the annual review meeting for the IEP, and other meetings as appropriate. Other team members might include an occupational or physical therapist or a counselor depending on the individual needs of the child.

**Representatives of any other agency** may be invited to attend the IEP meeting. For a child with a disability age 13 or older the IEP team will consider the transition services of the child, and the IEP team will determine, to the extent appropriate, any other public agency

representatives that must be invited to the IEP meeting because they are likely to be responsible for providing or paying for transition services. To protect confidentiality, the parents, or a student who is 18 years of age, must provide consent prior to each IEP Team meeting if a public agency proposes to invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. (34 CFR § 300.321(b)(3)). While the Association has the responsibility to invite (after receiving parent or adult student consent) individuals from other agencies, the Association does not have the authority to require the other agency representative to attend the IEP meeting (Federal Register, August 14, 2006, p. 46672).

When conducting an initial IEP team meeting for a child who was previously served under Part C of the federal law, the Association, at the request of the parent, will send an invitation to attend the IEP meeting to the local Part C services coordinator or other representatives of the Part C system to assist with the smooth transition of services.

The law allows for individuals to represent more than one of the membership roles on the IEP team. If a person is representing more than one role, he or she will meet the individual qualifications for each role at the IEP team meeting. Additionally, all of the requirements for one representative do not have to be filled by one person; other members of the school team may meet one or any of these requirements. Individuals assuming more than one role at an IEP team meeting will document their roles on the signature page of the IEP. Although there is no legal minimum number of participants at IEP team meetings, the number of participants will be reasonable and appropriate to address the needs of the child and to carry out the intent of the law.

### **IEP Team Attendance and Excusals**

The IDEA provides the possibility that certain IEP team members might be excused from attending either a part or an entire IEP meeting. While the Association will generally have all team members present for the entire meeting, allowing IEP team members to be excused from IEP meetings is intended to provide additional flexibility to parents in scheduling IEP team meetings and to avoid delays in holding meetings when a team member cannot attend due to a scheduling conflict. This provision applies specifically to the following IEP members:

- The child's regular education teacher, if the child is or may be participating in the regular education environment;
- The child's special education teacher, or where appropriate, the child's special education provider;
- The representative of the LEA who is qualified to provide or supervise the provision of specially-designed instruction and an individual who can interpret the instructional implications of the evaluation results.

Written agreement or consent is needed to excuse **required** members of the IEP team. Neither written agreement nor consent is needed to excuse an IEP team member who has knowledge or special expertise and attends at the invitation of the parent or Association since such individuals are not required members of the IEP team.

The requirements to excuse a member of the team depend upon whether or not the member's area of expertise will be discussed at the meeting. The requirements in one situation call for an "agreement" between parents and the Association; in the other situation, parental "consent" is required. An agreement is not the same as consent, but instead refers to an understanding between the parent and the LEA. "Consent" refers to informed written consent which is defined in 34 CFR § 300.9. This level of consent is not required for "agreement." Agreement is less formal and does not trigger the IDEA's procedural safeguard and the other requirements that must be met when requesting informed parental consent. When a member of the IEP team's area of expertise is **not** being modified or discussed, the member may be excused from attending the meeting, in whole or in part, under two conditions: the parents and Association **agree** that the member's attendance is not necessary and the parents' and District's agreement is **in writing**. If a member is excused by written agreement and it later becomes evident during the IEP meeting that the absence of the excused member inhibits the development of the IEP, the team will reconvene after the needed information is obtained either by having the member attend or having the member submit the information in writing as long as the IEP is developed in a timely manner.

When a member of the IEP team's area of expertise **is** being modified or discussed, the member may be excused from attending the meeting, in whole or in part, under two conditions: the parents and Association **consent** to excuse the member and the member submits in writing to the parent and team input into the development of the IEP *before* the meeting. The IDEA does not specify how far in advance of the meeting a parent must be notified of the Association's request to excuse a member, but ideally the Association will provide the parents with as much notice as possible and have the agreement or consent signed at a reasonable time period prior to the meeting. (34 CFR § 300.321(e)). This will generally be done by sending home the written input and written consent for excusal form with the invitation to the meeting. If in an unusual situation the Association requests the excusal of a team member at the last minute or the parent needs additional time or information to consider the request, the parent always has the right not to agree or consent to the excusal. The case manager or the LEA representative has the authority to make the agreement or consent with the parent to excuse a team member. When any member is excused from an IEP meeting, information will be shared with this team member. In fact, the IDEA requires that the child's IEP must be accessible to each regular education teacher, special education teacher, related services provider, and other service providers who are responsible for the implementation regardless of whether that team member was present at the IEP meeting.

### NOTICE OF IEP MEETING

The Association will take steps to ensure that one or both parents are present at each IEP meeting or are otherwise afforded the opportunity to participate in the IEP meeting. The school will be responsible for arranging the meeting and sending the appropriate notices. The meeting will be scheduled at a mutually agreed upon time and place. The Association will provide notice of an IEP meeting to the parents for the initial IEP meeting and any subsequent IEP meetings. If the child is at least 13 years old, the notice will also inform the parents that their child is invited to attend the meeting.

Beginning at age 13, or younger, if a purpose of the meeting is consideration of the student's postsecondary goals or transition services, the student will be invited to attend and participate in the IEP team meetings. The Association is not required to give children who are younger than age 18 the same notice that is required for parents but will document that the student was invited to the meeting. The Association is required to invite the student to the IEP meeting even if the student's parents do not want their child to attend the meeting. However, because parents have authority to make educational decisions for their child (under 18 years of age), the parents make the final determination of whether their child will attend the meeting (Federal Register, August 14, 2006, p. 46671). Beginning at age 18, however, if rights have transferred to the student, all notices will go to both the adult student and the parent, including the notice of the IEP meeting. When a student reaches 18 years of age, the parents no longer have a right to attend or participate in an IEP meeting for their child. The Association or the student may invite the parents to attend the meeting as persons with knowledge or expertise about the student. The notice of the IEP meeting may be used as an invitation for all team members who are invited to attend the IEP meeting.

### **Content of Notice of IEP Meeting**

The written notice will indicate (34 CFR § 300.322(b)):

- the purpose;
- date;
- time;
- location of the meeting;
- the titles or positions of the persons who will attend on behalf of the Association (the Association is to notify the parents about who will be in attendance at an IEP team meeting, however, individuals may be indicated by position only. The Association may elect to identify participants by name but has no obligation to do so.
- inform the parents of their right to invite to the IEP meeting individuals whom the parents believe to have knowledge or special expertise about their child; and inform the parents that if their child was previously served in Part C they may request that the local Part C coordinator or other representative be invited to participate in the initial IEP meeting to ensure a smooth transition of services.

In addition, beginning not later than the first IEP to be in effect when the child turns 13, or younger if determined appropriate by the IEP team the notice will also:

- indicate that a purpose of the meeting is the consideration of the postsecondary goals and transition services;
- indicate that the Association will invite the student; and
- identify any other agency that will be invited, with parent consent (or adult student consent), to send a representative.

Prior Written Notice is not required before a meeting (even for possible changes in placement) but is required after all meetings prior to implementing any changes recommended by the team.

There are typically four types of meetings that would be held:

- Initial services provision
- Annual review
- Reevaluation review
- Special review to discuss lack of progress, problems, or other issues

Each meeting type requires a notice of meeting early enough to ensure that the parents have an opportunity to attend. In addition to indicating the date, time, and location of the meeting, the notice of the IEP meeting will include information concerning the reason for the meeting. If the meeting is a special review, then the purpose of the meeting is to discuss the child's lack of progress in certain areas or problems that are occurring (for example, difficulty mastering math concepts, discipline referrals, lack of progress in reading) or other issues. The result of the meeting will be proposed changes (for example, addition of goals, change of placement, and addition of related services) to the IEP that will address these issues. However, if it is known that a change of placement will be discussed, that information will be included as the Association is informing them of what will be *considered* at the meeting.

If the meeting is for a child age 13 and above where transition services must be discussed, the notice will also indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child; that the child will be invited; and will identify any other agency that will be invited to send a representative. The notice will provide enough information about the reason for the meeting so that the parent can be properly prepared to participate in the discussion meaningfully. Following the meeting, the parent is given a Prior Written Notice (PWN) that describes the proposed changes and reasons for the proposed changes or the refusal of changes and reasons.

### **Methods to Ensure Parent Participation**

IEP meetings will be scheduled at a mutually agreed upon time and place. The Association will work with the parent to reach an agreement about scheduling. The Association will take whatever action is necessary to ensure the parents understand the proceedings at the IEP meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English (34 CFR § 300.322(e)).

If the parent is not able to physically attend the IEP meeting, the parent and the Association may agree to use alternative means of participation, such as video conferences and individual or conference telephone calls (34 CFR § 300.322(c); 34 CFR § 300.328). Each parent will be provided a final copy of the IEP at no cost (34 CFR § 300.322(f)). The case manager will be responsible for ensuring that the parent receives a copy of the final IEP.

### **Conducting the IEP Team Meeting without a Parent**

The Association may conduct an IEP meeting without the parent(s) in attendance if the Association, despite repeated documented attempts, has been unable to contact the parents to arrange for a mutually agreed upon time or to convince the parents that they should participate



(34 CFR § 300.322(d)). The Association will keep a record of its attempts to arrange a mutually agreed on time and place to secure the parents' participation. The record may include detailed records of telephone calls including the date, time, person making the call, and the results; detailed records of visits made to the parents including the date, time, person making the visit, and the results; copies of correspondence sent to the parents and any responses received; etc. At least two attempts using at least two different methods of contacting the parents will be documented before the meeting is held without the parents in attendance. In general, the case manager or psychologist is responsible for inviting the participants to the meeting and for documenting the attempts to involve the parents. Documentation will be placed in the state-approved software.

### **USING AN INDIVIDUAL FAMILY SERVICES PLAN (IFSP) INSTEAD OF AN IEP**

While the IDEA allows the IEP team to consider the use of an IFSP in place of an IEP for children with a disability ages 3 through 5, Limestone Charter Association will use the IEP for all students ages 3-21.

### **WHEN THE IEP/IFSP MUST BE IN EFFECT**

#### **For Children Ages 3 through 21**

An IEP will be developed within 30 calendar days of a determination that the child needs special education and related services and will be implemented as soon as possible after written parent consent is granted for the services in the IEP (generally within 5 school days). In addition the Association will have an IEP in effect at the beginning of each school year for each child with a disability. (34 CFR § 300.323(a) and (c)).

### **CONTENTS OF THE IEP**

In developing each child's IEP, the IEP team will consider:

- The strengths of the child;
- The concerns of the parents for enhancing the education of their child;
- The results of the initial or most recent evaluation of the child;
- The results of the child's performance on any state or district-wide assessments as appropriate; and
- The academic, developmental, and functional needs of the child.

Further, the IEP team considers the following special factors:

- In the case of a child whose behavior impedes the child's learning or that of others, the issue of positive behavioral interventions and supports and other strategies to address the problem;
- In the case of a child with limited English proficiency, the language needs of the child as those needs relate to the child's IEP;

- In the case of a child who is blind or visually impaired, the team considers instruction in Braille as part of the instruction of that child in accordance with South Carolina Board of Education Regulations;
- The communication needs of the child including those who are deaf or hard of hearing; and
- Whether the child needs assistive technology devices and services; and
- Whether or not the child needs extended school year services.

The evaluation information for a child with a disability will identify each of the child's specific needs that result from the disability, provide baseline information, and describe how the disability affects the child's participation and progress in the general education curriculum (or for preschool children, participation in appropriate activities). Utilizing baseline data established in the present levels of academic achievement and functional performance, the IEP team will develop measurable annual goals, including academic and functional goals that meet the child's needs and enable the child to be involved in and make progress in the general education curriculum. The special education, related services, supplementary aids and services, program modifications, and supports for Association personnel described in the IEP reflect the child's needs in order to ensure he or she receives educational benefit. While the team will generally come to an IEP meeting with a draft IEP, changes will be made at the meeting with input from all parties and the IEP will be finalized at the meeting. The basic components of each IEP are as follows:

### **Present Levels of Academic Achievement and Functional Performance**

The IEP will include a statement of the child's *present levels of academic achievement and functional performance (PLAAFP)*, including how the child's disability affects the child's involvement and progress in the general education curriculum or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities. The PLAAFP summarizes the child's current performance and provides the foundation upon which all other decisions in the child's IEP will be made. The present levels identify and prioritize the specific needs of a child and establish a baseline from which to develop meaningful and measurable goals. The PLAAFP includes information about current academic achievement and functional performance:

- the impact of the disability upon ability to access and progress in the general curriculum. The present levels statement will also include more specific information that clearly describes how the child's disability impacts (or manifests itself) within the general education curriculum that prevents the child from appropriately accessing or progressing.
- baseline data that provide the starting point for each measurable annual goal. There will be one baseline data point that is specific, observable and measurable, and able to be collected frequently for every measurable annual goal on the child's IEP.
- For children ages 13 and older (or younger if appropriate), the present levels also describe the child's transition needs in the areas of education/training, employment and where appropriate independent living skills.

### **Measurable Annual Goals (and short-term objectives where needed)**

Measurable annual goals are descriptions of what a child can reasonably be expected to accomplish within a 12-month period with the provision of special education (specially designed instruction) and related services. Measurable annual goals will be related to meeting the child's needs that result from the child's disability to enable the child to be involved and progress in the general curriculum. In addition, they will be designed to meet each of the child's other educational needs that result from the child's disability. There is a direct relationship between the measurable annual goal, baseline data, and the needs identified in the present levels of performance. Because the present levels are baseline data for the development of measurable annual goals, the same criteria used in establishing the present levels will also be used in setting the annual goal. Each annual goal will have the behavior, the condition, the criteria, and the method of evaluation explicitly stated. Short-term objectives are only required on the IEP of a child with a disability who takes or has taken an alternate assessment aligned to alternate achievement standards (34 CFR 320(a)(2)(ii)). For those students, each annual goal will be broken down into short-term objectives or benchmarks.

### **Measuring and Reporting Progress on Annual Goals**

Once the IEP team has developed measurable annual goals for a child, the team will include a description of how the child's progress toward meeting the annual goals will be measured and when and how progress toward meeting the annual goals will be reported to parents. There is no requirement for the frequency of these reports as this is an IEP team decision.

### **Participation in State- and District-Wide Assessments**

The IEP team will make a decision about how the child with a disability will participate in state assessments and district-wide assessments including but not limited to SC Ready, SC-ALT, End-of-Course tests, ELDA, and various other state or school assessments that are administered in that specific school year. The IEP team will also determine any accommodations that are needed to enable a student to participate in the various assessments consistent with Section 612(a)(16) of the IDEA. If the IEP team determines that the child must take an alternate assessment instead of a particular state or district-wide assessment a statement of why the child cannot participate in the regular assessment and the particular alternate assessment selected is appropriate for the child. Accommodations for testing will be aligned with the accommodations provided in daily instruction except when such accommodations are not allowed by specific tests. The accommodations provided in assessments may be limited in some instances by the publishers of the assessments.

### **Secondary Transition**

Beginning at age 13, and updated annually, the IEP will also contain (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 appropriate courses of study, needed to assist the child in

reaching the stated postsecondary goals; and (3) a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or any needed linkages. Appropriate transition assessments will be used annually to establish interests and needs. For all students of transition age, the IEP will include measurable postsecondary goals, a description of the course of study, the child's strengths and interests, the certificate or diploma option for the child, transition services to be provided, and appropriate transition annual goals. Beginning at age 17, the IEP team will inform the student and the parents that at the age of majority under state law (age 18 in South Carolina), the rights under the IDEA will transfer to the student. The Association will provide documentation in the IEP, at least one year before the student is 18, that the student has been informed of rights provided in the federal and state law that will transfer to the student (unless the student has been declared incompetent by the court)

### **Statement of Special Education and Related Services**

Each IEP for a child with a disability will include a statement of the special education services; related services; supplementary aids and services (including accommodations), based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child; a statement of the program modifications; and supports for LEA personnel that will be provided for the child to advance appropriately toward attaining the annual goals, be involved in and make progress in the general education curriculum, and participate in extracurricular and other nonacademic activities, and be educated and participate with other children with and without disabilities in these activities.

### **Least Restrictive Environment**

Least restrictive environment (LRE) means the educational placement in which, to the maximum extent appropriate, children with disabilities, including children in institutions or other care facilities, are educated with children who are not disabled. The IEP will contain an explanation of the extent, if any, to which the child will **not** participate with children without disabilities in the general education class, and in extracurricular and nonacademic activities with program modifications or supports for Association personnel. In determining the location for special education and related services, the IEP team will consider the continuum of educational placements necessary to implement the IEP. The placement decision will be made in conformity with the requirement of providing services in the least restrictive environment (LRE). The educational placement will be determined at least annually; based upon the child's IEP; and located as close as possible to the child's home, consistent with the requirements of the IEP.

### **Projected Dates**

The projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, location and duration of those services and modifications will also be included in the IEP.

Upon completion of the IEP meeting, the case manager is responsible for completing the IEP and finalizing it in the state-approved software. The case manager is also responsible for uploading all other required forms into the software data base (all forms with signatures should be uploaded to the software as well as any other forms that are not already in the software). The case manager will send home the completed IEP and PWN to the parent (or to the adult student) if these have not been given to the parent at the meeting.

## **MEETING TO REVIEW, REVISE, OR AMEND THE IEP**

### **Annual Review of the IEP**

The IEP will be reviewed at least once every 12 months to determine whether the annual goals for the child are being achieved and to revise the IEP as appropriate. The review and revision of the IEP will address: (a) any progress or lack of expected progress toward the annual goals and in the general education curriculum, where appropriate; (b) the results of any reevaluation conducted; (c) information about the child provided by the parents; (d) the child's anticipated needs; or (e) other matters. The IEP will then be developed for the next period of time (usually 12 months). The case manager is responsible for preparing drafts of the required documents and for arranging the meeting.

### **Amend the IEP**

At an annual IEP team meeting, changes to the IEP must be made by the entire IEP team. However, between annual IEP reviews, if the parent and Association representative agree, changes can be made without an IEP team meeting, by amending the IEP rather than by rewriting the entire IEP. In amending a child's IEP, the parent of a child with a disability and the Association representative may agree not to convene an IEP team meeting for the purpose of making those changes, and instead may develop a written document to amend or modify the child's current IEP. In these instances, the case manager will act as the LEA representative to amend the IEP. There are no restrictions on the types of changes that may be made, so long as the parent and the Association representative agree to make the changes without an IEP team meeting, however, Association policy is that a change of placement will require the entire IEP team. If changes are made to the child's IEP without a meeting, the case manager will ensure that the child's IEP team is informed of those changes (34 CFR § 300.324(a)(4)) and that the child's IEP is updated in the state-approved software. The case manager will also provide the parent with a revised copy of the IEP with the amendments incorporated and with Prior Written Notice (PWN).

### **Request by Parent or Association Staff for IEP Meeting**

Although the Association is responsible for determining when it is necessary to conduct an IEP meeting, the parents of a child with a disability have the right to request an IEP meeting at any time. The child's teacher or other Association staff may also propose an IEP meeting at any time they feel the IEP has become inappropriate for the child and revision should be considered.

## **IMPLEMENTING THE IEP**

Once the IEP team has completed developing the **initial** IEP, PWN, describing the proposed action will be provided to the parents and a request made for consent to initiate special education and related services. Services will be initiated as soon as possible (generally within 5 school days). In all cases, the Association will obtain informed consent from the parent of the child before the initial provision of special education and related services to the child. The Association will make reasonable efforts to obtain informed consent from the parent. Once an IEP has been completed and consent for services has been obtained from the parents, the case manager is responsible for ensuring that the child's IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation. The implementation date of the IEP may change if there is a special review. The implementation date reflects the implementation of services in the most recent IEP, which may be a special review. The annual review date remains the same until the Association holds another annual review.

## **TRANSFERS WITHIN THE STATE AND FROM OUT-OF-STATE**

When a student enrolls in an Association school, the school will 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 previous Association in which the child was enrolled. (34 CFR § 300.323(e), (f), and (g)). Since this is a transfer of educational records from the child previous LEA no consent for release of documents is required. The individuals who enroll students in the Association schools will be responsible for ascertaining whether or not each transfer student is a student with an IEP. If they have reason to suspect that the child has an IEP or if the parent reports that the child has an IEP, the individual enrolling the child will immediately take appropriate steps to obtain the necessary records.

If the parent indicates that the student received special education services in the previous LEA, but the parent does not want services to be continued, school personnel must explain to the parent that he or she has the option of revoking consent for special education services. Otherwise, the Association is required to provide a FAPE.

### **Transfer within State**

When a child with a disability transfers into a Limestone Charter Association school with an IEP that is current in the previous LEA in South Carolina, the school, in consultation with the parents, will provide a FAPE to the child, including services comparable to those described in the child's IEP from the previous LEA. The Association will not delay the provision of the comparable services – these services will generally be provided within 5 school days. Once the Association receives the current IEP, the Association may adopt the child's IEP from the previous LEA or develop and implement a new IEP. When a student moves within the state, eligibility has already been established and a reevaluation is not required. The IEP team will determine what information in addition to the current IEP is needed from the previous LEA.

Additional information needed will be requested from the previous LEA. The assigned case manager will be responsible for arranging for an IEP meeting within 30 days of enrollment to adopt the IEP from the previous LEA, amend the IEP from the previous LEA, or develop and implement a new IEP.

If a child with a disability who received special education and related services in a previous LEA, but whose previous LEA failed to conduct a timely annual review, transfers within the state to a Limestone Charter Association school, the Association will provide FAPE to the child (including services comparable to those described in the child's IEP from the previous LEA), until the Association develops, adopts, and implements a new IEP that meets the applicable requirements in the regulations.

### **Transfer from Out-of-State**

When a child with a disability, who has an IEP that is current in another state, transfers to Limestone Charter Association, the school, in consultation with the parents, will provide the child with a FAPE, including services comparable to those described in the child's IEP from the previous LEA. If there is a dispute between the parent and the Association regarding what constitutes comparable services, the dispute could be resolved through mediation procedures or, as appropriate, the due process hearing procedures. If the parent disagrees with the Association about the comparability of services, stay-put would not apply (Federal Register, August 14, 2006, p. 46682).

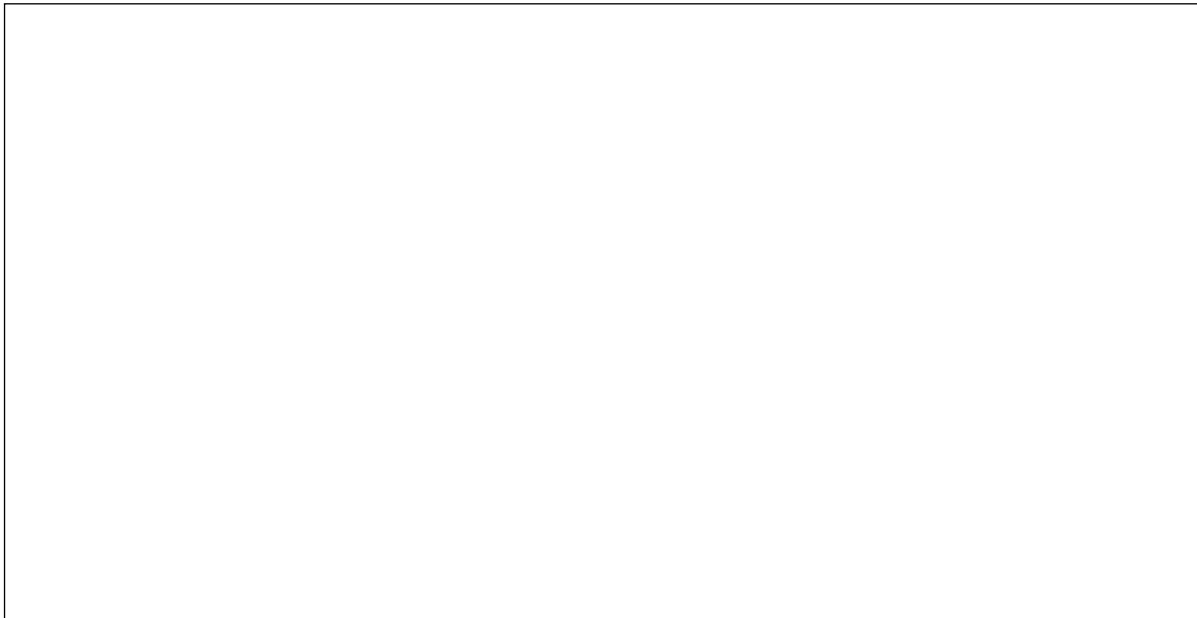
The Association may adopt the current IEP or conduct an initial evaluation to determine eligibility and develop and implement a new IEP. If, after reviewing appropriate information, including the current IEP, the IEP team has reason to suspect the child is not eligible under South Carolina eligibility criteria, the team will conduct an evaluation to determine eligibility. The evaluation conducted by the Association would be to determine if the child is a child with a disability under South Carolina's eligibility criteria and to determine the educational needs of the child. Therefore, the evaluation would be an initial evaluation, which would require parental consent. If, however, the IEP team does not question the child's eligibility under South Carolina's criteria, the team will adopt the IEP from the previous state or develop a new IEP.

If the out-of-state transfer student cannot provide a copy of his/her IEP, but the parent describes the services the student was receiving, the Association will take reasonable steps to obtain the student's records from the out-of-state LEA. If the Association is unable to obtain the IEP from the previous LEA or from the parent, the Association is not required to provide special education and related services to the child. Even if the parent is unable to provide the child's IEP from the previous LEA, if the Association decides that an evaluation is necessary because it has reason to suspect that the child has a disability, nothing in the *IDEA* or its implementing regulations would prevent the Association from providing special education services to the child while the evaluation is pending, subject to an agreement between the parent and the Association. However, if the child receives special education services while the evaluation is pending, the Association still will ensure that the child's evaluation, which would be considered an initial evaluation, is conducted within 60 days of receiving parental

consent for the evaluation. If the Association conducts an eligibility determination and concludes that the child has a disability under 34 CFR §300.8 and needs special education and related services, the Association will develop and implement an IEP for the child in accordance with applicable requirements in 34 CFR §§300.320 through 300.324 even though the child is already receiving special education services from the Association.

If the parent refuses to provide consent for the evaluation under these circumstances, the Association will treat the child as a general education student and is not required to provide the child with comparable services. In this situation (parent refuses consent for the initial evaluation), the Association does not violate its obligation under Child Find if it declines to pursue the evaluation.

***Describe the school's procedures of providing the parents a copy of the signed IEP and PWN after an IEP meeting:***

A large, empty rectangular box with a thin black border, occupying the lower half of the page. It is intended for the user to describe the school's procedures for providing parents with a copy of the signed IEP and PWN after an IEP meeting.



## **CHAPTER 5: SPECIAL EDUCATION AND RELATED SERVICES**

The IEP team will consider what special education and related services are required to meet the individual needs of children with disabilities. Regardless of the method used for service delivery, providers will meet the standards and criteria set by the SBE. Under Part B regulations, personnel providing ESY, medical homebound, home-based, interim alternative educational, or compensatory services will also be highly qualified per state requirements. In this chapter policies and procedures related to the provision of special education and related services will be discussed.

### **SPECIAL EDUCATION SERVICES**

#### **Provision of Special Education Services**

Children with disabilities as identified under IDEA are entitled to receive special education and related services. This term means specially-designed instruction to meet the unique needs of a child with a disability, and includes among others, such things as physical education, travel training, and vocational education. Special education and related services will be provided at no cost to the parents. The IEP team will identify the child's present levels of academic achievement and functional performance and determine the annual goals and, if appropriate, benchmarks/short-term objectives. Once the present level of performance and goals are established, the IEP team decides what services must be provided. After the IEP team determines which services and the amount of services that are necessary, the team next decides where those services will be provided and the amount of time the child will spend in general education settings, special educational settings, or in a combination of settings. All special education and related services are individually determined in light of each child's unique abilities and needs to meet the annual goals in the IEP and make progress in the general education curriculum.

All special education services, related services, and supplementary aids and services will be based on peer-reviewed research, to the extent practicable. Peer-reviewed research is research that is reviewed by qualified and independent reviewers to ensure that the quality of the information meets the standards of the field before the research is published. Each IEP team makes decisions about the special education instruction and related services, as well as supplementary aids and services to be provided to the child, or on behalf of the child, so that the child will advance toward meeting his or her annual goals, advance in the general curriculum, and be educated with his or her peers to the maximum extent appropriate. The IEP will also include any services needed to support Association personnel.

### **SUPPLEMENTARY AIDS AND SERVICES**

Supplementary aids and services means aids, services and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate. The IEP team determines what supplementary

aids and services and other supports, are to be provided to the child with a disability or on behalf of the child in general education classes or other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with children without disabilities to the maximum extent appropriate (the least restrictive environment).

Examples of supplementary aids and services include paraeducator services, assistive technology devices and services, and other accommodations as appropriate.

### **Assistive Technology**

The independent charter school makes available assistive technology devices or assistive technology services, or both, to a child with a disability if required as part of the child's special education, related services, or supplementary aids and services. If a child's IEP team determines that access to school-purchased assistive technology devices or services in the child's home or in other settings is necessary for the child to receive a free appropriate public education, the devices or services are provided

### **Nonacademic and Extracurricular Services**

The IEP team will determine whether the child requires supplementary aids and services, that are appropriate and necessary, to afford the child an equal opportunity for participation in nonacademic and extracurricular services and activities. These are nonacademic and extracurricular activities that are Association sponsored during the regular school year. The Association will ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate and based on the needs of the child (34 CFR § 300.117).

### **Access to Instructional Materials**

South Carolina has adopted the National Instructional Materials Accessibility Standard (NIMAS), for the purposes of providing instructional materials to blind persons, or other persons with print disabilities that meet the NIMAS eligibility requirements, in a timely manner. The school will provide children with disabilities who need instructional materials in accessible formats with the necessary materials. The Association will take reasonable steps to provide instructional materials at the same time as other children receive instructional materials (34 CFR§ 300.172(a) and (b); 34 CFR § 300.210).

## **PROGRAM MODIFICATIONS AND SUPPORTS FOR LEA PERSONNEL**

Each IEP for a child with disability includes a statement of the program modifications or supports for Association personnel that will be provided to the child, or on behalf of the child, to enable the child to participate with nondisabled peers to the maximum extent appropriate and to enable the child to advance appropriately toward the annual goals. Necessary modifications for children with disabilities will be documented on the child's IEP. (34 CFR § 300.320(a)(4)(i)) The IEP will also include a statement of the supports for personnel that need to be provided for each child to enable him/her to advance appropriately toward attaining their

measurable annual goals and to be involved and progress in the general education curriculum. These supports may include specialized staff development (e.g., learn sign language, learn a software program the child will use), consultation by a special teacher, or materials or modifications to the environment.

### **EXTENDED SCHOOL YEAR/DAY SERVICES (ESY)**

When the IEP is developed initially or reviewed annually, the IEP team will also consider the need for ESY services for children with disabilities. ESY services are different than general education summer school, and ESY may or may not be provided in conjunction with the general education summer school. The reason for ESY services is to ensure the provision of a FAPE so

that the child can make progress toward the goals specified on the child's IEP and to prevent significant regression, which would impede such progress. The need for ESY is decided individually. Personnel providing ESY services will meet the same requirements that apply to personnel providing the same types of services as a part of a regular school program.

The IEP team may use the following methods to decide if a student with a disability needs ESY services. Note that each is not mutually exclusive and consideration of all of these factors may be warranted. These reasons are not all-inclusive.

- Is a significant regression anticipated if ESY services are not provided? The Association is not required to provide ESY services merely because the student will benefit from them. Instead, the IEP team will determine if the regression experienced by the student would significantly affect his or her maintenance of skills and behaviors. A significant regression is generally defined as regression requiring 9 weeks or more before the student is back to where he was prior to the break.
- What is the nature and severity of the disability? Each student's needs must be considered individually.
- Are instructional areas or related services needed that are crucial in moving toward self-sufficiency and independence?
- The IEP team could use the following information and data in determining the need for ESY services:
  - Teacher assessment of the student's success with various instructional interventions;
  - Criterion-referenced and standardized test data;
  - Health and health-related factors, including physical and social/emotional functioning;
  - Past educational history, as appropriate, including any ESY services;
  - Direct observation of the student's classroom performance;
  - IEP goals and objectives;
  - Student performance (pretest and posttest data);
  - Behavior checklists; and
  - Parent interviews and student interviews where appropriate.

If the student requires ESY services, the IEP team will address the educational needs of the student and how they might be addressed, such as:

- The scope of the special education instructional services including the duration and content of the program;
- Which current goals and objectives will be addressed to maintain present skills and behaviors;
- Implementer(s) of the ESY services;
- What related services will be made available; and
- If contracting with other schools or private agencies is needed; the provider must meet the standards of the state, including HQT.

ESY services will often not be the same as those services provided during the regular school year. If a dispute arises that involves ESY, parents will be informed of their rights to include an expedited resolution. The dispute will be settled in a manner such that the time ESY should be provided will not lapse.

For all students the ESY portion of the IEP will be completed by the IEP team to document that the team considered ESY. The decision of the team will be documented on the IEP. If the student needs ESY services, the team will develop an ESY addendum that specifically describes the services to be provided including the location, frequency, and the duration.

### **QUALIFIED SPECIAL EDUCATION PERSONNEL**

The Association will ensure that all personnel necessary to carry out the requirements of the IDEA are appropriately and adequately prepared and trained. All special education personnel, as appropriate, shall have the content knowledge and skills to serve children with disabilities. This includes special education teachers, related services personnel, and teacher aides. Related services personnel will meet the qualifications of the licensing agency that apply to the professional discipline in which those personnel are providing special education or related services. Each teacher employed as a special education teacher will meet the requirements as highly qualified (34 CFR § 300.156(c)).

## **CHAPTER 6: EDUCATIONAL PLACEMENT AND LEAST RESTRICTIVE ENVIRONMENT (LRE)**

Educational placement refers to the educational environment for the provision of special education and related services rather than to a specific place, such as a specific classroom or school. The IEP team makes the decision about the child's educational placement. For children with disabilities, the special education and related services will be provided in the environment that is least restrictive, with the general education classroom as the initial consideration. The team's decision is based on the child's needs, goals to be achieved, and the least restrictive environment for services to be provided. "Least restrictive environment" (LRE) means the child is provided special education and related services with peers who are not disabled, to the maximum extent appropriate. The IEP team must consider how the child with a disability can be educated with peers without disabilities to the maximum extent appropriate, and how he or she will participate with children without disabilities in other activities such as extracurricular and nonacademic activities.

Placement decisions for all children with disabilities, including preschool children with disabilities, are determined annually, based on the child's IEP, and are as close as possible to the child's home. Additionally, each child with a disability will be educated in the school the child would attend if the child did not have a disability, unless the child's IEP requires some other arrangement. Limestone Charter Association makes available a range of placement options, known as a continuum of alternative placements, to meet the unique educational needs of children with disabilities. The continuum of alternative educational placements include instruction in general education classes, special classes, special schools, home instruction, and instruction in hospitals and institutions (34 CFR § 300.115(b)(1)). In this chapter policies and procedures related to educational placement and least restrictive environment will be discussed.

### **PARENT PARTICIPATION**

Parents have the right to be part of the decision-making team for determining their child's educational placement and have input into that decision. Placement decisions are made by the IEP team. The parent will be provided notice of the IEP team meeting early enough that the parents have an opportunity to participate. When conducting IEP meetings addressing placement, if neither parent can participate, the parents and the Association may agree to use alternative means of participation in the meeting, such as conference calls. The Association ensures that parents understand and are able to participate in any discussions concerning the educational placement of their child. The Association will provide an interpreter if parents have a hearing impairment or if their native language is other than English (34 CFR § 300.501(b) and (c)(1) through (3)). The team may hold the IEP meeting to determine placement without the parents if the Association has made multiple attempts to contact them and the parents did not respond, or if the Association is unable to convince them to participate. The Association maintains documentation of the attempts made to contact the parents to provide them notice of the meeting and to secure their participation. The record will have at least two of the following methods: telephone calls, visits to parents' home, copies of correspondence sent to the parents via their child, copies of correspondence sent via US mail,

and detailed records of other methods. (34 CFR § 300.501(c)(4)). In general the case manager will be responsible for inviting the parents and will maintain this documentation in the computer software and/or in the student file.

Once the IEP team has made the decision on the initial placement of a child with a disability, the parents will be provided with Prior Written Notice (PWN) about the placement decision and will be requested to provide consent before initial provision of special education and related services in the proposed placement. Within the notice requirements, parents will be informed about the placement options that were considered and the reasons why those options were rejected.

## **DETERMINING EDUCATIONAL PLACEMENT**

Under IDEA [the individuals with disabilities education act], the overriding rule is that placement decisions must be determined annually on an individual, case- by-case basis, depending on each child's unique needs and circumstances and based on the child's IEP. The recognition that no single type of placement or service is appropriate for every child with a disability is reflected in the requirement that LEAs make available a range of placement options, known as a continuum of alternative placements, to meet the needs of children with disabilities for special education and related services 34 C.F.R. § 300.115. The requirement for the continuum of alternative placements reinforces the importance of the individualized determination, not a one size fits all approach, in determining what placement is the LRE for each child with a disability. The options on this continuum include the alternative placements listed in the definition of special education at 34 C.F.R. § 300.39 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. 34 C.F.R. § 300.115(b)(1). The continuum also must make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement. 34 C.F.R. § 300.115(b)(2).

Consistent with 34 C.F.R. § 300.114 – 300.116, the child's placement team must select the placement option on the continuum in which it determines that the child's IEP can be implemented in the LRE. Any alternative placement selected for the child outside of the regular educational environment must include appropriate opportunities for the child to interact with nondisabled peers, to the maximum extent appropriate to meet the needs of the particular child. In instances where the charter school LEA does not currently offer that setting (e.g. an out of general education setting), the charter school LEA or other responsible LEA must arrange to provide the services directly or, consistent with other applicable State charter school law, may choose to contract with another LEA, including another charter school LEA, to provide the necessary services and placement, at no cost to the parents.

In determining the educational placement of a child with a disability, the Association ensures that the placement decision is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. IEP teams, including the parents, make each child's educational placement decisions on an individual basis. Placement decisions are based on the child's IEP and are determined at least annually. For children with disabilities, the placement will be as close to the child's

home as possible, and be in the school the student would normally attend, unless other factors are determined to make this not possible.

The team will consider each child's unique educational needs and circumstances rather than the child's category of disability, and all placement decisions will allow the child with a disability to be educated with nondisabled children to the maximum extent appropriate. Before a child with a disability can be placed outside of the general education environment, the full range of supplementary aids and services that could be provided to facilitate the child's placement in the general education classroom setting is considered. Following that consideration, if a determination is made that the child with a disability cannot be educated satisfactorily in the general educational environment, even with the provision of appropriate supplementary aids and services, that child may be placed in a setting other than the general education classroom. A child's removal from the general education environment cannot be based solely on the category of disability, configuration of the delivery system, availability of special education and related services, availability of space, or administrative convenience.

### **Continuum of Placement Options**

Districts are required to ensure that a continuum of placement options is available to meet the needs of children with disabilities for special education and related services in the least restrictive environment (LRE). Although each school is not required to establish or maintain all options on the continuum, an option will be available if the individual needs of a child require a specific placement option although that placement may be in a different school. The continuum includes various educational settings, such as general education class, special classes, special schools, home instruction, instruction in hospitals, and instruction in institutions (34 CFR § 300.115(b)(1)). This continuum of various types of classrooms and settings in which special education is provided is intended to ensure that a child with a disability is served in a setting where the child can be educated successfully with other children without disabilities to the maximum extent appropriate.

### **Harmful Effects**

The IEP team will also consider possible harmful effects in determining the educational placement, both in terms of the general education setting and a more restrictive setting. The language in 34 CFR § 300.116(d) mentions "possible harmful effects on the child or on the quality of services that he or she needs." For example, the team must consider the distance that the child would need to be transported to another school, if not in the home school (e.g., length of bus ride, importance of neighborhood friendships, and other such considerations). In addition, potential disadvantages of being removed from the general education setting will be assessed (such as, what curriculum content will the child miss when out of the classroom, etc.). Parents and other team members will discuss what is needed for the child to be able to participate and progress in the general education curriculum.

The IEP team will also consider other harmful effects such as those that may exist when it may be inappropriate to place a child in a general education classroom. For example, the IEP team may consider the well-being of the other children in the general classroom (e.g., would being in the classroom impede the child's or the ability of other children to learn). Courts have

generally concluded that, if a child with a disability has behavioral problems that are so disruptive in a general education classroom that the education of other children is significantly impaired, the needs of the child with a disability generally cannot be met in that environment. However, before making such a determination, the Association will ensure that consideration has been given to the full range of supplementary aids and services that could be provided to the child in the general education educational environment to accommodate the unique needs of the child with a disability. If the group making the placement decision determines, that even with the provision of supplementary aids and services, the child's IEP could not be implemented satisfactorily in the general education environment, that placement would not be the LRE placement for that child at that particular time, because his or her unique educational needs could not be met in that setting.

### **LEAST RESTRICTIVE ENVIRONMENT**

The process for determining the LRE is individualized for each child with a disability. The IEP team ensures that children with disabilities are educated with children who do not have disabilities to the maximum extent appropriate. The IEP includes an explanation of the extent, if any, that the child will NOT participate with children without disabilities in general education classes AND in extracurricular and other nonacademic activities. The general education environment encompasses general education classrooms and other settings in schools such as lunchrooms and playgrounds in which children without disabilities participate.

When determining LRE, IEP teams consider:

- Whether the child's IEP can be implemented in the regular educational environment with the use of supplementary aids and services (34 CFR § 300.114(a)(2)(ii)).
- Whether placement in the regular classroom will result in any potential harmful effect on the child or on the quality of services that he needs (34 CFR § 300.116(d)).
- Whether placement in the regular classroom, even with appropriate behavioral interventions, will significantly impair the learning of classmates (34 CFR § 300.324(a)(2)(i)).

The IEP team will also discuss what program modifications or supports for teachers and staff may need to be provided to enable the child to (1) advance appropriately in attaining the annual goals listed on the IEP, (2) be involved in and make progress in the general curriculum and participate in extracurricular and nonacademic activities, and (3) be educated and participate with other children with and without disabilities in these activities, as appropriate.

### **Supplementary Aids and Services**

IEP teams consider the supplementary aids and services, and other supports, that may be needed for the child to be in the general education class, other education-related settings, and in extracurricular and nonacademic settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate (34 CFR § 300.42). Examples of supplementary aids and services may include but are not limited to interpreter services,



assistive technology devices and services, resource room and itinerant services to be provided in conjunction with regular class placement, and so on.

### **Nonacademic and Extracurricular Services and Activities**

In order to receive a FAPE, children must be included in more than just classroom activities. The Association ensures that each child with a disability has the supplementary aids and services determined by the child's IEP team to be appropriate and necessary for the child to participate in Association sponsored nonacademic and extracurricular settings. Children with disabilities participate with children without disabilities in nonacademic settings and extracurricular activities, to the maximum extent appropriate. (34 CFR § 300.107; 34 CFR § 300.117). The IEP team is responsible for considering how the child with a disability can participate with children who do not have a disability in a wide range of possible nonacademic and extracurricular services and activities to the maximum extent appropriate.

### **Support for Staff**

The Association ensures that all teachers and administrators know their responsibilities in ensuring LRE, and that the staff is provided with the needed technical assistance and training. This is done through the provision of written information to staff, ongoing in-service training, and individual technical assistance. (34 CFR § 300.119 and § 300.320(a)(4))

## **EARLY CHILDHOOD LEAST RESTRICTIVE ENVIRONMENT**

For preschool children ages 3 through 5 with disabilities, placement and LRE requirements are the same as for school-aged children. This means that preschool children with disabilities will have a continuum of placement options available and have the right to be educated with their peers without disabilities to the maximum extent appropriate. As with school-aged children, the needs of preschoolers are to be considered individually, and the individual needs of the child would determine the most appropriate setting for services to be provided.

Districts that do not operate programs for preschool children without disabilities are not required to initiate general education programs solely to satisfy the LRE requirements. Limestone Charter Association does not provide general education preschool programs for three-year-olds, but does have program for four-year-olds. In addition to the existing general education preschool programs, the Association may seek alternative means to provide inclusive options for young children through collaborative relationships with private preschool programs or other community-based settings such as Head Start. Preschool students with disabilities may also participate in general education with four-year-old students in the general education environment.

## **CHAPTER 7: REEVALUATION**

An evaluation that is conducted at any time after an initial evaluation and initial determination of eligibility as a child with a disability is considered a reevaluation. Districts must ensure that a reevaluation of each child with a disability is conducted if conditions warrant a reevaluation or if the child's parents or teacher requests a reevaluation, but at least once every 3 years. Reevaluations may not occur more than once a year unless the parent and the Association agree otherwise. The requirements also allow the parent and the Association to agree that a 3-year reevaluation is not necessary (34 CFR § 300.303(b)(2)). Most components of the reevaluation process are identical to those required for initial evaluation (see Chapter 3, Initial Evaluation and Eligibility, for a complete explanation of the evaluation process). In this chapter, the policies and procedures for reevaluation will be discussed.

### **PURPOSE OF THE REEVALUATION**

The reevaluation process is required every 3 years, or more often, if needed, to determine:

- if the child continues to be a child with a disability,
- whether the child continues to need special education and related services;
- the educational needs of the child;
- the present levels of academic achievement and functional performance (related developmental needs) of the child; and
- whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

The information gathered as a result of the reevaluation provides valuable information about the child's progress and needs. In addition to using the information to determine whether the child continues to be eligible for special education services and related services, this information is used to review the IEP, revising it if necessary, in accordance with 34 CFR §§ 300.301 through 300.311.

### **NEED FOR THE REEVALUATION**

A reevaluation will be conducted if the Association determines that the education or related services 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. Furthermore, a reevaluation will be conducted before the Association determines a child is no longer a child with a disability. However, a reevaluation shall not occur more than once a year, unless the parent and the Association agree otherwise (34 CFR § 300.303(b)(1)).

If a parent requests more than one reevaluation per year, and the Association disagrees that a reevaluation is needed, the Association will provide Prior Written Notice (PWN) to the parent that explains, among other things, why the Association refuses to do the reevaluation and the parent's right to pursue the reevaluation through mediation or a due process hearing.

A reevaluation will occur at least once every 3 years, unless the parent and the Association agree that a reevaluation is unnecessary (34 CFR § 300.303(b)(2)). Prior to conducting any reevaluation, the parent and the Association will meet to determine whether a reevaluation is needed. They will consider the child's educational needs, which may include whether the child is participating in the general education curriculum and being assessed appropriately. The parent and the Association will discuss the advantages and disadvantages of conducting a reevaluation, as well as what effect a reevaluation might have on the child's educational program (Federal Register, August 14, 2006, p. 46640, 46641).

There are circumstances when a reevaluation is not required:

- before the termination of a child's eligibility due to graduation with a regular diploma; however, PWN is required for the change of placement; or
- due to exceeding the age of eligibility for a FAPE, which would be the end of the school year in which the student becomes 21 years of age. (34 CFR § 300-305(e)(2))
- when the Association and parent agree that a reevaluation is not needed.

### **PRIOR WRITTEN NOTICE AND REQUEST FOR CONSENT**

Whenever the Association proposes to conduct a reevaluation, the Association will provide PWN to the parents of the child that describes any evaluation procedures the Association proposes to conduct (34 CFR § 300.304(a)). In addition, there are standard components of content the notice also contains. The purpose of providing notice to the parents is so they understand what action the Association is proposing (in this case, to conduct a reevaluation) and the basis used for determining that the action is necessary. The PWN is generally completed by the school psychologist and includes:

- A description of the action proposed by the agency.
- An explanation of why the agency proposes the action.
- A description of each evaluation procedure, assessment, record, or report the agency used as a basis to determine the need for the proposed action.
- A statement that the parents have protection under the procedural safeguards and how a copy of the procedural safeguards can be obtained.
- Sources for parents to contact to obtain assistance in understanding their procedural safeguards.
- A description of other options considered and the reasons why those options were rejected.
- A description of other factors that are relevant to the agency's proposal. (34 CFR § 300.503(b))
- Additionally, for a reevaluation, the notice must describe any evaluation procedures that the Association proposes to conduct (34 CFR § 300.304(a)).

The notice will be written in language understandable to the general public and 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. If the native language or other mode of communication of the

parent is not a written language, the Association will take steps to ensure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication, that the parent understands the content of the notice and that there is written evidence that this has been done in the documentation of parent contacts or in the meeting minutes (34 CFR § 300.503(c)).

### **Preparing the Prior Written Notice**

The team will plan to administer the assessments and other evaluation measures needed to produce the required data, if any, for determining continued eligibility and educational needs (34 CFR § 300.305(c)). Every reevaluation will be approached and designed individually based on the specific concerns of the child to be evaluated. Thoughtful planning is required to ensure that the team will use appropriate tools to collect the data needed, while eliminating time spent collecting information that is either unnecessary or overly time consuming for no clear purpose.

The first activity the reevaluation team undertakes is a review of existing data. The reevaluation team considers all data that are currently available including evaluations and information provided by the parents; current classroom-based, local, or state assessments; classroom-based observations and observations by teachers and related service providers; and the child's response to scientifically, research-based interventions, if implemented. The review of existing data, as part of the reevaluation, may be conducted without a meeting and without consent from the parents (34 CFR § 300.305(b); 34 CFR § 300.300(d)(1)).

The purpose of reviewing existing data is to identify what additional data, if any, are needed to determine:

- if the child continues to be a child with a disability and continues to need special education;
- the educational needs of the child;
- the present levels of academic achievement and functional performance (related developmental needs) of the child; and
- whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable goals set out in the IEP and to participate, as appropriate, in the general education curriculum. (34 CFR § 300.305(a)(2))

After the team has reviewed the existing data, there will be a determination of what data, if any, will be collected during the reevaluation, with the PWN completed to reflect that determination.

### **Requirements if No Additional Data are Needed**

If the team has determined that no additional data are needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the Association will notify the parents:

- of that determination and the reasons for it; and
- of the right of the parents to request an assessment to determine whether the child continues to be a child with an disability, and to determine the educational needs of the child (34 CFR § 300.305(d)).

The Association is not required to conduct the assessment described above unless requested to do so by the child's parent.

### **Requirements if Additional Data Are Needed**

If the team has determined that additional data are needed, the team will plan who will collect it and plan to ensure all data will be collected within the evaluation timeline. The procedures to be used to collect the data will be described on the PWN for the reevaluation and provided to the parents for their consent.

### **Request for Consent**

The Association will obtain informed consent from the parent of the child before conducting any reevaluation (34 CFR § 300.300(c)). In determining that informed consent is obtained, the team will ensure the following:

- The parent has been fully informed of all information relevant to the activity for which consent is being sought in his or her native language or other mode of communication unless it is clearly not feasible to do so.
- The parent understands and agrees in writing to the carrying out of 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.
- The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.
- If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

### **Failure to Respond or Refusal to Consent**

The case manager will make reasonable attempts to obtain consent from the parents to conduct the reevaluation. Reasonable attempts include at least two contacts by two different methods (phone calls, letters, visits, email, etc.) and such attempts will be documented in the software and/or in the student's file, including detailed records of telephone calls made or attempted and the results, copies of written correspondence sent to the parents and their response if any, and visits made to the parents' home or place of employment, and the response, if any, from the parents (34 CFR § 300.322(d)(1)). If the Association can demonstrate that it has made reasonable attempts and parents have failed to respond, informed parental consent need NOT be obtained for the reevaluation.

If the parent refuses consent for the reevaluation the Association may, but is not required to, pursue the reevaluation of the child by utilizing the procedural safeguards, including mediation. The Association does not violate its obligation for child find or to conduct a

reevaluation of the child if it declines to pursue the reevaluation (34 CFR § 300.300(c)(1)). If a parent refuses to consent to a three-year reevaluation under 34 CFR §300.303(b)(2), but requests that the Association continue the provision of special education and related services to their child, the LEA has the following options:

1. The Association and the parent may, as provided in 34 CFR §300.303(b)(2), agree that the reevaluation is unnecessary. If such an agreement is reached, the three-year reevaluation need not be conducted. However, the Association must continue to provide FAPE to the child.
2. If the Association believes that the reevaluation **is** necessary, and the parent refuses to consent to the reevaluation, the Association may, but is not required to, pursue the reevaluation by using the consent override procedures described in 34 CFR §300.300(a)(3) including mediation and due process procedures.
3. If the Association chooses **not** to pursue the reevaluation by using the consent override procedures described in 34 CFR §300.300(a)(3), and the Association believes, based on a review of existing evaluation data on the child, that the child does not continue to have a disability or does not continue to need special education and related services, the Association may determine that it will not continue the provision of special education and related services to the child. If the Association determines that it will not continue the provision of special education and related services to the child, the Association will provide the parent with prior written notice of its proposal to discontinue the provision of FAPE to the child consistent with 34 CFR §300.503(a)(2), including the right of the parent to use the mediation procedures in 34 CFR §300.506 or the due process procedures in 34 CFR §§300.507 through 300.516 if the parent disagrees with the decision to discontinue the provision of FAPE to the child.

During reevaluation, like initial evaluation, the Association will inform parents of their right to an independent educational evaluation, according to 34 CFR § 300.502. Chapter 3 includes a full discussion of independent educational evaluations.

### **MEMBERS OF THE REEVALUATION TEAM**

The membership of the team that conducts the reevaluation and determines continued eligibility is the same as the IEP team with the addition of other qualified professionals if a child is suspected of having a specific learning disability, as appropriate. The additional professionals that would participate are based on the identified concerns to be addressed in the reevaluation process. The actual team members on each reevaluation team may differ; however, there are specific members and skills that must be represented on the team. This team includes:

- The parents of the child;
- Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
  - If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or if the child is less than school age, an individual qualified to teach a child of his or her age;

- Not less than one special education teacher of the child, or where appropriate, not less than one special education service provider of the child;
- A representative of the local education agency who:
  - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of child with disabilities,
  - Is knowledgeable about the general education curriculum, and
  - Is knowledgeable about the availability of resources of the public agency;
- An individual who can interpret the instructional implications of reevaluation results;
- At least one person qualified to conduct individual diagnostic examinations of children, if these are determined necessary;
- At the discretion of the parent or agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate. (34 CFR § 300.321; 34 CFR § 300.308)

### **CONDUCTING THE REEVALUATION**

The reevaluation includes a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent, that may assist in determining whether the child continues to be a child with a disability, the educational needs of the child, and the content of the child's IEP, including information related to enabling the child to be involved, and progress, in the general education curriculum and to participate in appropriate activities. In addition, the procedures will also lead to the determination of the present levels of academic achievement and functional performance of the child.

The Association administers such assessments and other evaluation measures as may be needed to produce the data to determine:

- if the child continues to be a child with a disability;
- the educational needs of the child;
- the present levels of academic achievement and functional performance (related developmental needs) of the child;
- whether the child continues to need special education and related services; and
- whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable goals set out in the IEP and to participate, as appropriate, in the general education curriculum. (34 CFR § 300.305(a)(2))

#### **Procedures for Conducting the Reevaluation**

A reevaluation meets all the same requirements for an initial evaluation as described in Chapter 3. The reevaluation team members use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information from the parents, and information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child, to participate in appropriate activities). The tools and strategies will be selected to yield relevant information

that directly assists in determining the educational needs of the child. Every evaluation is approached and designed individually based on the specific concerns for the child and the selection of assessment tools based on the information needed to answer the eligibility questions.

During the reevaluation, the team examines the child's progress in the general education curriculum. The team will also conduct a records review that may include but not be limited to current classroom-based assessments, state assessment data, previous evaluations, reports from other agencies, discipline records, cumulative file, parent reports, and so on. Interviews may be conducted with the parent, the student, the student's teachers, or other individuals who can provide relevant information. If needed, the Association will ensure the child is observed in the child's learning environment (including the regular education classroom setting) to document the child's academic performance and behavior in the areas of difficulty (34 CFR § 300.310). In the case of a child of less than school age or out of school, a team member must observe the child in an environment appropriate for a child of that age. And the team will arrange for any assessments to be given that are needed. The instruments used in the reevaluation will meet all of the requirements as described in Chapter 3. Federal and state laws and regulations specify requirements for evaluation and reevaluation (34 CFR § 300.304).

Upon completion of the reevaluation, the team will compile all data (that which previously existed and/or was collected as part of the reevaluation) onto the Association form so that all the information is in an understandable format that allows the team, including the parent, to understand the child's strengths and weaknesses and how the child is progressing in the general curriculum in addition to information about the child's disability and needs for special education.

At the time the reevaluation is completed, a time will be scheduled to convene in order to make the determination of continued eligibility. Parents will be provided an opportunity to participate in this meeting, which can but does not have to be conducted at the same time as the IEP team meeting. When the meeting is convened, the reevaluation team, including the parents, reviews the results of the reevaluation to determine:

- if the child continues to be a child with a disability;
- the educational needs of the child;
- the present levels of academic achievement and the functional performance (related developmental needs) of the child;
- whether the child continues to need special education and related services; and
- whether any additions of modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate in the general education curriculum.

As is the case in all reevaluations, when making the determination of whether the child continues to be a child with a disability and whether the child continues to need special education and related services, teams must take into account that the child has made progress since the time he or she was initially evaluated and determined to be eligible for services. The fact that the child's performance gap may be less than at the time of the initial evaluation



would not necessarily mean that the child is no longer a child with a disability and no longer in need of special education and related services. If at the time of reevaluation, a student needs only general accommodations, then the student is no longer eligible for special education services but could be referred for consideration of eligibility for a 504 plan.

### **Documenting Continued Eligibility**

After completion of appropriate reevaluation procedures, the team of qualified professionals and the parent of the child prepare a written reevaluation report. A copy of the reevaluation report and documentation of whether or not the child continues to be a child with a disability is placed in the students' folder, uploaded to the state-approved software and also given to the parent.

### **Requirements if Additional Data Are Needed**

If the team has determined that additional data are needed, the team will plan who will collect it and plan to ensure all data will be collected within the evaluation timeline. The procedures to be used to collect the data will be described on the PWN for the reevaluation and provided to the parents for their consent.

### **Request for Consent**

The Association will obtain informed consent from the parent of the child before conducting any reevaluation (34 CFR § 300.300(c)). In determining that informed consent is obtained, the team will ensure the following:

- The parent has been fully informed of all information relevant to the activity for which consent is being sought in his or her native language or other mode of communication unless it is clearly not feasible to do so.
- The parent understands and agrees in writing to the carrying out of 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.
- The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.
- If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

### **Failure to Respond or Refusal to Consent**

The case manager will make reasonable attempts to obtain consent from the parents to conduct the reevaluation. Reasonable attempts include at least two contacts by two different methods (phone calls, letters, visits, email, etc.) and such attempts will be documented in the software and/or in the student's file, including detailed records of telephone calls made or attempted and the results, copies of written correspondence sent to the parents and their response if any, and visits made to the parents' home or place of employment, and the

response, if any, from the parents (34 CFR § 300.322(d)(1)). If the Association can demonstrate that it has made reasonable attempts and parents have failed to respond, informed parental consent need NOT be obtained for the reevaluation.

If the parent refuses consent for the reevaluation the Association may, but is not required to, pursue the reevaluation of the child by utilizing the procedural safeguards, including mediation. The Association does not violate its obligation for child find or to conduct a reevaluation of the child if it declines to pursue the reevaluation (34 CFR § 300.300(c)(1)). If a parent refuses to consent to a three-year reevaluation under 34 CFR §300.303(b)(2), but requests that the Association continue the provision of special education and related services to their child, the LEA has the following options:

1. The Association and the parent may, as provided in 34 CFR §300.303(b)(2), agree that the reevaluation is unnecessary. If such an agreement is reached, the three-year reevaluation need not be conducted. However, the Association must continue to provide FAPE to the child.
2. If the Association believes that the reevaluation **is** necessary, and the parent refuses to consent to the reevaluation, the Association may, but is not required to, pursue the reevaluation by using the consent override procedures described in 34 CFR §300.300(a)(3) including mediation and due process procedures.
3. If the Association chooses **not** to pursue the reevaluation by using the consent override procedures described in 34 CFR §300.300(a)(3), and the Association believes, based on a review of existing evaluation data on the child, that the child does not continue to have a disability or does not continue to need special education and related services, the Association may determine that it will not continue the provision of special education and related services to the child. If the Association determines that it will not continue the provision of special education and related services to the child, the Association will provide the parent with prior written notice of its proposal to discontinue the provision of FAPE to the child consistent with 34 CFR §300.503(a)(2), including the right of the parent to use the mediation procedures in 34 CFR §300.506 or the due process procedures in 34 CFR §§300.507 through 300.516 if the parent disagrees with the decision to discontinue the provision of FAPE to the child.

During reevaluation, like initial evaluation, the Association will inform parents of their right to an independent educational evaluation, according to 34 CFR § 300.502. Chapter 3 includes a full discussion of independent educational evaluations.

### **MEMBERS OF THE REEVALUATION TEAM**

The membership of the team that conducts the reevaluation and determines continued eligibility is the same as the IEP team with the addition of other qualified professionals if a child is suspected of having a specific learning disability, as appropriate. The additional professionals that would participate are based on the identified concerns to be addressed in the

reevaluation process. The actual team members on each reevaluation team may differ; however, there are specific members and skills that must be represented on the team. This team includes:

- The parents of the child;
- Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
  - If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or if the child is less than school age, an individual qualified to teach a child of his or her age;
- Not less than one special education teacher of the child, or where appropriate, not less than one special education service provider of the child;
- A representative of the local education agency who:
  - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of child with disabilities,
  - Is knowledgeable about the general education curriculum, and
  - Is knowledgeable about the availability of resources of the public agency;
- An individual who can interpret the instructional implications of reevaluation results;
- At least one person qualified to conduct individual diagnostic examinations of children, if these are determined necessary;
- At the discretion of the parent or agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate. (34 CFR § 300.321; 34 CFR § 300.308)

## **CONDUCTING THE REEVALUATION**

The reevaluation includes a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent, that may assist in determining whether the child continues to be a child with a disability, the educational needs of the child, and the content of the child's IEP, including information related to enabling the child to be involved, and progress, in the general education curriculum and to participate in appropriate activities. In addition, the procedures will also lead to the determination of the present levels of academic achievement and functional performance of the child.

The Association administers such assessments and other evaluation measures as may be needed to produce the data to determine:

- if the child continues to be a child with a disability;
- the educational needs of the child;
- the present levels of academic achievement and functional performance (related developmental needs) of the child;
- whether the child continues to need special education and related services; and
- whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable goals set out in the IEP and to

participate, as appropriate, in the general education curriculum. (34 CFR § 300.305(a)(2))

### **Procedures for Conducting the Reevaluation**

A reevaluation meets all the same requirements for an initial evaluation as described in Chapter 3. The reevaluation team members use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information from the parents, and information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child, to participate in appropriate activities). The tools and strategies will be selected to yield relevant information that directly assists in determining the educational needs of the child. Every evaluation is approached and designed individually based on the specific concerns for the child and the selection of assessment tools based on the information needed to answer the eligibility questions.

During the reevaluation, the team examines the child's progress in the general education curriculum. The team will also conduct a records review that may include but not be limited to current classroom-based assessments, state assessment data, previous evaluations, reports from other agencies, discipline records, cumulative file, parent reports, and so on. Interviews may be conducted with the parent, the student, the student's teachers, or other individuals who can provide relevant information. If needed, the Association will ensure the child is observed in the child's learning environment (including the regular education classroom setting) to document the child's academic performance and behavior in the areas of difficulty (34 CFR § 300.310). In the case of a child of less than school age or out of school, a team member must observe the child in an environment appropriate for a child of that age. And the team will arrange for any assessments to be given that are needed. The instruments used in the reevaluation will meet all of the requirements as described in Chapter 3. Federal and state laws and regulations specify requirements for evaluation and reevaluation (34 CFR § 300.304).

Upon completion of the reevaluation, the team will compile all data (that which previously existed and/or was collected as part of the reevaluation) onto the Association form so that all the information is in an understandable format that allows the team, including the parent, to understand the child's strengths and weaknesses and how the child is progressing in the general curriculum in addition to information about the child's disability and needs for special education.

At the time the reevaluation is completed, a time will be scheduled to convene in order to make the determination of continued eligibility. Parents will be provided an opportunity to participate in this meeting, which can but does not have to be conducted at the same time as the IEP team meeting. When the meeting is convened, the reevaluation team, including the parents, reviews the results of the reevaluation to determine:

- if the child continues to be a child with a disability;
- the educational needs of the child;
- the present levels of academic achievement and the functional performance (related developmental needs) of the child;

- whether the child continues to need special education and related services; and
- whether any additions of modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate in the general education curriculum.

As is the case in all reevaluations, when making the determination of whether the child continues to be a child with a disability and whether the child continues to need special education and related services, teams must take into account that the child has made progress since the time he or she was initially evaluated and determined to be eligible for services. The fact that the child's performance gap may be less than at the time of the initial evaluation would not necessarily mean that the child is no longer a child with a disability and no longer in need of special education and related services. If at the time of reevaluation, a student needs only general accommodations, then the student is no longer eligible for special education services but could be referred for consideration of eligibility for a 504 plan.

### **Documenting Continued Eligibility**

After completion of appropriate reevaluation procedures, the team of qualified professionals and the parent of the child prepare a written reevaluation report. A copy of the reevaluation report and documentation of whether or not the child continues to be a child with a disability is placed in the students' folder, uploaded to the state-approved software and also given to the parents.

## **CHAPTER 8: SUSPENSION AND EXPULSION OF CHILDREN WITH DISABILITIES**

This chapter examines issues related to disciplinary actions for code of conduct violations including the option for violations related to weapons, drugs, serious bodily injury, and behavior substantially likely to result in injury to the child or others. The Association may use customary disciplinary techniques for all children, including those with disabilities. The Association's focus is on prevention; that is, methods used to prevent future occurrences of behavior problem. For children with disabilities, traditional forms of discipline such as in-school suspension, detention, time-out, or the restriction of privileges can also be used as long as these forms of discipline are also used with nondisabled children and do not violate the provisions of a child's IEP or the child's right to a FAPE. Furthermore, nothing in this policy prohibits the reporting of discipline issues that involve breaking the laws of the state of State of South Carolina to the appropriate authorities.

### **CODE OF CONDUCT VIOLATIONS**

When a child with a disability violates the school's code of conduct, that behavior could result in suspension or expulsion. Such removals from school are subject to the disciplinary provisions of special education law. Therefore, Association officials consider suspension and expulsion for children with disabilities very carefully. Association officials may also use in-school or out-of-school suspension so long as it does not constitute a change of placement. The law does not set an absolute limit on the number of cumulative school days needed to constitute a change of placement but requires a case-by-case examination of specific factors and requires that services be provided after the 10th school day of suspension in a school year. Several terms used throughout this chapter are defined as follows:

#### **Change in Placement for Disciplinary Reasons**

*\*Limestone Charter Association does not currently have any alternative schools.*

*Change in Placement for Disciplinary Reasons* (long-term removal) means that school officials or a special education due process hearing officer has ordered any of the following changes in placement of a child with a disability:

- The child is suspended or expelled from school for more than 10 consecutive school days.
- The child is subjected to a series of short-term suspensions that constitute a pattern because **all** of the following have occurred:
  - they cumulate to more than 10 school days in a school year,
  - each incident of misconduct involves substantially the same behavior, **and**
  - because of other factors such as the length of each suspension, the total amount of time the child is suspended, and the proximity of the suspensions to one another.
- The child is placed in an IAES (Interim Alternative Educational Placement).

**School Day**

*School day* means any day, including a partial day (50% of the day), that all children, including children with disabilities, are in attendance at school for instructional purposes (34 CFR § 300.11(c)). Given this definition, if a child is suspended for part of a school day, the partial day counts as a full day for purposes of determining if a change of placement has occurred or if educational services are required during the period of suspension.

**School Official**

*School official* means (1) A regular education administrator; (2) the director of special services or the director's designee or designees; and (3) a special education teacher of the child with a disability.

**Short-Term Suspension**

*Short-term suspension* means removal for a short term not exceeding 10 school days (or a series of removals not constituting a change in placement).

**Controlled Substance**

*Controlled substance* means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)). (34 CFR § 300.520(d)(1)).

**Illegal Drug**

*Illegal drug* means a controlled substance; but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law (34 CFR § 300.520(d)(2)). **NOTE: Alcohol and tobacco are not included in this definition.**

**Weapon**

*Weapon* means any weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2½ inches in length.

**Serious Bodily Injury**

*Serious bodily injury* means a bodily injury that involves one or more of the following: a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Additionally, in this chapter, the term “dangerous behavior” may be used interchangeably with the phrase “substantially likely to result in injury to the child or others”.

### **SHORT TERM REMOVALS (NOT A CHANGE OF PLACEMENT)**

School officials may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate Interim Alternative Educational Setting (IAES), another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement or total more than 30 days as reflected in state law (S.C. Code Ann. §59-63-220 (2004)). The school need not provide educational services during the first 10 days of removal in a school year unless it provides educational services to a child without disabilities who is similarly removed (which the Association does not do).

#### **Subsequent Short-Term Removals (Not a Change in Placement)**

When a child with a disability has more than a single suspension in a school year, school officials will carefully monitor the cumulative number of school days of suspension and make decisions about the effect of imposing additional short-term suspensions. If school officials order two or more short-term suspensions of a child with a disability during a school year, these suspensions are not a change in placement for disciplinary reasons if the suspensions do not constitute a pattern of removals. To determine if a change of placement has occurred, school officials will consider whether the series of suspensions constitutes a pattern of removals. School officials may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements, is appropriate for a child with a disability who violates a code of student conduct. (34 CFR § 300.530(a))

Under 34 CFR § 300.536, when a series of suspensions/removals total more than 10 school days in a school year, school officials should determine whether a pattern of removals has developed by considering:

- Whether the child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in the series of removals
- Other factors such as:
  - The length of each removal;
  - The total amount of time the child has been removed; and
  - The proximity of the removals to one another.

School officials have the authority to make the determination of whether a series of short-term suspensions of a child with a disability constitute a change in placement for disciplinary reasons. This determination, however, is subject to review through due process proceedings.



School officials should be addressing the issues of the suspensions prior to reaching the 11<sup>th</sup> day. By addressing accumulated days of suspension early, the school may be able to avoid the need for a suspension that would result in a disciplinary change in placement. Suspensions will be carefully monitored so that school personnel will be aware of whether another removal will constitute a change of placement. If a student has accumulated close to the 10 days of out-of-school suspension, the case manager is expected to consider the need for a functional behavior assessment (FBA) and possibly a behavior intervention plan (BIP) or the addition of goals, accommodations, or other services to address the behavior as needed if this has not already been done. If the case manager (or any member of the team) feels that a FBA needs to be conducted or that the IEP needs to be reviewed, the case manager will call for a meeting of the IEP team or contact the parent to make an agreement to change the IEP without a meeting as appropriate (see Chapter 4 for information on IEP meetings).

Schools must provide a FAPE to all children with disabilities, including those who are suspended or expelled from school after the 10<sup>th</sup> day of suspension. Nevertheless, children with disabilities, like students without disabilities, may be given short-term suspensions. As stated previously, the school is not required to provide educational services to children with disabilities during the first 10 cumulative days of suspension in a school year. However, when the total number of school days of suspension in a school year reaches 11, and the current removal is for not more than 10 consecutive school days and is not a change of placement, the Association will begin providing educational services. School officials must determine the extent to which special education and related services must be provided to the child beginning on the 11<sup>th</sup> school day of suspension. In this situation, “school officials” means a general education administrator, special services director or designee(s), and the child's special education teacher, as specified. Beginning on the 11<sup>th</sup> school day of suspension in a school year, and each school day of suspension thereafter, special education and related services needed for the child will be provided to enable the child to:

- participate in the general education curriculum, although in another setting; and
- progress toward meeting the goals set out in the child’s IEP.

If the short-term suspension includes the 11<sup>th</sup> cumulative school day of suspension in a school year, necessary services identified by the school officials will be provided. The 11<sup>th</sup> day rule applies, whether or not the 11<sup>th</sup> school day of suspension results in a pattern of removal that constitutes a change of placement.

Additionally, if the child has not had a functional behavioral assessment (FBA) and the Association has not implemented a behavior intervention plan (BIP) for the child, school officials may (but are not required to) determine that the child needs a FBA to address the behavior that resulted in the suspension and to develop a BIP if the assessment suggests such a plan is necessary for the child. In that case, the case manager will schedule a meeting to consider and plan the FBA.

## **LONG-TERM REMOVALS (A Change of Placement)**

To determine if a change of placement has occurred, school officials consider whether the series of short-term removals (less than 10 consecutive school days) constitutes a pattern of removals. School officials may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements, is appropriate for a child with a disability who violates a code of student conduct. (34 CFR § 300.530(a))

A removal of a child with a disability is a change of placement when:

- The removal is for more than 10 consecutive school days; or
- The removal is one of a series of short-term removals that constitutes a pattern of removals.

There are specific steps to follow when school officials consider either a long-term suspension for more than 10 consecutive school days, an expulsion, or another short-term suspension that cumulates to more than 10 school days and shows a pattern constituting a change of placement (34 CFR § 300.530(d)(5) and (e)).

- On the date the decision is made to make a removal that constitutes a change of placement of a child with a disability the school will notify the parents of that decision and provide the parents with a copy of the Parent Rights notice.
- On the 11<sup>th</sup> school day of removal, the school will begin providing appropriate special education and related services. The determination of services needed as a result of a disciplinary change of placement is not made by the school officials as in the previous situations. Instead, the IEP team decides on these services and where they will be provided.
- The school, the parent, and relevant members of the child's IEP team (as determined by the parent and the school) determine if the child's violation of the school's code of student conduct was a manifestation of his or her disability.
- The school will convene meetings regarding the manifestation determination and services as expeditiously as possible, but no later than 10 school days after the decision to change placement due to disciplinary reasons is made.

When a disciplinary change of placement occurs, the IEP team, including the parent, determines the special education and related services to be provided during the removal. However, parental consent for the disciplinary change in placement is not required.

### **Manifestation Determination**

As soon as practical, but not later than 10 school days after the date on which the decision is made to change the placement of a child with a disability because of a violation of a student code of conduct, the representative of the school, the parent and other relevant members of the child's IEP team, as determined by the parent and the school, will meet to review:

- all of the relevant information in the child's file,
- the child's IEP,

- any teacher observations, and
- any relevant information provided by the parent.

This meeting will generally be scheduled by the case manager.

Based on its review of all the relevant information, the group will determine if the conduct in question was:

- caused by, or had a direct and substantial relationship to the child's disability; or
- the direct result of the school's failure to implement the child's IEP (34 CFR § 300.530(e)(1)).

If it is determined by the group that the conduct of a child was a result of either "a" or "b" above, then the conduct must be determined to be a manifestation of the child's disability.

### **Determination Behavior WAS a Manifestation of the Disability**

If the school, the parent and other relevant members of the child's IEP team (as determined by the parent and school) determine that the student's behavior was the direct result of the school's failure to implement the IEP, the Association will take immediate action to remedy those deficiencies. If the school, the parent, and other relevant members of the IEP team (as determined by the parent and school) determine that the child's behavior was a manifestation of the disability, the IEP team will:

- Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan; and
- Either:
  - Conduct a functional behavioral assessment, unless the school had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
  - If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

If it is determined that the child's behavior is a manifestation of the child's disability the child will not be subject to a long-term removal for the behavior. However, the school and the parents may agree to another setting. Also, even when the behavior is a manifestation of the child's disability the Association could request a special education due process hearing officer to order placement in an IAES for up to 45 school days if the Association can show that maintaining the current placement is substantially likely to result in injury to the child or others. Requirements for the manifestation determination review are found in Federal regulations (34 CFR § 300.530(e)).

### **Determination Behavior WAS NOT a Manifestation of the Disability**

If the IEP team determines the behavior was NOT a manifestation of the child's disability, the Association may proceed with suspension and expulsion proceedings. Using these proceedings, school officials may remove a child with a disability if it is determined that:

- the conduct of the child violated the code of student conduct;
- the behavior was not a manifestation of the child's disability; and
- the relevant disciplinary procedures applicable to children without disabilities are applied in the same manner and the discipline is for the same duration as would be applied to a child without disabilities.

A child with a disability will continue to receive educational services during the period of a long-term disciplinary removal. These services will be determined by the IEP team and will be designed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. If the IEP team determines it is appropriate, the child will receive a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation (34 CFR § 300.530(d)(1))

If the violation of the code of student conduct is not a manifestation of the child's disability, the Association will transmit the special education and disciplinary records of the child to the school's disciplinary hearing officer for consideration in making the final determination in the disciplinary action. Even if the school's disciplinary hearing officer determines that the child should be suspended or expelled, the Association will continue to provide a FAPE for the child.

**The IEP team is required to hold a manifestation determination each time a student is removed for more than 10 consecutive days or each time the Association determines that a series of removals constitutes a change of placement.** The latter would occur any time the series of removals total more than 10 days in a school year; the child's behavior is substantially similar to the behavior that resulted in the previous removals; AND because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another. All three criteria must be met in order for the behavior to be determined to be a pattern that constitutes a change in placement.

### **45 SCHOOL DAY IAES (Option for Behavior Related to Weapons, Drugs, and/or Serious Bodily Injury)**

School officials may remove a child with a disability to an IAES for up to 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

- Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the LEA or the SBE;

- 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 LEA or the SBE (tobacco and alcohol are not illegal drugs under this definition); or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the LEA or the State. (34 CFR § 300.530(g))

When a child has been removed to an IAES, the IEP team (NOT the hearing officer) will determine what special education and related services are needed and where the services will be provided to enable the child to:

- participate in the general education curriculum, although in another setting; and
- progress toward meeting their goals set out in the child's IEP.

Although a manifestation determination review is necessary, this unilateral removal can be made without regard to whether the behavior is determined to be a manifestation of the child's disability. If the IEP team determines that a FBA would be appropriate, one will be conducted. If appropriate, the IEP team will review and revise any existing BIP or develop one with services and modifications that are designed to address the behavior violation and reduce the likelihood that the behavior violation recurs.

When a child commits a violation related to weapons, drugs, or serious bodily injury, the school officials may initially suspend the child for up to 10 school days without educational services (if the suspension includes the 11<sup>th</sup> cumulative day of suspension in the school year, educational services will begin on the 11<sup>th</sup> day). When the IEP team meets, it can determine the location of the IAES and the services to be provided to the child. The case manager will complete the necessary paperwork and notify the Director of Special Services as to the decision of the team. On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct (including weapons, drugs or serious bodily injury) the school will notify the parents of that decision, and provide the parents with the Parent Rights Notice. School officials will also notify law enforcement when that is required or deemed to be appropriate by the school official.

Once the child has been placed in an IAES or otherwise removed for disciplinary reasons, if the school believes that returning the child to the setting specified in the child's IEP would be substantially likely to result in injury to the child or others, the Association may request an expedited due process hearing to request the hearing officer to order an additional placement in the IAES of up to 45 school days. The burden of proof is on the Association to justify that an additional removal be ordered by the hearing officer.

## APPEALS

If the child's parents disagree with any decision regarding the disciplinary placement or the results of the manifestation determination, the parents may appeal the decision by requesting

an expedited due process hearing. Additionally, if the Association believes that maintaining the child's current placement is substantially likely to result in injury to the child or others, the school may request an expedited due process hearing. (34 CFR § 300.532(a)). A parental request for a due process hearing does not prevent the Association from seeking judicial relief such as a temporary restraining order or an injunction, when necessary.

### **Resolution Meeting During Expedited Due Process Hearing**

A resolution meeting must occur within 7 days of the Association receiving notice of a parent's due process hearing request unless the parents and Association agree in writing to waive the resolution meeting or agree to use the mediation process. The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of the school's receipt of the due process complaint.

### **CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES**

The IDEA allows the parents of a child who has not been determined eligible for special education and related services to assert IDEA protections, including the use of due process, in circumstances when the Association had knowledge that the child was a child with a disability before the occurrence of the behavior that caused the disciplinary action. (34 CFR § 300.534(a)) There are three circumstances under which the Association is deemed to have knowledge that the student is a student with a disability:

- The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
- The parent of the child requested an evaluation of the child; or
- The teacher of the child, or other personnel of the Association, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Director of Special Services of the agency or to other supervisory personnel of the agency.

A public agency would not be deemed to have knowledge if the parent of the child has not allowed an evaluation of the child, has refused special education services for the child, or the child has been evaluated in accordance with §§ 300.300 through 300.311 and determined to not be a child with a disability.

If the parent requests an evaluation and challenges the proposed disciplinary action, and the Association has had no knowledge of the student's disability, then the Association must conduct an expedited evaluation, but the child remains in the educational placement decided upon by school authorities, which may include suspension or expulsion without educational services.

### **EMERGENCY SAFETY INTERVENTIONS**

While de-escalation strategies and positive behavioral supports are the preferred method of treatment, there may be rare occasions when an emergency safety intervention may need to be used with a student to ensure the safety of the student, the staff, and peers. For the purposes of

this policy, Emergency Safety Interventions include restraint and seclusion. Seclusion is defined as “the involuntary confinement of a student alone in a room or area from where the student is prevented from leaving” (*South Carolina State Department of Education New State Guidelines on Restraint and Seclusion, 2011*). Seclusion does not include placement in a supervised work area, in a corner of a classroom, or in in-school suspension. The policy of Limestone Charter Association is not to use seclusion as defined above.

Physical restraint is defined as “a personal restriction that immobilizes or reduces the ability of an individual to move his or her arms, legs, or head freely. This definition encompasses mechanical restraints further defined as a device that restricts the movement or function of a child or a portion of a child’s body. Restraint, as defined by the Guidelines, does not include the following:

- Temporarily holding an individual to help him or her participate in education or daily living activities;
- Escorting techniques, where a student is provided limited physical encouragement to help him or her move from one location to another without rising to the level of physically forcing compliance (ex. A hand on the back or a hand on the elbow);
- Appropriate use of adaptive equipment or products, provided they are used in accordance with manufacturer’s recommended usage. Adaptive equipment may include, but is not limited to, adaptive seating products or therapeutically prescribed devices such as weighted vests. If adaptive equipment, such as Rifton chair or weighted vest is used for the purpose of limiting mobility or as a punitive measure, its use constitutes restraint subject to SDE guidelines.” (*South Carolina State Department of Education New State Guidelines on Restraint and Seclusion, 2011*).

Emergency Safety Interventions to control behavior will be used only under the following emergency circumstances and only if all four of these elements exist:


- The student’s actions pose a clear, present, and imminent physical danger to him/her or to others;
- Less restrictive measures have not effectively de-escalated the risk of injury;
- The intervention will last only as long as necessary to resolve the actual risk of danger or harm;
- The degree of force applied may not exceed what is necessary to protect the student or other persons from imminent bodily injury. (CCBD on Position Summary on Physical Restraint 5/17/2009)

Mechanical restraints will never be used with students, nor will any Emergency Safety Intervention be used as a punishment or to force compliance or as a substitute for appropriate educational and behavioral support. If at any point during a restraint the student shows signs of physical distress, the restraint will be terminated, and the school administrator and parent will be informed. Medical assistance will be obtained if necessary.

Physical restraints should only be used by staff who have been trained in Crisis Prevention Interventions (CPI) and only those physical restraints taught in CPI should be used by school staff. No physical restraint should be used that has a negative effect on the student's breathing or that is designed to cause pain.

Staff involved in the use of restraint will use the necessary and appropriate skills, knowledge, and expertise to judiciously apply interventions in a safe manner. Any Emergency Safety Interventions will be documented using a Critical Incident Report and parents will be notified within 24 hours unless it is clearly not possible to do so. If a student has a pattern of needing Emergency Safety Interventions, the student's program will be reviewed and revised as needed (this may include consultation with other professionals, conducting a functional behavior assessment, developing a behavior intervention plan, or other supports and interventions as needed).

***Describe the school's procedures for the following: monitoring in- and out-of-school suspensions, to include the review of suspension/expulsion data; determining when a pattern of removals constitutes a change of placement; and addressing behavior issues using positive behavior interventions:***

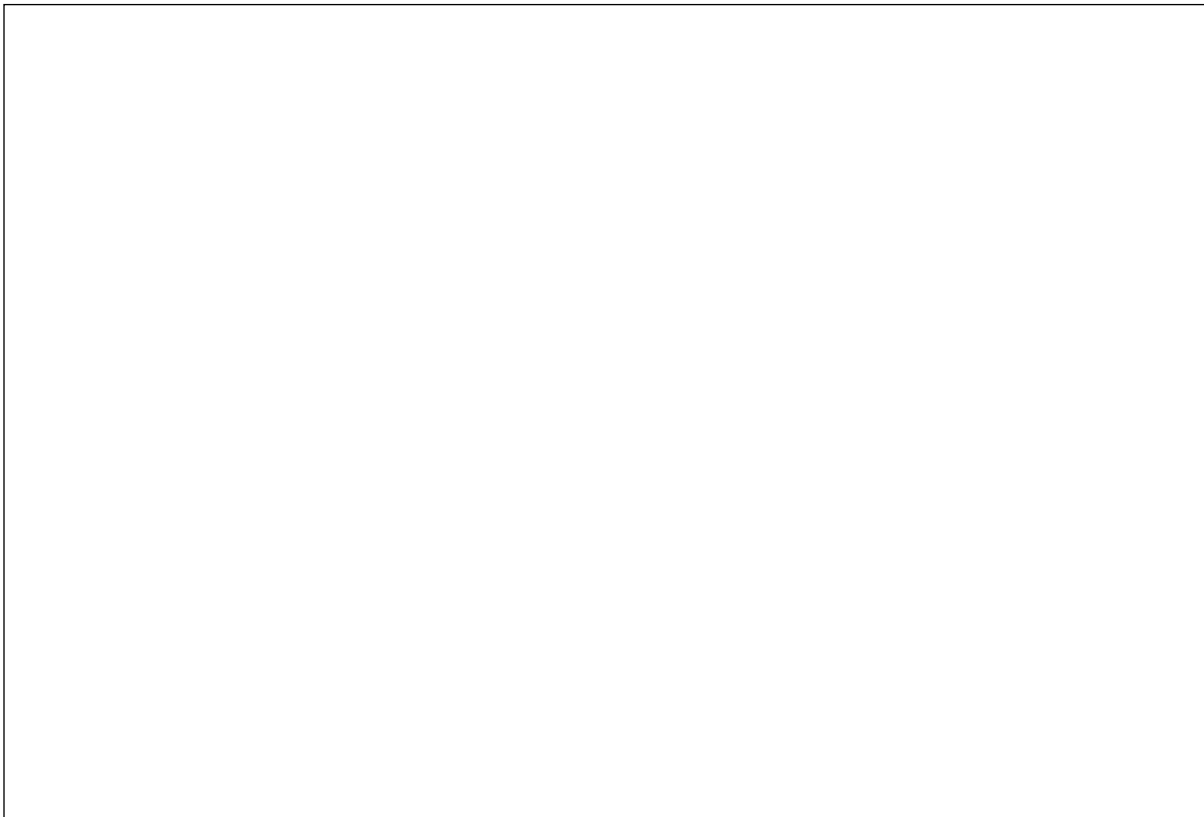




***Describe the school's procedures for providing FAPE for students with disabilities who are suspended, expelled, or placed in an Interim Alternative Educational Setting:***



***Describe below the school's procedures for restraint/time out and documentation process.***



## **CHAPTER 9: CHILDREN IN PRIVATE AND PAROCHIAL SCHOOLS INCLUDING HOMESCHOOLS**

Federal and state laws and regulations recognize that children with disabilities may be receiving their education in private elementary and secondary school settings for different reasons. In different situations, Districts have different obligations.

Limestone Charter Association not a district of residence for any child but is district of choice therefore LCA is not required to locate, identify, or evaluate children who are placed by a parent in a private school or is being home-schooled. If the parents of a child who is home schooled or placed in a private school has questions about special education, the parents must contact the public-school district in which their residence is located.

## **CHAPTER 10: DISCONTINUING SPECIAL EDUCATION SERVICES**

There are times when a child's eligibility for special education and related services ends or when the parent or student chooses to end the provision of special education services. This chapter discusses several instances in which students currently receiving special education services "discontinue" or exit from their special education program.

### **NO LONGER ELIGIBLE FOR SERVICES**

When a parent or school personnel suspect that a child is no longer eligible for special education services and related services, a Reevaluation Review Planning meeting will be conducted prior to the child's dismissal from the program to determine if the child is no longer a child with a disability. As part of the Reevaluation Review Planning meeting, the IEP team will review existing data and determine whether they need to conduct any additional assessments (See Chapter 7, Reevaluation.). If it is determined by the IEP team through a reevaluation that the child is no longer a child with a disability, the Association will provide the parents with Prior Written Notice (PWN) of this decision.

### **GRADUATION**

All students receiving special education services will receive a regular high school diploma at the completion of their secondary program if they meet graduation requirements of the state. A regular high school diploma does not include an alternative diploma that is not fully aligned with the state's academic standards, such as a certificate of attendance, an occupational diploma/certificate, or General Educational Development Tests (GED) (Federal Register, August 14, 2006, p. 46580). If a modified or differentiated diploma or certificate is used for students receiving special education services; however, such diplomas or certificates do not end eligibility for special education services.

When the student enters high school, progress toward graduation is monitored annually and recorded on an official transcript of credits. Some students may require services through age 21 to meet IEP goals. The Association's obligation to provide special education services ends (a) when the student meets graduation requirements and receives a regular high school diploma, (b) at the end of the school year in which the child reaches age 21, or (c) when an evaluation shows that the child is no longer eligible for special education services.

Students with disabilities are afforded the same opportunity to participate in graduation ceremonies as students without disabilities even if the IEP team determines that services will continue after the student has met all of the required credits (but an official diploma has not been awarded). A student may require services through age 21 to meet IEP goals or because he or she has not obtained all of the required credits for graduation. In either case, however, the student may be allowed to participate in graduation ceremonies with his or her classmates.

No reevaluation is required prior to exiting a student due to graduation (34 CFR § 300.305(e)(2)). However, before the student completes the last semester of high school in which he/she is expected to graduate, the Association will provide the student (if over age 18) and the parents with PWN of the discontinuation of services at the end of the school year. The PWN will clearly state that the student will no longer be entitled to receive special education services from the Association after graduation. Parental consent is not required when a child graduates with a regular diploma (34 CFR § 300.102(a)(3)(iii)).

### **SERVICES TO AGE 21**

The Association makes a Free Appropriate Public Education (FAPE) available to any student who has not graduated with a regular high school diploma until the end of the school year in which the student turns 21. The school provides the student age 18 and over and the parents with PWN that the services will be discontinued at the end of the school year; however, parental consent is not required. A reevaluation is also not required when a student ages out of eligibility for services upon turning age 21 (34 CFR § 300.305(e)(2)).

Even when the student or parent states that he or she does not intend to return to school for the next school year, the IEP team will provide the student with notice that he or she is eligible to continue receiving services through age 21 and develop an IEP for the student.

If a student turns age 21 after September 1 of the school year, the Association will permit the student to enroll and complete the school year if the student will graduate or exit with either a state-issued high school diploma, certificate of attendance, or Association certificate. If a student turns age 21 on or prior to September 1, the Association is not required to permit the student to enroll.

### **SUMMARY OF PERFORMANCE**

A summary of performance (SOP) is required under the reauthorization of the IDEA for a child whose eligibility for special education services terminates due to graduation with a regular diploma or due to exceeding the age of eligibility. The Association will provide the child with a summary of the child's academic achievement and functional performance which will include recommendations on how to assist the child in meeting the child's postsecondary goals (34 CFR § 300.305(e)(3)). The purpose of the SOP is to transfer critical information that leads to the student's successful participation in postsecondary settings. The SOP includes a summary of the achievements of the student with current academic, personal, and career/vocational levels of performance. Information may be included as part of the summary based on assessment findings and team input. Any supporting documents will be appropriately referenced and included with the summary. The case manager is responsible for the completion of this form prior to the student's exit from the Association.

The SOP must, at a minimum, address the following:

- Academic achievement: Information on reading, math, and language grade levels, standardized scores, or strengths.

- Functional performance: Information on learning styles, social skills, independent living skills, self-determination, and career/vocational skills.
- Recommendations: Team suggestions for accommodations, assistive services, compensatory strategies for postsecondary education, employment, independent living, and community participation.

### **STUDENT DROPS OUT OF SCHOOL**

Under S.C. Code Ann. § 59-65-30 (2010), students are allowed to drop out of school at age 17 and may at some point obtain a GED. If a student with a disability drops out of school, documentation to that effect will be placed in the student's confidential file. The Association will inform the parents that special education services continue to be available to the student through age 21. If the student reenrolls, the previous IEP will be implemented until a new IEP is developed. The new IEP will be developed as soon as possible after the student reenrolls. The Association will report the student's truancy to the proper authorities if the student is younger than age 17.

## CHAPTER 11: CONFIDENTIALITY

Confidentiality of educational records is a basic right shared by all students in LEAs and their parents. These fundamental rights are described in the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended (2011). This chapter presents information on Association policies and procedures related to confidentiality.

### FEDERAL AND STATE REQUIREMENTS

Each school will annually notify parents of their rights under FERPA. The notice must inform parents or adult students that they have the right to:

- Inspect and review the student's education records;
- 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;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that § 99.31 of FERPA authorize disclosure without consent; and
- File a complaint under §§ 99.63 and 99.64 concerning alleged failures by the educational agency or institution to comply with the requirements of FERPA.

The Association must also inform parents of:

- The procedure for exercising the right to inspect and review education records.
- The procedure for requesting amendment of records.

The Association may provide this notice by any means that are reasonably likely to inform the parents or eligible students of their rights. The Association shall effectively notify parents who have a primary or home language other than English. (34 CFR § 99.7) This notice should adequately inform parents prior to any identification, location, or evaluation activity taking place.

Definitions of terms used are as follows (34 CFR § 300.32):

**Personally identifiable** includes information such as the name of the child, child's parents, or other family member; address; personal identifier such as the child's social security number or student number; or list of personal characteristics or other information that would make it possible to identify the child.

**Destruction** means physically destroying the medium on which information is recorded or removing all personal identifiers from the information so no one can be identified.

**Educational records** mean any document or medium on which information directly related to one or more students is maintained by a participating agency.

**Participating agency** means any educational agency or institution that collects maintains or uses personally identifiable student information to provide special education and related services to children with disabilities.

## ACCESS TO RECORDS

The FERPA and federal and state special education laws and regulations require schools to have reasonable policies in place to allow parents to review and inspect their child's records. An education record means those records that are directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution.

Educational records may include, but are not limited to:

- academic work completed and level of achievement
- attendance data
- scores and test protocols of standardized intelligence, aptitude, and psychological tests
- interest inventory results
- health data
- family background information
- information from teachers or counselors
- observations and verified reports of serious or recurrent behavior patterns
- IEPs
- documentation of notice and consent

Under certain circumstances, a teacher's working file would not be considered to be part of the child's record. FERPA regulation 34 CFR § 99.3, states that the term "education records" does not include records 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 any other person except a temporary substitute for the maker of the record.

The Association will prevent the disclosure to any unauthorized person of personally identifiable information pertaining to all students. Disclosure is the release, transfer or other communication of records, or the personally identifiable information contained in those records, to any party, by any means, including oral, written, or electronic.

The FERPA allows parents to inspect and review all education records of their children maintained by an educational agency that receives federal funds. When a request is received at a school, the school will comply with a request to inspect records within a reasonable time, not to exceed 45 calendar days. The IDEA regulations stipulate, "(a) Each participating agency must permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the agency under this part. The agency must comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to § 300.507 or §§ 300.530 through 300.532, or resolution sessions § 300.510, and in no case more than 45 days after the request has been made."

The FERPA regulations allow some exceptions to the requirement to obtain parent consent before releasing records. All of these exceptions also apply to the confidentiality requirements in the federal special education regulations (34 CFR § 300.622(a)). For example, FERPA allows the school to release records to authorized individuals, such as:

- other school officials, including teachers at the school where the student attends, who have a legitimate educational interest (34 CFR § 99.31(a)(1));
- officials of another school, LEA, or postsecondary educational institution where the student is enrolled or seeks or intends to enroll, if (a) the LEA's annual notice included a notice that the LEA forwards education records to other agencies that request records and in which the student seeks or intends to enroll; or (b) the LEA makes a reasonable attempt to notify the parents or the student of the disclosure at the last known address (34 CFR § 99.31(a)(2)), however no notice is required if the disclosure is initiated by the parent or adult student;
- authorized representatives of the US Comptroller General, US Secretary of Education, and State Educational Agencies in connection with an audit or evaluation of Federal or State supported programs, or for the enforcement or compliance with Federal legal requirements related to those programs (34 CFR § 99.31(a)(3));
- disclosure in connection with financial aid for which the student has applied or received to determine eligibility, amount, or conditions of the aid or to enforce the terms and conditions of the aid (34 CFR § 99.31(a)(4));
- disclosure to State and local officials to whom the information is specifically allowed to be reported pursuant to State statute (34 CFR § 99.31(a)(5));
- disclosure to organizations conducting studies for educational agencies to develop, validate or administer predictive tests; administer student aid programs; or improve instruction, but only if the study does not allow personal identification of parents and students to anyone other than representatives of the organization conducting the study, and if the information is destroyed when no longer needed for the purposes for which the study was conducted (34 CFR § 99.31(a)(6));
- disclosure to accrediting organizations to carry out their functions (34 CFR § 99.31(a)(7));
- disclosure to a parent of a student who qualifies as a dependent under section 152 of the Internal Revenue Service Code (34 CFR § 99.31(a)(8));
- disclosure of relevant educational records to a court in a legal action initiated by the Association against a parent. Also, disclosure to comply with a judicial order or subpoena. However, these disclosures may be made only if the Association makes a reasonable effort to notify the parents or eligible student of the order or subpoena in advance of compliance with the order or subpoena, unless the order or subpoena states that the existence or contents of the order or subpoena not be disclosed (34 CFR § 99.31(a)(9));
- disclosure in connection with a health or safety emergency, if knowledge of the information is necessary to protect the health or safety of the student or other individuals (34 CFR § 99.31(a)(10));
- disclosure of directory information. This is information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if



disclosed. It includes, but is not limited to, the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most previous educational agency or institution attended (34 CFR § 99.31(a)(11));

- disclosure to the adult student or student of any age if attending a postsecondary school, or to the parents of a student who has not reached 18 years of age and is not attending an institution of postsecondary education (34 CFR § 99.31 (a)(12)); and
- disclosure of the results of any disciplinary proceeding conducted by an institution of postsecondary education against an alleged perpetrator to an alleged victim of any crime of violence, as defined by § 16 of Title 18, United States Code (34 CFR § 99.31 (a)(13)); or
- disclosure to a parent of a student attending an institution of postsecondary education regarding the illegal use of alcohol (34 CFR § 300.622(a)).

To ensure protection of education records, the Association will:

1. Obtain written consent before disclosing personally identifiable information to unauthorized individuals. A parent must provide consent if the child is under 18 years of age (unless one of the exceptions listed above applies). This consent will be obtained using the Association Consent for Release of Information form.
2. Designate and train a records manager to assure security of confidential records for students with disabilities.
3. Keep a record or log of all parties obtaining access to education records, including the name of the party, the date access took place, and the purpose of the authorized use.
4. Maintain for public inspection a current listing of names and positions of employees who may have access to personally identifiable information.
5. Ensure the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
6. Ensure that, if any education record includes information on more than one student, a parent of a child must have the right to inspect and review only the information relating to his or her child, or to be informed of that specific information.
7. Ensure that each person collecting or using personally identifiable information receives training or instruction regarding the policies and procedures governing confidentiality of personally identifiable information. The Association maintains a record of the training provided, the person or persons providing the training, dates of the training, those attending, and subjects covered.
8. Provide a parent, upon request, a list of the types and locations of records collected, maintained, or used by the Association.
9. Respond to any reasonable request made by a parent for an explanation and interpretation of a record.
10. Provide a parent, upon request, access to the child's records, and under certain circumstances, a copy of the records (34 CFR § 300.613). In general, records will be provided without cost to the parent; however, the law does allow for fees for copies of records made for a parent if the fee does not prevent a parent from exercising the right

to inspect and review those records. A fee will not be charged to search for or retrieve information.

### **TRANSFER OF RECORDS**

Education records include personally identifiable information and will not be released to another agency or organization without parent consent. However, when a student transfers to another LEA, education records will be forwarded without student or parent consent since the annual FERPA notice to parents in the Association includes a statement that these records will be forwarded to the receiving school. Schools are permitted to disclose a student's education records to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll. Immunization records are included in the educational records (under the annual notification exception) that may also be shared with a receiving school without student or parent consent. The Association will not withhold records because of fines or other such reasons. If a student who is served in special education transfers to another LEA, the IEP and any other educationally relevant records will be sent to the receiving LEA within three days of the receipt of the request, and generally will be sent immediately.

### **RELEASE OF INFORMATION**

Consent is not needed to disclose information under the following conditions:

1. The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests.
2. A contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official under this paragraph provided that the outside party
  - Performs an institutional service or function for which the agency or institution would otherwise use employees;
  - Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and
  - Is subject to the requirements of § 99.33(a) governing the use and redisclosure of personally identifiable information from education records.
3. The disclosure is, subject to the requirements of § 99.34, to officials of another school, school system, or institution of postsecondary education where 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.

The Association will use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests by using such methods as passwords for access to electronic records, through written policies, and by limiting access to locked file cabinets.

## **AMENDMENT OF RECORDS**

Parents have the right to request that their child's education records be changed if something is inaccurate, misleading, or in violation of the student's rights of privacy. For example, if a child is evaluated and is identified with a disability or health condition that later is determined to be wrong, the parents may ask that the school remove the records relating to the inaccurate diagnosis.

If the school does not agree that the education records should be changed, staff will provide an opportunity for a hearing, following FERPA requirements. The hearing officer would be the school's hearing officer, not a special education due process hearing officer (34 CFR § 300.618).

## **DESTRUCTION OF RECORDS**

Federal auditing requirements necessitate the availability of education records for identified students for 5 years after they exit from special education services. After that period of time, the Association may destroy records. However, before destroying special education records, the Association will notify the parent (or the adult student) at their last known address that the information is no longer needed to provide services to the student and that the Association is proposing to destroy them.

The requirement to notify the parent or the adult student before records are destroyed may be problematic if the student moves from the address last known to the Association. The Association may publish a public notice to students who graduated or left school five years previously. The notice will be addressed to students and guardians, advising them of the proposed destruction of records and asking them to contact the Association if they object to the destruction.

In addition, the Association may inform parents via public notice of when the special education records of their child will be destroyed with a statement in the Association's handbook.

Parents may also ask that their child's records be destroyed after those records are no longer required to be maintained by the Association. However, a permanent record of the following information may be maintained without time limitation:

- A student's name, address, and phone number;
- His or her grades;
- Attendance record;
- Classes attended;
- Grade level completed; and
- Year completed.

## **AGE OF MAJORITY**

In South Carolina, the age of majority is 18. Students who are 18 years or older, unless they have a guardian appointed under State law, have the right to grant or withhold consent, have access to records, to amend records, and to file a complaint, etc. (See Chapter 1, Parent Rights In Special Education, for additional information on age of majority.) When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student, and he or she is known as an “eligible student” under FERPA.

## **TEST PROTOCOLS**

Some individualized testing involves the use of test protocols. Test protocols commonly refer to written instructions on how a test must be administered and the questions posed. Generally, these test protocols are original creations of independent authors and/or organizations. Therefore, they may be protected by the U.S. Copyright Act of 1976, the Digital Millennium Copyright Act of 1988, as well as other State, Federal, and international acts and conventions. If a given test protocol is copyrighted, it may not be reproduced, transmitted, distributed, publicly displayed, nor may a derivative work be created therefrom, without express permission from the copyright owner, unless such use is allowed under the Fair Use Doctrine.

The Office of Special Education and Rehabilitative Services (OSERS) has noted that if a document is copyrighted, the IDEA’s inspection and review rights generally do not implicate copyright law. Since IDEA and FERPA generally do not require the distribution of copies of an education record, but rather parental access to inspect and review, Federal copyright law generally should not be implicated under these regulations. However, when a test protocol contains personally identifiable information directly related to a particular student, that protocol is an education record and in some instances the Association may need to give the parent access to test protocols. If it is determined that this is necessary, the Association will do so in a timely manner.

## **CHAPTER 12: DISPUTE RESOLUTION**

Dispute resolution options include informal approaches, mediation, due process complaints or hearings, expedited due process hearings in disciplinary situations, and state complaints. The purpose of these dispute resolution options is to allow the parties involved to continue working together after the disagreement is resolved in order to ensure the child with a disability has a FAPE available. This chapter presents policies and procedures related to dispute resolution.

### **INFORMAL APPROACHES TO DISPUTE RESOLUTION**

#### **IEP Review**

One of the first options for dispute resolution is a review of the child's IEP. The parents and Association can hopefully resolve issues about a child's program by conducting a review of the IEP and amending it, as appropriate, without even convening the entire IEP team. This process of amending IEPs has already been discussed. If the parent and Association agree, an amendment to the IEP will be written and incorporated into the IEP.

If a parent has concerns about his or her child's program, it might be appropriate for the parent or Association to request an IEP meeting. At the meeting, the team can hopefully work toward a solution that is agreeable to all. The solution does not have to be permanent. It might be a temporary compromise to try a particular form of instruction or classroom placement for a specified time period. During the time period, the team will monitor the child's progress and determine how well the compromise addressed the concern. The trial period may help the parents and Association personnel come to a comfortable consensus on how to help the child.

#### **IEP Facilitation**

A facilitated IEP meeting includes an impartial facilitator who is not a member of the IEP team, but rather has been trained to help keep the IEP team focused on developing the child's program while addressing conflicts. The facilitator's job is to promote open, respectful communication and listening among IEP team members and to help work toward resolving differences of opinion. The facilitator does not impose a decision on the team, but rather helps to clarify points of agreement and disagreement. Most importantly, the facilitator ensures that the meeting remains focused on the child.

### **MEDIATION**

Mediation is one of three formal methods of resolving disputes in special education at the local level. Other methods are a state complaint and a due process hearing. To begin the process of mediation, both parties must agree to mediate. Either the parents or Association may suggest this option initially by asking the other party if they are willing to mediate the disputed issues. The cost of mediation is borne by the state; there are no costs to either the parents or the Association.

## Mediation Process

The SCDE has established mediation procedures to allow LEAs and parents to resolve any matter regarding special education, including matters arising prior to the filing of a due process complaint. Federal regulations at 34 CFR § 300.506 set forth the following provisions for special education mediation:

- The mediation process is voluntary for both the parents and the Association.
- Mediation may not be used to deny or delay a parent's right to a due process hearing, or any other parent right.
- Mediation is conducted by a qualified, impartial mediator who is trained in effective mediation techniques.
- The SCDE is responsible for the costs of mediation. This cost is handled by the state paying directly for the training of all mediators and by the flow through of the IDEA funds that may be used by the LEA for all aspects of the mediation process, including the costs of meetings to encourage mediation.
- Mediation must be provided in a timely manner and at a location that is convenient for both parties in the dispute.
- Agreements reached during mediation must be in writing and must include the resolution of each issue for which agreement was reached. Every mediation agreement must also include a statement that:
- Discussions during mediation must be kept confidential and may not be used as evidence in any subsequent due process hearings or civil proceedings.
  - Each party understands that the agreement is legally binding upon them; and
  - The agreement may be enforced in state or federal court of competent jurisdiction.

The goal of the parties in mediation is to reach an agreement that is workable for all. If an agreement is reached, it is put in writing by the mediator and signed by both parties. If issues prove to be irresolvable, the mediator will declare that an impasse has been reached and the mediation will be terminated.

## Mediation Requests

When parents or Association personnel disagree about a special education issue, either party may request mediation. However, both parties must agree to use this process. Therefore, the first step in initiating special education mediation is to ask the other party if it is willing to mediate the disputed issue. Mediation may be requested even after a due process hearing request has been filed. This is one reason that the timeline for mediation is short. Mediation must be completed within the due process timeline, and mediation will not be used to delay the parents' right to due process. However, the due process hearing timeline may be extended by the due process hearing officer for a specific period of time during the mediation process if requested by the parties (34 CFR § 300.515(c)).

At a minimum, mediation is available to resolve disputes relating to the following issues:

- Identification,
- Evaluation,

- Placement, and
- Provision of a FAPE to the child.

Once both parties agree in writing to mediation, the mediation session will typically occur within fourteen calendar days. The Association will select a mediator on a random or rotational basis. If the mediator is not selected on a random or rotational basis, both parties must be involved in and agree to the selection of the mediator. If the Association and parents do not agree on the assignment of the mediator, the Association will contact the Office of General Counsel at the SCDE so that a mediator can be appointed by the SCDE from the approved list. The SCDE maintains this list of qualified mediators who are knowledgeable in laws and regulations relating to the provision of special education and related services.

The Association will provide parents with information concerning the mediation process and information identifying the mediator. The mediator will provide parents with his or her contact information and will notify both parties as to the date, time, location, and purpose for mediation. The location will be convenient to the parties and should be acceptable to everyone. A neutral location is preferred. In some cases where neutral sites are not readily available, mediations can be held on Association property. The mediator also answers any questions about the process and may request additional information from the parties.

### **Mediation Participants**

Mediation is an informal process that includes discussion of the issues and proposed resolutions. Generally, discussions include the mediator, the parents, and an Association representative. Generally, the likelihood of reaching an agreement is enhanced by keeping the number of participants to a minimum. However, either the parents or the Association representative may ask an outside advocate to attend. If the parents are not able to participate fully and need assistance (because of reasons such as not speaking English, having a disability themselves, or not fully understanding the issues or procedures), the parents may wish to have an advocate assist them. The mediator makes the final decision as to who attends the mediation session.

### **Special Education Mediators**

In order to be considered trained and qualified, mediators must fulfill the following requirements:

1. Must be knowledgeable in laws and regulations relating to the provision of special education and related services;
2. May not be an employee of the SCDE, any state agency that provides a FAPE for children with disabilities, or the LEA that is involved in the education or care of the child; and
3. Must not have a personal or professional interest that conflicts with the person's objectivity.

## **Mediation Results**

During mediation, the mediator will work with both parties to reach an agreement. If mediation discussions result in both parties' reaching agreement, the mediator records the results in a written mediation agreement, which is signed by both parties. When the issues in mediation involve IEP decisions, the mediation agreement may become part of the student's IEP if agreed to by the parties. The actions agreed upon in the mediation should be implemented immediately, unless the mediation agreement specifies otherwise.

If the IEP is changed by adding the mediation agreement, the IEP team may write a new IEP or amend the existing IEP to reflect the mediation agreement. The Association is responsible for following up with the required notice and consent forms. The revised IEP is then implemented. If the mediation agreement is not part of the IEP, the Association will ensure that any person responsible for implementing the agreement is informed of his or her responsibilities. If the mediation is not successful, the mediator may declare that the mediation is at impasse and suggest that both parties consider other methods for dispute resolution, such as filing a complaint or requesting a due process hearing.

The Association will maintain copies of any forms or other formal written documentation generated by the mediation process. The Association will send a copy of the mediation request form and of the written agreement reached by the parties to the Office of General Counsel.

## **STATE COMPLAINT**

The complaint process is one of the methods parents or others have to resolve special education disagreements with the Association. Although most differences are successfully resolved at the local level, filing a state complaint is one of the state processes available to parents.

### **Filing a Complaint**

Any individual or organization may file a complaint if they believe that the Association is not complying with federal or state laws or regulations relating to special education. The complaint must allege a violation that has occurred not more than one year prior to the date the complaint is received by the SCDE.

The complaint must be in writing and signed by the person or representative of the organization making the complaint. The complaint must include a statement that the Association is not complying with the requirements of the IDEA and/or the SBE special education regulation, 43-243, and it must give the facts upon which that statement is based. The signature and contact information for the complainant must be provided and if alleging violations with respect to a specific child the following information must also be provided:

- the child's name and address of residence, or other contact information if the child is a homeless child or youth;



- contact information for the person filing the complaint;
- the name of the school the child is attending;
- a description of the nature of the problem involving the child, including facts related to the problem; and
- a proposed resolution to the problem, if a possible resolution is known and available to the complainant.

The party filing the complaint must forward a copy of the complaint to the Association at the same time the complaint is filed with the Office of General Counsel. If a complaint is received that is part of a due process hearing, or the complaint contains multiple issues of which one or more are part of such a hearing, the state must set aside the complaint, or any part of the complaint, that is being addressed in the due process hearing until the hearing is over. Any issue in the complaint that is not a part of the due process hearing must be resolved through the complaint process.

### **Investigating the Complaint**

The complaint investigator at the SCDE must resolve a complaint within 60 calendar days from the date the complaint is received by both parties unless exceptional circumstances exist or the parents and Association agree to extend the time to engage in mediation or in other alternative means of dispute resolution. During the 60 days, the complaint investigator must carry out an independent investigation, including an on-site investigation if necessary; give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint; provide the Association with the opportunity to respond to the complaint; review all relevant information and make an independent determination as to whether the Association is violating a requirement of the IDEA, the applicable state and federal regulations, or state or Association policies and procedures; and issue a written decision. These actions are all taken by the SCDE.

The complaint investigator may contact the person making the complaint and the Director of Special Services to clarify the issue(s), review all relevant records and documents, and determine whether or not the facts stated in the complaint are correct and, if so, whether they substantiate a violation of the requirements of federal or state special education laws or regulations or the state's or District's policies and procedures. The investigator will contact the Association against which the complaint is filed, and the Association will respond to the complaint with facts and information supporting its position, offer a proposal to resolve the complaint, or offer to engage in mediation to resolve the complaint. Both parties can provide additional information to the investigator that is relevant to the issue. It is left to the complaint investigator to review and determine the relevance of any addition information.

After the investigation, the complaint investigator issues a written decision addressing each of the allegations in the complaint. The written decision includes: (a) findings of fact and conclusions; (b) the reasons for SCDE's final decision; and (c) any corrective action or actions that are required including the specific period of time within which each corrective action must be completed. The written decision is final and not subject to appeal although

both parties retain all rights to mediation and/or due process hearing to further pursue the matter. Again, these steps are the responsibility of the SCDE.

### **Following Up on the Complaint**

If there are any corrective actions to be taken by the Association, the Association will then take those actions. When the corrective actions are completed by the Association, the complaint investigator sends a letter of completion to the Association with a copy to the person making the complaint. At that point, the complaint file is closed.

## **DUE PROCESS HEARINGS**

Due process is a set of procedures that seeks to ensure fairness of educational decisions and accountability, both for parents and for educational professionals. Due process rights begin when educational professionals or the parents request an initial evaluation to determine whether or not a student is eligible and needs special education and related services. The due process hearing provides a forum where disagreements about the identification, evaluation, educational placement, and provision of a FAPE for students with disabilities may be resolved. Every special education due process hearing and review is provided at no cost to the child or the parent of the child. The costs of the initial hearing will be paid for by the Association except for parent's attorney fees and expert witnesses unless the parent substantially prevails, and reimbursement is awarded from the federal court.

### **Filing the Due Process Hearing Request**

The Association, the parent of a child with a disability, or the student (if the student is age 18 or older) has the right to file a due process hearing complaint. A special education due process hearing may be initiated to resolve differences about a child's identification, evaluation, educational placement, or provision of a FAPE. The due process complaint must allege a violation that occurred not more than two years before the date the parent or public agency knew or should have known about the alleged action that forms the basis of the due process complaint. There are two exceptions to this timeline including when a Association has misrepresented that it has resolved the problem or the Association has withheld information that it was legally required to give to the parent (34 CFR § 300.507(a)(2)).

To request a due process hearing, the party filing the complaint sends a copy of the due process hearing request to the other party and to the Office of General Counsel. This notice is confidential and will contain the following information:

- name of the child;
- address of the child's residence (or in the case of a homeless child or youth, available contact information for the child);
- name of the school the child is attending;
- description of the nature of the problem and the facts that form the basis of the complaint; and
- a proposed resolution of the problem.

When the Association receives this request for a due process hearing, Association personnel will:

- inform parents about mediation;
- inform parents of free or low-cost legal services; and
- provide a copy of the Parent Rights document for the first due process complaint in the school year (34 CFR § 300.504).

### **Assigning a Special Education Due Process Hearing Officer**

The Association is responsible for conducting due process hearings in accordance with all federal and state requirements, including assigning special education due process hearing officers. The Association will appoint a special education due process hearing officer within 10 calendar days of receiving or initiating a hearing request. The special education due process hearing officer will have no personal or professional interest that would conflict with his or her objectivity. The special education due process hearing officer will not be an employee or former employee (an officer, agent, Association board official) of the Association. The special education due process hearing officer will have knowledge and understanding of the IDEA and legal interpretations pertaining to law; have knowledge and ability to conduct hearings in accordance with appropriate, standard legal practice; and have knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice. The special education due process hearing officer will be at least 21 years of age and be a high school graduate (or hold an equivalent credential). Only persons who have been trained by the SCDE may be special education due process hearing officers. If a special education due process hearing officer does not adhere to the federal and state regulations or policies and procedures, including all timelines, he or she will be removed from the list of qualified hearing officers by the SCDE.

Parents or attorneys representing the parents have the right to raise an objection as to the special education due process hearing officer appointed by the Association on the basis of a potential bias or personal or professional conflict. If the determination is made by the special education due process hearing officer that a potential bias or conflict exists, he or she must remove himself/herself and the Association will go to the next name of the list of persons qualified to serve as special education due process hearing officers.

### **Resolution Meeting**

When the parent has requested a due process hearing, the Association will schedule a resolution meeting to occur within 15 calendar days of receiving the due process request. The Association will convene a resolution meeting with the parent, the member or members of the IEP team who have specific knowledge of the facts identified in the complaint, and a representative of the Association who has the authority to make binding decisions on behalf of the Association. The parent and the Association determine which members of the IEP team will attend the meeting. The Association will not include their attorney unless the parents bring their attorney.

The purpose of this meeting is for the parent of the child to discuss and explain the complaint, including the facts that form the basis of the complaint. The Association then has an opportunity to resolve the complaint. If the meeting results in a resolution of the complaint, the parties will develop a legally binding written agreement that both the parent and the representative of the Association sign. The agreement is, by law, enforceable in any state or federal court of competent jurisdiction. However, the law also permits either party to void the agreement within 3 business days of the date the agreement was signed. The resolution agreement will be signed by the parent and a representative of the Association that has the authority to bind the Association.

If a resolution of the complaint is not reached at the meeting and the Association has not resolved the complaint to the satisfaction of the parent within 30 calendar days of the Association's receipt of the complaint, the due process hearing procedures will be implemented and all of the applicable timelines for a due process hearing will commence. This includes the issuance of a written decision within 45 calendar days after the end of the resolution period. If no resolution is reached during the resolution session and the parties do not believe they can reach a mutually agreeable resolution, the parties may contact the special education due process hearing officer to request the timeline start prior to the end of the 30-day resolution period.

The parent's failure to participate in a resolution meeting when he or she has not waived the resolution process or requested to use mediation will delay the timelines for the resolution process and due process until the meeting is held (34 CFR § 300.510(b)(3)). In addition, if the Association is unable to obtain the participation of the parent in the resolution meeting after reasonable efforts have been made (and documented) the Association may, at the conclusion of the 30-day resolution period, request that the special education due process hearing officer dismiss the parents' due process complaint (34 CFR § 300.510(b)(4)). If the Association fails to hold and participate in a resolution meeting within 15 days of receiving a due process complaint, the parent may request the special education due process hearing officer to begin the due process hearing and commence the 45-day timeline for its completion (34 CFR § 300.510(b)(5)). A resolution meeting, however, is not required if the parent and the Association agree, in writing, to waive the resolution meeting, or they agree to use mediation to attempt to resolve the complaint. If no resolution is reached during the session, the parties may contact the special education due process hearing officer and request the timeline start.

### **Prehearing Requirements**

The party receiving a due process hearing request must send the party filing the request a response that specifically addresses the issues raised in the complaint within 10 calendar days of receiving the complaint. If either the Association or the parent believes that a due process complaint it has received does not meet the legal notice requirements the party may submit to the special education due process hearing officer a sufficiency challenge. The sufficiency challenge must be submitted within 15 calendar days of the date of the party's receipt of the due process complaint. The special education due process hearing officer has up to 5 calendar days from the receipt of the sufficiency challenge to determine whether or not the original

complaint notice is sufficient. The special education due process hearing officer shall immediately notify the parents and the Association in writing of his or her decision.

If the Association has not sent Prior Written Notice (PWN) to the parent regarding the problem described in the parent's due process complaint notice, the Association, within 10 days of receiving the complaint, will send to the parent a response that includes:

1. an explanation of why the agency proposed or refused to take the action raised in the complaint;
2. a description of other options that the IEP team considered and the reasons why those options were rejected;
3. a description of each evaluation procedure, assessment, record, or report the agency used as the basis for the proposed or refused action; and
4. a description of the other factors that are relevant to the agency's proposed or refused action (34 CFR § 300.508(e)(1)).

A party may amend its due process complaint notice only if: (a) the other party consents in writing to such amendment and is given the opportunity to resolve the complaint through a resolution meeting; or (b) the special education due process hearing officer grants permission not less than 5 days before a due process hearing occurs. When a complaint is amended the timelines start over.

Within 5 business days prior to a hearing, each party must disclose to the other party any evidence the party plans to use at the hearing, including all evaluations and recommendations based on the evaluation that they intend to use at the hearing. Failure to provide this evidence to the other party in a timely fashion gives the other party a right to request that the special education due process hearing officer prohibit the introduction of the evidence at the hearing.

If the Association and the parent agreed to the resolution meeting but have not resolved the issues within 30 days of the date the due process complaint was received, the hearing may begin.

### **Conducting a Due Process Hearing**

The due process hearing will be held at a time and place reasonably convenient to the parent of the child and will be a closed hearing unless the parent requests an open hearing. The parties will be notified in writing of the time and place of the hearing at least 5 days prior to the hearing. Both parties have the right to be present at the hearing, as well as be accompanied and advised by legal counsel and people who have special knowledge about children with disabilities.

Parties have the right to confront and cross-examine witnesses who appear in person at the hearing, either voluntarily or as a result of a subpoena by the special education due process hearing officer. Under S. C. Code Ann. § 59-33-90 (2004), special education due process hearing officers have the authority to issue subpoenas related to meeting the requirements set forth in the IDEA. Each party may present witnesses in person or present their testimony by

affidavit if the due process hearing officer agrees, including expert medical, psychological, or educational testimony. Each party has a right to prohibit the other party from raising any issue at the hearing that was not raised in the due process complaint notice or in a prehearing conference held prior to the hearing.

Both parties have the right to have a written or, at the option of the parent, an electronic, verbatim record of the hearing. They also have the right to a written, or at the option of the parent, electronic decision, including the findings of facts and conclusions. Both the record of the hearing and the decision of the special education due process hearing officer must be provided at no cost to the parents.

### **Reaching a Decision**

The 45-day timeline for completion of a due process hearing starts on the day after *one* of the following events occurs:

1. both parties to the due process proceedings agree, in writing, to waive the resolution meeting;
2. the parties begin a resolution meeting or a mediation but agree, in writing, that resolution of their dispute is not possible before the end of the 30 day resolution period; or
3. both parties agreed, in writing, to continue to engage in mediation beyond the end of the 30 day resolution period, but later, one, or both, of the parties withdraws from the mediation.

A special education due process hearing officer may grant extensions of time upon request of either party unless the due process hearing is an expedited hearing. The request must be in writing. Extensions will only be granted for good cause. The special education due process hearing officer will notify the parties in writing of the decision to grant or deny the extension request. If the request is granted, the decision must also include a definite date for the timeline to resume.

After the close of the special education due process hearing, the special education due process hearing officer will render a decision on the matter, including findings of fact and conclusions, within 10 calendar days. The decision must be written or, at the option of the parent, must be an electronic decision. Any action of the special education due process hearing officer resulting from a due process hearing is final, subject to appeal and review.

A written decision of the result of any hearing will be provided to the Association and will be sent by certified mail to the parent or attorney of the child. In addition, the special education due process hearing officer must delete personally identifiable information from the report and send a copy to the Office of General Counsel, which must make the decision available to the Special Education Advisory Council. (34 CFR § 300.509(d))

## **Appealing the Due Process Decision**

If the Association or the parents are dissatisfied with the decision of the special education due process hearing officer, either party may file a notice of appeal with the Office of General Counsel not later than 10 calendar days after the date of the receipt of the written decision. A request for an extension to file an appeal (beyond the 10-day time limit) must be made in writing to the Office of General Counsel within 5 days of the receipt of the local decision. Within ten business days of receiving a request for an extension to file an appeal, the state-level review officer may grant the request for good cause shown. The concept of “good cause” may not include negligence or a matter of low priority in filing the request for appeal. In no event will the state-level review officer grant an extension of more than 20 days beyond the original 10-day timeline.

The appeal will include a statement of the decision of the local due process hearing officer, the specific points being appealed, copies of all items entered as evidence, and the names and addresses of the parents if the Association is appealing the decision. The appealing party may also include written arguments. When parents appeal the decision, the Association will provide a statement of the decision and copies of all items entered as evidence. The Association will also provide a written transcript of the local due process hearing to the Office of General Counsel. The Office of General Counsel must appoint a state-level hearing officer and submit to the state-level hearing officer the request for appeal, the transcript, and any other relevant documentation.

The state-level due process hearing officer must conduct an impartial review of the hearing and make an independent decision based on the review. The decision of the state-level review officer is final unless either party chooses to bring a civil action in either state or federal District court of competent jurisdiction. Personally identifiable information is also deleted from the report and is made available to the Special Education Advisory Council and to the public by the Office of General Counsel.

## **Stay-put**

While the due process hearing is pending, the student involved in the complaint will remain ("stay-put") in the current educational placement, unless:

1. The parents and the Association agree to a different placement.
2. The proceedings arise in connection with the initial admission of the child to school, in which case the child will be placed in the appropriate regular education classroom or program, unless otherwise directed by a special education due process hearing officer because a child's behavior is substantially likely to result in injury to the student or to others.

If the due process hearing involves an evaluation or initial services under Part B for a child who is transitioning from Part C services to Part B services and is no longer eligible for Part C services because the child has turned age three, the Association is not required to provide the Part C services that the child was receiving. However, if the child is found eligible for special education services and related services under Part B, and the parent consents to the initial

provision of special education and related services, then the Association will provide those special education and related services that are not in dispute between the parent and the Association.

### **Civil Action**

After a local due process hearing, or an appeal of that hearing, is completed either the parents or the Association may pursue a civil action through a state or federal court for reimbursement of attorneys' fees. Federal and state regulations allow the civil action by either party. (34 CFR § 300.516).

### **Attorney's Fees**

If the parents prevail in the due process hearing or upon appeal, a court may award some or all of the attorney's fees parents have paid in conjunction with the due process hearing. Only a court can award attorney fees to the parents and only if the parents are the prevailing party. Although the special education due process hearing officer has no authority to order attorney's fees, the hearing officer must find that the party seeking attorney's fees is a prevailing party in the action. There may be limitations, however, on the amount of attorney fees ordered by the court. For example, if the court finds that the parents prolonged the process or if the fees charged are more than the hourly rate usually charged, the judge has the authority to reduce the award requested by the parents.

The Association may be awarded attorney fees if a parent files a complaint or subsequent cause of action that is frivolous, unreasonable, or without foundation, or against the attorney of a parent who continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation. The Association may be awarded attorney fees if the parent's request for a due process hearing or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation. In determining the amount of the reimbursement of attorney fees, the judge must follow the IDEA regulations (34 CFR § 300.517).

### **Expedited Due Process Hearings**

Whenever a due process hearing is requested by a parent to appeal a decision regarding placement for disciplinary reasons, a manifestation determination, or a decision concerning extended school year services or when the hearing is requested by a Association that believes maintaining the current placement of a child is substantially likely to result in injury to that child or to others, the hearing is considered to be expedited. The Association is responsible for arranging the expedited due process hearing, which will occur within 20 school days of the date the complaint requesting the hearing is filed. The hearing officer must make a determination within 10 school days after the hearing.

Unless the parents and Association agree in writing to waive the resolution meeting or agree to use the mediation process, a resolution meeting will occur within 7 days of receiving notice of the due process complaint. In that case, the due process hearing may proceed unless the



matter has been resolved to the satisfaction of both parties within 15 days of the receipt of the due process complaint.

The decisions from expedited due process hearings are appealable consistent with 34 CFR § 300.514. When an appeal is made by either the parents or the Association, the child will remain in the IAES pending the decision of the special education due process hearing officer or until the expiration of the time period (period of disciplinary removal if the behavior is not a manifestation of the disability or period due to removal for special circumstances – drugs, weapons, or serious bodily injury), whichever occurs first, unless the parent and Association agree otherwise.

## CHAPTER 13: SURROGATE PARENTS

A student who does not have a parent or guardian to represent his or her interests in the special education process and make educational decisions for the student, has the right to have a surrogate parent appointed to ensure the child's rights are represented. South Carolina law defines "parent" as a biological parent, adoptive parent, step-parent, or a person with legal custody. The IDEA defines "parent" as:

1. A biological or adoptive parent of a child;
2. A foster parent, unless state law, regulations, or contractual obligations with a State or local entity prohibit a foster parent from acting as a parent;
3. A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the state if the child is a ward of the State);
4. An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or
  - a. an individual who is legally responsible for the child's welfare; or
5. A surrogate parent who has been appointed in accordance with the IDEA regulations at 34 C.F.R. § 300.519 or section 639(a)(5) of the IDEA.

A surrogate parent must be appointed when no parent or guardian can be identified; the school district/agency, after reasonable efforts, cannot locate a parent; the child is a ward of the state under the laws of the state of South Carolina; or the child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C.11434a(6)).

A surrogate parent is an adult, other than a child's parent, appointed to represent the educational interests of a student who may be or who has been determined eligible for special education and related services. A student who is suspected of having a disability that qualifies him or her for special education and related services may have a surrogate parent appointed for him or her during the evaluation process. The surrogate parent may represent the student in all matters relating to education, including identification and evaluation.

### QUALIFICATIONS OF A SURROGATE PARENT

A surrogate parent must have knowledge and skills that ensure adequate representation of the child. A surrogate parent may not be an employee of the state educational agency (SEA), the Association, or any other agency that is involved in the education or care of the child. In addition, the surrogate parent may not have any personal or professional interest that conflicts with the interest of the child the surrogate parent represents. An individual may have a conflict of interest if he or she is also responsible for other children who may have competing interests or if he or she holds a position that might restrict or bias the ability to act on behalf of the child's best interests.

The IDEA explicitly excludes employees of any agency that is involved in the education or care of the child from serving as the child's surrogate parent which means that an employee of the South Carolina Department of Social Services may not act as a surrogate parent.

Furthermore, operators and staff of group homes and residential treatment facilities may not serve as surrogate parents because of the requirement that surrogate parents have no interest that conflicts with the interest of the child represented. On the other hand, a foster parent is not considered an agency employee involved in the care of a child solely because he or she receives payment for the child cared for in the foster home. However, if the foster parent meets the definition of a parent under the IDEA, it is not necessary for the foster parent to be appointed as a surrogate parent. If the foster parent does not have an “ongoing, long-term parental relationship” with the child or is unwilling to represent the child’s educational interests, the school district/agency may need to appoint a surrogate parent to do so.

### **SURROGATE PARENT RESPONSIBILITIES AND RIGHTS**

A surrogate parent represents the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of a FAPE. Examples of activities that surrogate parents may be involved in include, but are not limited to, giving or refusing consent for the initial evaluation, reevaluations, and initial placement of the child in special education; reviewing all educational records and reports related to the child; participating in and contributing to the child’s evaluation, eligibility determination, and placement; participating in the development, review, and revision of the child’s individualized education program (IEP); and initiating dispute resolution proceedings (e.g., filing a written complaint or requesting mediation or a due process hearing) when disputes arise concerning the identification, evaluation, placement, or provision of a FAPE. The duties of a surrogate parent are limited to matters related to the provision of a FAPE. A surrogate parent has the same rights and procedural safeguards as a parent of a student with disabilities.

### **CIRCUMSTANCES REQUIRING THE APPOINTMENT OF A SURROGATE PARENT**

A surrogate parent will be appointed when no parent or guardian can be identified; the school district/agency, after reasonable efforts, cannot locate a parent; the child is a ward of the state under the laws of the state of South Carolina; or the child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)). In cases where a parent is unresponsive, lives a great distance from their child’s school, or is incarcerated, the Association may obtain written authorization from the parent to appoint a surrogate parent to represent the child after the initial consent for placement is obtained. Parent permission for the appointment of a surrogate must be voluntary and explicitly authorized in writing and is revocable at any time. The surrogate, once appointed, will then represent the child until such time as the parent revokes authorization.

When a student reaches the age of majority (18 years of age in South Carolina), parental rights in the special education process transfer to the student. However, if the student is determined incompetent under state law to make educational decisions, and parental rights have therefore not transferred to the student, or to another named guardian, a surrogate parent will be appointed.

## PROCEDURE FOR APPOINTING A SURROGATE PARENT

Any of the following individuals may file a request that a surrogate parent be appointed for a particular student:

- Any employee of a school district/agency or public agency,
- Any employee of the SCDE, or a residential school or hospital,
- any physician, judicial officer, or other person whose work involves the education or treatment of children and who knows a child needing special education services and who knows that the parents or guardians are either not known or cannot be located or that the child is a ward of the state,

The school district/agency involved in the child's educational process is required to appoint a surrogate parent. Requests for the appointment of a surrogate parent should be made in writing to the Director of Special Services. The Director or his/her designee will investigate the need for a surrogate parent and if a surrogate parent is needed, the surrogate parents will be selected by the Association. The appointment of a surrogate parent will be made using a written form, and the form will be filed in the student's due process folder. In the case of a child who is a ward of the state, the surrogate parent may be appointed by the judge overseeing the child's case, as long as the surrogate meets the requirements of a surrogate parent. The school district/agency may compensate or make arrangements for the compensation of surrogate parents when they are utilized. A surrogate parent is not an employee of the school district/agency solely because he/she is paid to serve as a surrogate. Surrogate parents will be assigned within 30 days of the determination that a surrogate parent is needed. The Association will ensure that surrogate parents meet the necessary qualifications, are properly trained, and actively participate in the special education decision-making process.

A surrogate parent will continue in his/her appointed role until the child is determined to be no longer eligible for special education and related services; the legal guardianship of the child is assigned to a person who is able to assume the role of parent; or either the identity or the whereabouts of the parent that was previously unknown becomes known, the child reaches the age of majority and rights transfer to the student, or a need to appoint a different surrogate parent arises. The appointment of a surrogate parent can be terminated at any time the surrogate no longer meets the requirements, for any of the reasons stated previously, or when a surrogate parent is determined to no longer be adequately representing the child or requests termination of his or her appointment. As with the appointment of a surrogate parent, the termination of a surrogate parent's appointment will be in writing and will identify the reason(s) for the termination.

## Chapter 14: Medical Homebound

*Under S.C. Code Ann.59-40-50(B)(1), a charter school must adhere to the same health, safety, civil rights, and disability rights requirements as are applied to public schools operating in the same school district or, in the case of The Charter Institute at Erskine or a public or independent institution of higher learning sponsor, the local school district in which the charter school is located.*

[State Board Regulation: 43-241. Medical Homebound Instruction.](#)

[SC Medical Homebound Instruction Form](#)

Requests for Medical Homebound received will be approved or denied within 10 days. Parents will be notified in writing of the school's decision regarding the parent request for Medical Homebound. If a parent's request for medical homebound services is denied by the school leader, the parent may submit a written request for an appeal of the decision to the school board. This written request for an appeal will be reviewed by the school board. The parent will be notified of the decision of the appeal in writing within 10 days of receipt of the request for an appeal.

Medical Homebound School Contact:

## Chapter 15: SC High School Credential

*(LCA SC High School Credential Manual can be found in Appendix A of this document)*

To align with the State's Profile of the South Carolina Graduate, an opportunity that will assist these students in acquiring skills necessary to be successful after high school is critical. The purpose of S.C. Code Ann. Section 59-39-100 and State Board of Education Reg. 43-235 is to provide equitable job-readiness opportunities for these students throughout the state, ensure they have evidence of employability skills, and honor the work they have undertaken in our public schools.

State Board of Education Reg. 43-235, as governed by S.C. Code Ann. Section 59-39-100, promulgates the program components and criteria for a state-recognized South Carolina High School Credential for applicable students with disabilities for whom such a credential is appropriate.

Pursuant to the statutory requirements in S.C. Ann., Section 59-39-100, students with disabilities entering grade nine may attain a uniform diploma through one of the recognized personalized pathways; or may attain a uniform South Carolina High School Credential. Nothing restricts any student from obtaining a state high school diploma. Nothing contained in this regulation restricts local school boards of trustees from awarding students with a certificate of attendance for students with disabilities who do not meet the requirements for earning either a state high school diploma or a state South Carolina High School Credential. Nothing contained in this regulation restricts local school boards of trustees from awarding students a local occupational certificate.

Beginning no earlier than the end of the student's eighth grade academic school year, or later if deemed appropriate by the student's IEP team, and updated annually thereafter, the IEP team must determine if the student's expected high school outcome will be to attain a state high school diploma or a state-recognized South Carolina High School Credential. The course of study identified in the IEP must match this determination.

The South Carolina Department of Education (SCDE), as the State Educational Agency (SEA); all Local Educational Agencies (LEAs); all State-Operated Programs (SOPs); and all other public programs providing special education and related services as outlined in the IDEA must follow and comply with all statutory and regulatory requirements of the IDEA as outlined in 20 U.S.C. Section 1400 et seq., and the Code of Federal Regulations (C.F.R.), Chapter 34, Part 300. In addition to the statutory and regulatory requirements to which the state adheres, Reg. 43-235 further delineates requirements for attaining a state-recognized South Carolina High School Credential.

## LIST OF ABBREVIATIONS

**BIP** – Behavior Intervention Plan

**ELDA**-English Language Development Assessment

**ESY** – Extended School Year

**FAPE** – Free Appropriate Public Education

**FBA** – Functional Behavior Assessment

**FERPA** – Family Education Rights and Privacy Act

**IAES** – Interim Alternative Educational Placement

**IDEA** – Individuals with Disabilities Education Act (2004)

**IEP** – Individualized Education Plan

**IFSP** – Individual Family Services Plan

**LEA** – Local Education Agency

**LRE** – Least Restrictive Environment

**PLAAFP** –Present Levels of Academic Achievement and Functional Performance

**PWN** – Prior Written Notice

**RtI** – Response to

Intervention **SBE** – State

Board of Education

**SC-ALT** – South Carolina Alternative Assessment

**SCDE** – South Carolina Department of Education

**SC-Ready** – South Carolina College-and-Career Ready Assessments

**SEA** – State Education Agency

**SOP** – Summary of Performance

## Appendix A:

<b>SC HS CREDENTIAL Policies and Procedures</b>	
<b>LCA SCHSC Policy Manual</b>	<b>pages 1-14</b>
<b>Guidance for IEP Teams</b>	<b>pages 15-19</b>
<b>Review of Progress Checklist</b>	<b>pages 20-25</b>
<b>Data Review for SC HS Credential</b>	<b>pages 26-32</b>
<b>Work Readiness Assessment Requirements</b>	<b>pages 33-45</b>
<b>Policies and Procedures Review Checklist</b>	<b>page 46</b>
<b>OSES Policy</b>	<b>pages 47-49</b>





**South Carolina High School Credential  
District Policies and Procedures**

**School Year: 2022-2023**

**Limestone Charter Association**

**Angel Malone, Superintendent**



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## **Introduction and Purpose**

South Carolina has roughly 100,000 students with disabilities serviced under the Individuals with Disabilities Education Act (IDEA), of which the majority are able to earn a state high school diploma. Given the varying levels of student achievement, as well as the inability to complete required high school coursework, there is a need to provide an alternative option for students with disabilities to demonstrate their ability to transition into the work community. The uniform state-recognized South Carolina High School Credential is aligned to a course of study for these students with disabilities whose Individualized Education Program (IEP) team determines this course of study is appropriate.

To align with the State's Profile of the South Carolina Graduate, an opportunity that will assist these students in acquiring skills necessary to be successful after high school is critical. The purpose of S.C. Code Ann. Section 59-39-100 and State Board of Education Reg. 43-235 is to provide equitable job-readiness opportunities for these students throughout the state, ensure they have evidence of employability skills, and honor the work they have undertaken in our public schools.

State Board of Education Reg. 43-235, as governed by S.C. Code Ann. Section 59-39-100, promulgates the program components and criteria for a state-recognized South Carolina High School Credential for applicable students with disabilities for whom such a credential is appropriate.

Pursuant to the statutory requirements in S.C. Ann., Section 59-39-100, students with disabilities entering grade nine may attain a uniform diploma through one of the recognized personalized pathways; or may attain a uniform South Carolina High School Credential. Nothing restricts any student from obtaining a state high school diploma. Nothing contained in this regulation restricts local school boards of trustees from awarding students with a certificate of attendance for students with disabilities who do not meet the requirements for earning either a state high school diploma or a state South Carolina High School Credential. Nothing contained in this regulation restricts local school boards of trustees from awarding students a local occupational certificate.

Beginning no earlier than the end of the student's eighth grade academic school year, or later if deemed appropriate by the student's IEP team, and updated annually thereafter, the IEP team must determine if the student's expected high school outcome will be to attain a state high school diploma or a state-recognized South Carolina High School Credential. The course of study identified in the IEP must match this determination.

The South Carolina Department of Education (SCDE), as the State Educational Agency (SEA); all Local Educational Agencies (LEAs); all State-Operated Programs (SOPs); and all other public programs providing special education and related services as outlined in the IDEA must follow and comply with all statutory and regulatory requirements of the IDEA as outlined in 20 U.S.C. Section 1400 et seq., and the Code of Federal Regulations (C.F.R.), Chapter 34, Part 300. In addition to the statutory and regulatory requirements to which the state adheres, Reg. 43-235



further delineates requirements for attaining a state-recognized South Carolina High School Credential.

This policy defines the requirements for attaining a state-recognized South Carolina High School Credential in Limestone Charter Association.

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**A. FAPE and IEP requirements**

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The decision to accept the South Carolina High School Credential does not relieve the LEA or SOP from providing a free appropriate public education (FAPE) to the student until age 21 as defined in Reg. 43-243(III)(B) or until the student receives a regular high school diploma as defined in 34 C.F.R 300.102(a)(3)(iv).

The LEA or SOP must explain and provide annual written notice to the parent, guardian, or adult student that the South Carolina High School Credential is not a state high school diploma. For the purposes of this part, an adult student is defined as a student who has reached the age of majority as outlined in Reg. 43-242(III)(F)(1).

An IEP team's decision to identify the South Carolina High School Credential as the student's expected high school outcome must be based on data to include, but not be limited to, longitudinal information of student grades, standardized achievement assessments, informal and formal transition assessments, adaptive behavior assessments, and work readiness assessments. The decision must be made only after the IEP team considers a continuum of program options that may allow the student to pursue a diploma.

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## **B. Course Requirements**

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Minimal Course Requirements: The South Carolina High School Credential (SCHSC) is designed for students with disabilities for whom the IEP team determined mastery of a career-based educational program that includes academics, independent work experience, daily living skills, and self-determination skill competencies is the most appropriate way to demonstrate his or her skills and provide a FAPE. IEP teams are required to consider the student's least restrictive environment (LRE) when determining their educational programming (34 CFR § 300.114). Therefore, regardless of projected outcome being the SCHSC, the IEP team must consider to the maximum extent possible participation with non-disabled peers with or without accommodations, modifications and/or supplementary services and aids, prior to removal. If appropriate based on present levels of academic achievement and functional performance, a student with a disability working towards the SCHSC, may be enrolled in credit bearing courses that will meet the **core** requirements of the high school diploma and the credential. Note: If a student is only enrolled in the state approved SCHSC special education courses and passes these courses, these will meet requirements of the credential and elective requirements for a high school diploma. In order to determine general education courses that can meet the requirements of the SCHSC, see the [SCHSC Cross-walking Guidance](#).

To attain the South Carolina High School Credential, the student must meet the graduation requirements of one unit of physical education/health (or equivalent) and one unit of technology course; a student must adhere to the local attendance policy; and a student must complete a total of 24 earned units that include the following:

- (a) Course work aligned with the South Carolina College- and Career-Ready Standards for English Language Arts (four units), Mathematics (four units), Science (two units), and Social Studies (two units);
- (b) Four units of Employability Education; and
- (c) Six electives.

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### **C. Minimal Required Components**

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In addition to completing coursework outlined in Section B, to receive a South Carolina High School Credential, a student must:

- (a) Complete a career portfolio that includes a multimedia presentation project;
- (b) Obtain work readiness assessment results that demonstrate the student is ready for competitive employment;

The district has approved the following means of completing the minimal required components as part of the South Carolina High School Credential:

To obtain the South Carolina High School Credential, the student must meet the graduation requirements of one unit of physical education/health (or equivalent) and one unit of technology course; a student must adhere to the local attendance policy; and a student must complete a total of 24 earned units that include the following:

- (a) Course work aligned with the South Carolina College and Career-Ready Standards for English Language Arts (four units), Mathematics (four units), Science (two units), and Social Studies (two units);
- (b) Four units of Employability Education; and
- (c) Six electives.

<b>Course</b>	<b>Required Units</b>
<b>English</b>	4 (Carnegie Unit or Credential Unit)
<b>Math</b>	4 (Carnegie Unit or Credential Unit)
<b>Social Studies</b>	2 (Carnegie Unit or Credential Unit)
<b>Science</b>	2 (Carnegie or Credential Unit)
<b>Employability Education Units</b>	4
<b>Electives</b>	6
<b>Physical Education/Health Unit</b>	1
<b>Technology Unit</b>	1
<b>A portfolio with multimedia presentation including IGP and a work readiness assessment – must upload into ENRICH</b>	
<b>360 hours of work experience (paid/unpaid)</b>	

*Insert school courses and timelines: (insert a list of course that will be offered by the school as well as an anticipated timeline of student completing course work by grade level.*



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**D. Work-Based Training and Learning**

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In addition to completing coursework outlined in Section B and minimal required components in Section C, in order to receive a South Carolina High School Credential a student must complete work-based learning/training that totals at least 360 hours, in which:

(a) Work-based learning/training may be school-based, community-based, and/or paid or unpaid employment;

(b) Work-based learning/training must be aligned with the student's interests, preferences, and postsecondary goals and individual graduation plan; and

(c) Paid employment must be at a minimum wage or above and in compliance with the requirements of the Federal Fair Labor Standards Act;

The district has approved the following means of completing the work-based training as part of the South Carolina High School Credential:

A student must complete work-based learning/training that totals at least 360 hours, in which:

(a) Work-based learning/training may be school-based, community-based, and/or paid or unpaid employment;

(b) Work-based learning/training must be aligned with the student's interests, preferences, and postsecondary goals and individual graduation plan; and

(c) Paid employment must be at a minimum wage or above and in compliance with the requirements of the Federal Fair Labor Standards Act;

*Describe the schools plan for completion of the work-based training as part of the South Carolina High School Credential:*

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**E. Monitoring Student Progress**

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**The district will use the following mechanisms for monitoring students' progress toward attainment of the South Carolina High School Credential:**

This information will be monitored through Enrich and data obtained in the electronic portfolio. Caseloads in Enrich for specific teachers (that have Credential students on their caseload) will be cross referenced with the electronic portfolios. Each semester, teachers will turn in their caseloads with students identified as South Carolina High School Credential or District Credential. If disproportionality is discovered, the Special Education Administrative Team will meet with the High School Staff to evaluate each student's file to determine appropriate course of action for individual students.

**The district will use the following mechanisms for monitoring proportionate numbers of South Carolina High School Credentials relative to the LEAs or SOPs' students with disabilities student count and graduation rate:**

This information will be monitored through Enrich and data obtained in the electronic portfolio. Caseloads in Enrich for specific teachers (that have Credential students on their caseload) will be cross referenced with the electronic portfolios. Each semester, teachers will turn in their caseloads with students identified as South Carolina High School Credential or District Credential. If disproportionality is discovered, the Special Education Administrative Team will meet with the High School Staff to evaluate each student's file to determine appropriate course of action for individual students.

**School Procedure for Monitoring Student Progress:**

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**F. Entering the South Carolina High School Course of Study**

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The district uses the following procedures to enter a student into the South Carolina High School Course of Study:

<b>Action</b>	<b>Position Responsible</b>	<b>Timeline</b>
Collect Data	<b>IEP Case Manager in collaboration with IEP Team</b>	Prior to end of 8 <sup>th</sup> grade year and at each subsequent Annual Review
Convene an IEP meeting	<b>IEP Team</b>	Prior to end of 8 <sup>th</sup> grade year and at each subsequent Annual Review
Review Present Levels	<b>IEP Case Manager</b>	At IEP Annual Review in 8 <sup>th</sup> grade
Determine Course of Study	<b>IEP Team</b>	At IEP Annual Review in 8 <sup>th</sup> grade
Parental Acknowledgment	<b>IEP Case Manager</b>	At IEP Annual Review in 8 <sup>th</sup> grade and annually thereafter.
Progress Monitor	<b>IEP Case Manager/IEP Team</b>	At IEP annual review in 8 <sup>th</sup> Grade and every grade thereafter.

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### **G. Portfolio Transitions**

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The district uses the following procedures for transitioning portfolios throughout the years of the course of study:

<b>Action</b>	<b>Position Responsible</b>	<b>Timeline</b>
Determine method of storage	<b>Team Lead</b>	9th grade begins data collection, with new items uploaded or copied monthly. This should be an ongoing data collection from 9-12 grades
Ensure transfer with student records	<b>Team Lead at sending and receiving school for transfer within district</b>	Within 10 school days of a school receiving notification that a student has transferred

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## **H. Completion of the South Carolina High School Credential**

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The district uses the following procedures to ensure a student's completion of the South Carolina High School Credential Course of Study:

<b>Action</b>	<b>Position Responsible</b>	<b>Timeline</b>
Completes SKEMA –SC rubric for final certification	<b>IEP Case Manager/Team Lead</b>	Prior to graduation
Completes Credential requirements	<b>Special Education Coordinator</b>	Prior to graduation
Completion Notice	<b>IEP Case Manager</b>	Prior to graduation
Update Summary of Performance	<b>IEP Case Manager and IEP Team</b>	Prior to Graduation
Submit appropriate data to district for reporting	<b>Special Education Coordinator</b>	Data submitted prior to graduation, same as diploma

**Schools will complete the Final Eligibility Checklist to verify that the student has completed the requirements for the SCHSC.**

\_\_\_\_\_ (name and title of person verifying)  
will complete the verification before \_\_\_\_\_ (date).

**This form is signed and verified by the School Leader to verify coursework and completion. This form is submitted to the district as requested in order to send to the SCDE and uploaded into the student's Enrich record.**

# **Guidance for IEP Teams**

## **Employability Credential**



# **Guidance for Individualized Education Program (IEP) Teams: Eligibility Criteria and Considerations for a Student in the Employability Credential (South Carolina High School Credential) Course of Study**

## **Introduction**

This document is provided to assist IEP teams in making decisions regarding placing a student in the Employability Credential (South Carolina High School Credential) course of study.

The IEP team is responsible for determining a student's post-secondary goals and the services necessary for the student to receive a free appropriate public education (FAPE). South Carolina has roughly 100,000 students with disabilities who receive specialized instruction under the Individuals with Disabilities Education Act (IDEA) most of whom are able to earn a state high school diploma. Given the varying levels of student achievement, there is a need to provide an alternative option for students with disabilities to demonstrate their ability to transition into the work community. The uniform state-recognized Employability Credential (South Carolina High School Credential) should only be considered with students whose present levels of academic achievement and functional performance are aligned to a work readiness course of study and whose IEP team determines this course of study is appropriate.

The Employability Credential (South Carolina High School Credential) aligns with the State's Profile of the South Carolina Graduate. The credential provides students with disabilities the skills necessary to be successful after high school. The credential provides equitable job-readiness opportunities to increase the student's ability to obtain competitive wages after high school.

Components for the state-recognized South Carolina High School Credential are governed by S.C. Code Ann. Section 59-39-100 as well as State Board of Education Reg. 43-235 (Reg. 43-235). This regulation outlines the criteria for a state-recognized Employability Credential (South Carolina High School Credential) for applicable students with disabilities for whom such a credential is appropriate.

Beginning in the 2018–19 school year, students with disabilities entering grade nine could attain a uniform diploma through one of the recognized personalized pathways to include attaining a uniform Employability Credential (South Carolina High School Credential). The Employability Credential (South Carolina High School Credential) is not intended for students obtaining a state high school diploma but does not preclude such a student from obtaining both if appropriate within the lifetime of the student's high school career.

The IEP Team cannot determine the Employability Credential (SC High School Credential) as the expected high school outcome prior to the end of the student's eighth grade academic school year. The decision to enter the Employability Credential (South Carolina High School Credential) may be determined by the IEP Team during the lifetime of the student's high school career (unless entered a course of study prior to 2018-2019). The IEP team must determine that the student's expected high school outcome will be to attain a state high school diploma, a state- recognized South Carolina High School Credential, or district attendance certificate. The course of study identified in the IEP must match this determination, align with the student's Individualized Graduation Plan (IGP), and support the student's post-secondary goal



## **Eligibility Criteria**

Requirements of the statute:

To be eligible to receive the Employability Credential (South Carolina High School Credential), the student must be able to meet the following requirements:

### A. Academic Coursework

The State approved coursework consists of a series of special education courses with content aligned to the South Carolina College-and Career-Ready Standards. Course selection should be based on the present levels of academic achievement and functional performance reviewed by the IEP Team and the selection must be personalized. Therefore, selection of the courses should not be based on selection of the course of study, but rather based on student needs and post-secondary goals. These courses and course series must be personalized by content area and may include both diploma credit bearing courses and credential credit bearing courses ([Cross-walking Guidance](#)).

State approved coursework for the Employability Credential (South Carolina High School Credential) and [Course Descriptions](#)

- English Language Arts (four units)
  - Essentials of English I, II, III, IV
- Mathematics (four units)
  - Essentials of Math I, II, III, IV
- Science (two units)
  - Essentials of Science I, II
- Social Studies (two units)
  - Essentials of Social Studies I, II
- Employability Education (four units)
  - Employability Education I, II, III, IV
- Essentials of Technology (one unit)
- One health/PE unit or its equivalent; and
- Six electives

### B. Pre-employment Preparation

- Complete a career portfolio that includes a multimedia presentation project.
- Obtain work readiness assessment results that demonstrate the student is ready for competitive employment; and
- Complete work-based learning/training that totals at least 360 hours, in which:
  - Work-based learning/training may be school-based, community-based, and/or paid or unpaid employment.
  - Work-based learning/training must be aligned with the student's interests, preferences, and postsecondary goals and individual graduation plan; and
  - Paid employment must be at a minimum wage or above and in compliance with the requirements of the Federal Fair Labor Standards Act.

The requirements for the credential may not be modified.

## **Proportionate Numbers of Students in Credential Course of Study**

No more than **3%** of an LEA's total number of high school students (disabled and non-disabled) may be enrolled in the Employability Credential (South Carolina High School Credential) to be considered proportionate to those students earning a high school diploma.

State monitoring of the LEA's credential policies/procedures will include monitoring of how the LEA addresses proportionate numbers for the Employability Credential (South Carolina High School Credential) to high school diplomas and graduation rates, as well as what action will occur if disproportionality is discovered or claimed (SBE R.43-235(C)(3)(a)).

## **Information/Data Considerations**

**The first option to consider for all students is a regular high school diploma.** If an IEP team deems that a regular high school diploma is not appropriate, the team must determine which of the other courses of study is appropriate, the Employability Credential (South Carolina High School Credential) or the Certificate of Attendance.

The IEP team *should* consider (but is not limited to) the following:

- Description of any modifications or accommodations to the general curriculum or typical instruction and progress monitoring data. For example, will the student be able to meet the requirements for a South Carolina high school diploma considering their current performance with specifically designed accommodations and modifications.
- Opportunity for the student to be served through universal supports (academics and behavior) in the core curriculum that is provided for all students, and being the recipient of additional or intensified supports as indicated by their data and reflected on the IEP. A Multi-Tiered System of Supports (MTSS) presumes the participation of every student, including those with disabilities, in the core curriculum, which includes small and large group instruction. The term 'multi-tiered system of supports' means a comprehensive continuum of evidence-based, systematic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making (Title IX, Sec. 8002(33)).
- Teacher collected data and work samples from classroom instruction and assessments.
- Results of statewide and districtwide assessments.
- Achievement score data from any other relevant assessments.

**Eligibility Requirements:**

- The student is able to successfully complete an academic course of study that will include a minimum of 24 earned units (documentation will include a copy of transcript).
- The student is able to create and present a career portfolio and a multi-media career presentation (documentation will include scored evaluation forms).
- The student is able to complete the required 360 hours of work experience that meets the requirements of the statute.

**Eligibility Considerations:**

- The student is capable of showing documented growth academically and functionally.
- The student is capable of successfully completing a career-based curriculum to include academics, independent work experience, and living skills.
- The student is capable of sustaining competitive employment.
- The team needs to include relevant stakeholders who know the Employability Credential (South Carolina High School Credential) and the district's specific courses to help the team determine if the Employability Credential (South Carolina High School Credential) is an appropriate course of study.

***NOTE:** Below grade-level achievement scores or poor performance on previous assessments alone does not mean that a student should be in the Employability Credential (South Carolina High School Credential) Course of Study.*

# **Review of Progress Checklist**



**SC High School Credential  
2022-2023**

## Review of Progress Checklist

<b>Student Name:</b>			
<b>Date of Birth:</b>			
<b>IEP Category of Disability:</b>			
<b>Grade:</b>		<b>Date of Review:</b>	

**Course work aligned with the South Carolina College and Career-Ready Standards:**

English Language Arts (four units)

Name of Course	Awarded High School Credit	Course Meets Criteria for SC High School Credential
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

The student met this requirement:  Yes    No

Mathematics (four units)

Name of Course	Awarded High School Credit	Course Meets Criteria for SC High School Credential
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

The student met this requirement:  Yes    No

Science (two units)

Name of Course	Awarded High School Credit	Course Meets Criteria for SC High School Credential
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

The student met this requirement:  Yes  No

Social Studies (two units)

Name of Course	Awarded High School Credit	Course Meets Criteria for SC High School Credential
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

The student met this requirement:  Yes  No

Four units of Employability Education

Name of Course	Awarded High School Credit	Course Meets Criteria for SC High School Credential
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

The student met this requirement:  Yes  No

Six electives

Name of Course	Awarded High School Credit	Course Meets Criteria for SC High School Credential
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

The student met this requirement:  Yes  No

Career portfolio that includes a multimedia presentation project:

Completion Date: \_\_\_\_\_ The student met this requirement:  Yes  No

Obtain work readiness assessment results that demonstrate the student is ready for competitive employment:

Assessment Name: \_\_\_\_\_

Assessment Date: \_\_\_\_\_

Score: \_\_\_\_\_ The student met this requirement:  Yes  No

Include at least one competitive employment employer's evaluation rating that demonstrates the student is ready for competitive employment:

Business Name: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

Number of Hours Completed: \_\_\_\_\_ The student met this requirement:  Yes  No





IEP team and district Special Education representative verification of completion of requirements:

<b>Student Name:</b>			
<b>Date of Birth:</b>			
<b>IEP Category of Disability:</b>			
<b>Grade:</b>		<b>Date of Review:</b>	
<b>Date of Completion of Coursework:</b>			
<b>Date of Completion of Work Hours:</b>			
<b>IEP team verification of completion</b>	<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>		
<b>District Special Education Rep verification of completion</b>	<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b> <b>Date of Review:</b> <b>Name :</b>		

The final Eligibility Checklist is to be signed by the High School Principal and Special Education Coordinator/Director, to verify coursework and completion.

By signing below I am verifying completion of the above requirements for a South Carolina High School Credential:

\_\_\_\_\_

Name and Title

\_\_\_\_\_

Date

\_\_\_\_\_

Name and Title

\_\_\_\_\_

Date

## Data Review for SC High Credential

*The law (IDEA of 2004) requires that every child with a disability have the opportunity to receive instruction in the general education classroom by a highly qualified content teacher, as well as services and supports by a HQ Special Education Teacher as determined by the IEP Team.*

*Before IEP teams determine that the appropriate course of study is The SC High School Credential, the Team Leader must complete Data Review HS Credential form for review. Attach a copy of the current IEP, ESOL information (if appropriate), attendance record, and achievement data which includes standardized testing performance, current classroom grades, district assessment information (MAP or EOCs), and any other achievement data that is relevant. Do not proceed with an IEP meeting to consider The SC High School Credential placement until you have collected sufficient data for consideration. The data review should include at least one observation by designated special education personnel.*

Student Name: \_\_\_\_\_

School: \_\_\_\_\_ Gr. \_\_\_\_\_ DOB: \_\_\_\_\_

Team Lead: \_\_\_\_\_

Weekly minutes of Special Education Services in special education setting: \_\_\_\_\_

Weekly minutes of Special Education Services in general education setting: \_\_\_\_\_

Weekly minutes in the general education setting: \_\_\_\_\_

Form completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

General Education Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**For LEA Use:**

**Date Received:** \_\_\_\_\_

**Date of Response:** \_\_\_\_\_

**Reviewed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Reviewed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Director of Special Services:** \_\_\_\_\_ **Response:** \_\_\_\_\_

**Comments:** \_\_\_\_\_

**I. Background Information:**

If known, when was the student initially identified and placed as IDEA eligible? Date: \_\_\_\_\_

Primary Disability on IEP: \_\_\_\_\_ Secondary Disabilities on IEP (if any): \_\_\_\_\_

Check current Related Services Speech \_\_\_ PT \_\_\_ OT \_\_\_ Other \_\_\_ Describe: \_\_\_\_\_

Area(s) disability affects:

\_\_\_ Academics

\_\_\_ Behavior

\_\_\_ Physical/medical function Describe:

\_\_\_\_\_

\_\_\_ Other Describe: \_\_\_\_\_

Did student transfer into District 2 with an IEP from another district within past 12 months? Y \_\_\_ N \_\_\_

If yes, list from what district and date: \_\_\_\_\_

If transferred within past year, what special education services were provided in the previous district?

\_\_\_\_\_

Has the student repeated a grade? Y \_\_\_ N \_\_\_ Unknown \_\_\_

If Yes, which grade? \_\_\_\_\_

Are their attendance issues? Y \_\_\_ N \_\_\_

If Yes, describe: \_\_\_\_\_

Has the student received more than one period of resource a day this school year? Y \_\_\_ N \_\_\_

If yes, how much resource daily and when did extra resource time start?

\_\_\_\_\_

## II. Accommodations and Interventions

Document the regular classroom accommodations/interventions that have been provided during the past 6 months and describe their effectiveness. Describe below and/or attach documentation.

Accommodation	Date(s) implemented	Results
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Document the regular classroom interventions that have been provided during the past 6 months and describe their effectiveness. Describe below and/or attach documentation.

Intervention	Date(s) implemented	Results
_____	_____	_____
_____	_____	_____



### III. Student Strengths

#### Behavioral Strengths:

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#### Academic Strengths:

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### IV. Assessment Data

#### Standardized Achievement Assessments: See attached testing data

Assessment 1: \_\_\_\_\_ Date: \_\_\_\_\_  
**Reading Total:** \_\_\_\_\_ Percentile: \_\_\_\_\_ SS\*: \_\_\_\_\_ GE\*\*: \_\_\_\_\_  
Basic Reading Skills: \_\_\_\_\_ Percentile: \_\_\_\_\_ SS: \_\_\_\_\_ GE: \_\_\_\_\_  
Reading Fluency: \_\_\_\_\_ Percentile: \_\_\_\_\_ SS: \_\_\_\_\_ GE: \_\_\_\_\_  
Reading Comprehension: \_\_\_\_\_ Percentile: \_\_\_\_\_ SS: \_\_\_\_\_ GE: \_\_\_\_\_  
Listening Comprehension: \_\_\_\_\_ Percentile: \_\_\_\_\_ SS: \_\_\_\_\_ GE: \_\_\_\_\_

Assessment 2: \_\_\_\_\_ Date: \_\_\_\_\_  
**Math Total:** \_\_\_\_\_ Percentile: \_\_\_\_\_ SS\*: \_\_\_\_\_ GE\*\*: \_\_\_\_\_  
Math Reasoning: \_\_\_\_\_ Percentile: \_\_\_\_\_ SS: \_\_\_\_\_ GE: \_\_\_\_\_  
Numerical Operations: \_\_\_\_\_ Percentile: \_\_\_\_\_ SS: \_\_\_\_\_ GE: \_\_\_\_\_

#### District Assessments (e.g., MAP, iReady): See attached testing data

Date Administered (Month and Year): \_\_\_\_\_  
Assessment: \_\_\_\_\_  
Percentile: \_\_\_\_\_ SS\*: \_\_\_\_\_ GE\*\*: \_\_\_\_\_  
RIT Score (if applicable): \_\_\_\_\_  
Lexile: \_\_\_\_\_

Accommodations Provided:

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Date Administered (Month and Year): \_\_\_\_\_  
Assessment: \_\_\_\_\_  
Percentile: \_\_\_\_\_ SS\*: \_\_\_\_\_ GE\*\*: \_\_\_\_\_  
RIT Score (if applicable): \_\_\_\_\_  
Lexile: \_\_\_\_\_  
Accommodations Provided:

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Date Administered (Month and Year): \_\_\_\_\_  
Assessment: \_\_\_\_\_  
Percentile: \_\_\_\_\_ SS\*: \_\_\_\_\_ GE\*\*: \_\_\_\_\_  
RIT Score (if applicable): \_\_\_\_\_  
Lexile: \_\_\_\_\_  
Accommodations Provided:

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**Statewide Assessments:**  See attached testing data

Date Administered (Month and Year): \_\_\_\_\_  
Assessment: \_\_\_\_\_  
Grade: \_\_\_\_\_ Achievement Level: \_\_\_\_\_ Scale Score: \_\_\_\_\_ Lexile: \_\_\_\_\_  
Accommodations Provided:

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Date Administered (Month and Year): \_\_\_\_\_  
Assessment: \_\_\_\_\_  
Grade: \_\_\_\_\_ Achievement Level: \_\_\_\_\_ Scale Score: \_\_\_\_\_ Lexile: \_\_\_\_\_  
Accommodations Provided:

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Date Administered (Month and Year): \_\_\_\_\_  
Assessment: \_\_\_\_\_  
Grade: \_\_\_\_\_ Achievement Level: \_\_\_\_\_ Scale Score: \_\_\_\_\_ Lexile: \_\_\_\_\_  
Accommodations Provided:

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\* SS = Standard Score  
\*\*GE=Grade Equivalence

**V. Other factors to consider:**

**Teacher, Parent, and Stakeholder Observations:**

Student rate of work completion:

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Student's level of perseverance:

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Student's attention to task:

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Behavioral Data (Attach BIP/FBA/ABC data):

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Student's attendance and punctuality at school:

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Student's post-secondary goal:

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**Summarize the primary reasons you are considering the South Carolina High School Credential.**

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Other Comments/Concerns:

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# South Carolina High School Credential: Work Readiness Assessment Requirements

## Introduction

Components for the state-recognized South Carolina High School Credential are governed by S.C. Code Ann. Section 59-39-100 as well as State Board of Education Regulation 43-235 (SBE Reg. 43-235) and takes effect with the students entering ninth grade beginning with the 2018–2019 school year. Regulation 43-235 outlines the criteria for a state-recognized South Carolina High School Credential **applicable only for students with disabilities served through Individual Disabilities Education Act (IDEA)** for whom such a credential is appropriate. These requirements include that the student must obtain work readiness assessment results that demonstrate the student is ready for competitive employment (SBE Reg. 43-235(C)(2)(b)).

The following options describe the different paths to complete the work readiness assessment requirement of the credential. *This does not describe the process for determining if a student meets the college-and career-ready requirements for state accountability purposes.* Meeting the assessment requirements for the credential does not make a student college-and career-ready for accountability.

The timeframe for completion of the work readiness assessment must be individually determined by the IEP team based on the student’s individual needs, or in the eleventh grade if the student successfully completes option one outlined below. Considerations when determining this decision include: 1) student’s postsecondary goals within the final years of completion toward the course of study that leads to the high school credential; 2) student’s completion of relevant work-based learning/training hours prior to the assessment; and 3) the assessment must be administered after appropriate instruction is provided.

## Options

There are three means of meeting the requirement of the work readiness assessment.

1. Passing the state career-ready assessment or industry equivalent.
2. State approved Certification or Industry Credential in the student’s field of study.
3. Criterion-referenced assessment designed to measure student performance against predetermined criteria.

### **Option 1: Passing the state career-ready assessment or industry equivalent.**

The state’s current career-ready assessment administered to **all** eleventh grade students is the Ready 2 Work, as offered through Worldwide Interactive Network (WIN). A student must obtain a bronze or better to meet the work readiness assessment requirement for the credential. Industry equivalents, such as ACT’s WorkKeys®, would also meet this requirement if the student obtains a bronze or better. The South Carolina Department of Education (SCDE)

currently funds the Ready 2 Work assessment, all other assessment choices or methods of meeting this requirement must be funded by the District.

The highest score will be accepted. The Ready 2 Work (R2W) assessment or alternate career-ready assessment must be given to **all** eleventh grade students for accountability purposes regardless of the option selected to meet the work readiness requirement of the credential.

For the purposes of the South Carolina High School Credential, the alternate career-ready assessments for students with significant cognitive disabilities who meet eligibility criteria as determined by the Individualized Education Program (IEP) do not meet the necessary work readiness assessment criteria for the credential.

**Option 2: State approved Certification or Industry Credential in the student’s field of study.**

The student will have to successfully pass a state approved certification or industry credential that is aligned with the IEP and Individual Graduation Plan (IGP). The [South Carolina Industry-Based Certification Career Focus List](#) is a comprehensive document that includes the current list of state approved certifications or industry credentials.

**Option 3: Criterion-Referenced Assessment.**

A criterion-referenced assessment may be administered to students participating in the South Carolina High School Credential course of study that is designed to measure student performance against predetermined criteria aligned to their independent work-based learning/training hours. A criterion-referenced assessment must include the following:

1. Alignment to the student’s postsecondary goals and the student’s relevant, independent work-based learning/training hours.
2. Assessment of predetermined criteria that includes the knowledge and skills mastered.
3. Data analysis of assessment performance to determine if student demonstrates work readiness for competitive and independent employment in the field related to the student’s postsecondary goals.

The assessment must be directly related to the field of work the student will be doing *after* high school. The SKEMA-SC does not meet the work readiness assessment requirement for the credential.

**Utilizing the [South Carolina Work-Based Learning Training Agreement/Evaluation Plan](#)**

The South Carolina Work-Based Learning Training Agreement/Evaluation Plan in combination with the requirements below must be met in order to meet the work readiness assessment requirement for the credential.

- 40 hrs. or more of work based learning/training hours in one location that is aligned to the IEP and IGP.
- Agreement between the employer (or worksite manager) and district outlining the skills and objectives to be mastered during a WBL experience.

- The South Carolina Work-Based Learning Training Agreement/Evaluation Plan must be conducted by the employer (or worksite manager) twice (e.g., mid and end of the WBL experience) with the student receiving a score of 3 or higher on the final evaluation. The final evaluation must have a score of 3 or higher on a scale of 5.
  - 1 = Performance Improvement Needed: Needs to have a strategy to improve this skill
  - 2 = Developing: Developing this skill; learning to address challenges related to this skill; aware of next steps
  - 3 = Competent: Demonstrates this skill; aware of the importance of this skill
  - 4 = Proficient: Consistently demonstrates this skill; shows initiative to learn about, enhance or apply this skill
  - 5 = Advanced: Exceeds expectations; works with high level of independence, acts as a role model, or shows initiative to apply and extend this skill
- The completion of the evaluation and work based learning/training hours is included within a credit-bearing course; Employability Education III and Employability Education IV will meet this requirement.

Information and Resources for Criterion Referenced Assessment

***What is the difference between a criterion-referenced assessment and a norm-referenced assessment?***

Assessments can be classified into two major categories: norm-referenced assessments and criterion-referenced assessments (Bond, 1996). In norm-referenced assessments, a predetermined number of students would earn a certain score (Lok, McNaught, & Young, 2016). Norm-referenced assessments are meant to classify students (Bond, 1996). The norm-referenced assessment would tell the evaluator how the student is performing compared to the normative group (Pierangelo & Giuliani, 2006; Salvia et al., 2007). Criterion-referenced assessments measure the performance of a student against a pre-determined set of criteria (Lok et al., 2016). Criterion-referenced assessments let the evaluator know what the student can do and what the student knows instead of comparing the student to others (Bond, 1996). Table 1 compares the differences between criterion-referenced and norm-referenced assessments.

Table 1. <i>Comparison between criterion-referenced and norm-referenced assessments</i>		
	Criterion-referenced	Norm-referenced
Purpose	To determine whether the individual student has achieved the skill (Huitt, 1996; Lok et al., 2016)	To rank the achievement of students relative to the group (Huitt, 1996; Lok et al., 2016)

Design of assessment	Align with expected outcomes (Huitt, 1996; Lok et al., 2016)	Discriminates high and low performers (Huitt, 1996; Lok et al., 2016)
Content	Measures specific skills identified by teachers (Huitt, 1996)	Measures a broad skill area (Huitt, 1996)
Score interpretation	Individual is compared to a predetermined standard of acceptable achievement (Huitt, 1996; Lok et al., 2016)	Individual is compared to others within the group (Huitt, 1996; Lok et al., 2016)

***What resources are available for me to identify skills that will be a focus for the work-based learning experience as documented in section two of the South Carolina Work-Based Learning Training Agreement/Evaluation Plan?***

**O\*NET**: O\*Net is a tool for career exploration and job analysis. The site allows you to complete interest profiles for students and has detailed descriptions of the world of work for use by job seekers, workforce development and human resource professionals, students, researchers, and more. This resource can be used to select the skills in the criteria referenced assessment.

**SC Works Online Services**: SC Works Online Services is South Carolina’s largest workforce development database. Included on the website is a *Labor Market Info* section that has similar functions as O\*NET but can provide occupational demand specific to a county or region. This resource can be used to select the skills in the criteria referenced assessment.

For more information on how these can assist in the development of the assessment, see Appendix A.

## References

- Bond, L.A. (1996). Norm- and criterion-referenced testing, *Practical Assessment, Research, & Evaluation*, 5(2), Available online: <http://PAREonline.net/getvn.asp?v=5&n=2>.
- Huitt, W. (1996). Measurement and evaluation: Criterion- versus norm-referenced testing. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved from <http://www.edpsycinteractive.org/topics/measeval/crnhref.html>
- Lok, B., McNaught, C., & Young, K. (2016). Criterion-referenced and norm-referenced assessments: compatibility and complementarity, *Assessment & Evaluation in Higher Education*, 41(3), 450-465.
- Pierangelo, R. & Giuliani, G. A. (2006). *Assessment in special education: A practical approach*, Boston, MA: Pearson.
- Salvia, J., Ysseldyke, J. E., & Bolt, S. (2007). *Assessment in special and inclusive education* (10<sup>th</sup> ed). Boston, MA: Houghton Mifflin Company.
- Yesseldyke, J. & Algozzine, B. (2006). *Effective assessment for students with special needs: a practical guide for every teacher*. Thousand Oaks, CA: Corwin Press.

## Appendix A

# Using O\*NET Online and SC Works Online Services

O\*Net website: <https://www.onetonline.org/>

SC Works Online Services: <http://jobs.scworks.org>

### Background

O\*NET is a tool for career exploration and job analysis. The site allows you to complete interest profilers for students and has detailed descriptions of the world of work for use by job seekers, workforce development and human resource professionals, students, researchers, and more! There are multiple ways to search for occupations.



SC Works Online Services is South Carolina's largest workforce development database. The website is utilized by job seekers, employers and those seeking labor market information at the state, regional and county levels. Included on the website is a section titled *Labor Market Info* that has similar functions as O\*NET but can provide data pertaining to occupational demand specific to a county or region.

### Where Do I Begin?

If you have not already completed an interest profiler, then O\*NET has one you can use! The profiler will help decide what kinds of careers to explore. The website is <https://www.mynextmove.org>. The site directs you through the easy to follow steps one by one.



Once that is completed, you (or student) can then begin to search careers in the area(s) of interest. You can search from the home page of O\*NET or from [My Next Move](#). Both display occupational information such as typical tasks, skills, abilities, and insight on labor market demands from a national or state level.



SC Works Online Services allows users to go a step further and review labor market information specific to more targeted areas such as county or region. Understanding the demand of an occupation on a more localized level can be valuable in assisting a student in developing their career goals.

<p><b>Job Seekers</b></p> <ul style="list-style-type: none"> <li>✓ Find a Job</li> <li>✓ Create a Résumé</li> <li>✓ More Job Seeker Options</li> <li>✓ Training and Education Services</li> </ul>	<p><b>Employers</b></p> <ul style="list-style-type: none"> <li>✓ Find a Candidate</li> <li>✓ Register Job Openings</li> <li>✓ More Employer Options</li> </ul>	<p><b>Labor Market Info</b></p> <ul style="list-style-type: none"> <li>✓ Labor Market Home</li> <li>✓ Labor Market Data</li> <li>✓ Historic Employment &amp; Wage Data</li> </ul> <div style="text-align: center; font-size: 2em; color: yellow; border: 2px solid blue; width: 50px; height: 50px; margin: 0 auto;">★</div>	<p><b>Important Links</b></p> <ul style="list-style-type: none"> <li>How to Use This Site</li> <li>Work Search Guide</li> <li>Protect Yourself Against Online Scams and Identity Theft</li> <li>Find additional community resources available through 211</li> <li>Ad Hoc Reports</li> <li>Upcoming Job Fair Information</li> <li>SC Works</li> <li>SC Department of Employment and Workforce</li> </ul>
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☰ My Analyst Workspace

- My LMI Dashboard
- Labor Market Facts
- Labor Market Analysis
- Directory of Services
- Job Search

☰ Labor Market Profiles

- Area Profile ▶
- Occupation Profile ▶
- Industry Profile ▶
- Education Profile ▶
- Education and Training Data ▶
- Employers ▶

☰ Data Trends

- Advertised Job Data ▶
- Labor Market Supply ▶
- Employment and Wage Data ▶
- Economic Indicators ▶




Employment statistics, job forecasts, wages, demographics, and other labor market information for a complex workforce. The Business Intelligence Department (BID) collects, analyzes, and disseminates this information.

The data helps monitor and forecast national, statewide, and local economic trends, helping employers and policymakers gain a better understanding of employment and statistical trends to promote stable employment and economic growth.

**SC Nonfarm Employment**  
*Seasonally Adjusted (Thousands)*



**Monthly Unemployment Rate**



**Labor Market Data**

Research labor market, economic and demographic data and compare information over time and between regions.

**O\*NET and SC Works Online Services are two valuable resources that can be used as standalone tools or together. Both will provide a wealth of information to help plan for positive post-secondary outcomes.**



## Appendix B

# Using SCOIS with South Carolina Talent Pipeline

SCOIS: [www.scois.net](http://www.scois.net)

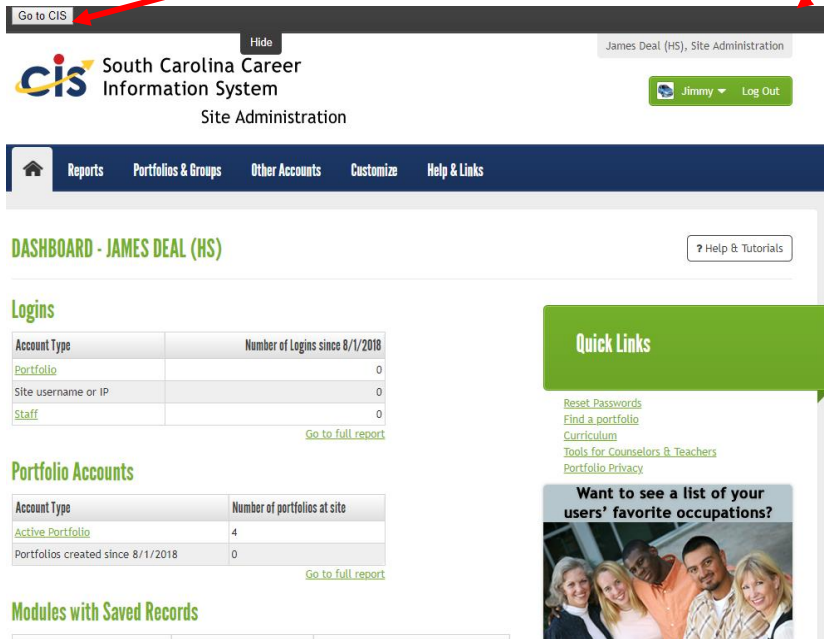
### Background

SCOIS is a complete and comprehensive career exploration and assessment tool. It has been used by South Carolina schools for over 40 years and is currently used by over 1500 sites and over 80 school districts. SCOIS has multiple career assessments with the results of these assessments linked directly to career clusters or the actual career itself. SCOIS also has a “Hot Jobs” section which assist students with “Hot Jobs” within the region of South Carolina they may live in. SCOIS is password protected and each student in South Carolina has a password. Each school also has a site administrator who issues not only student passwords but they may be contacted by staff or administrators in the school for staff accounts so they can run student reports.

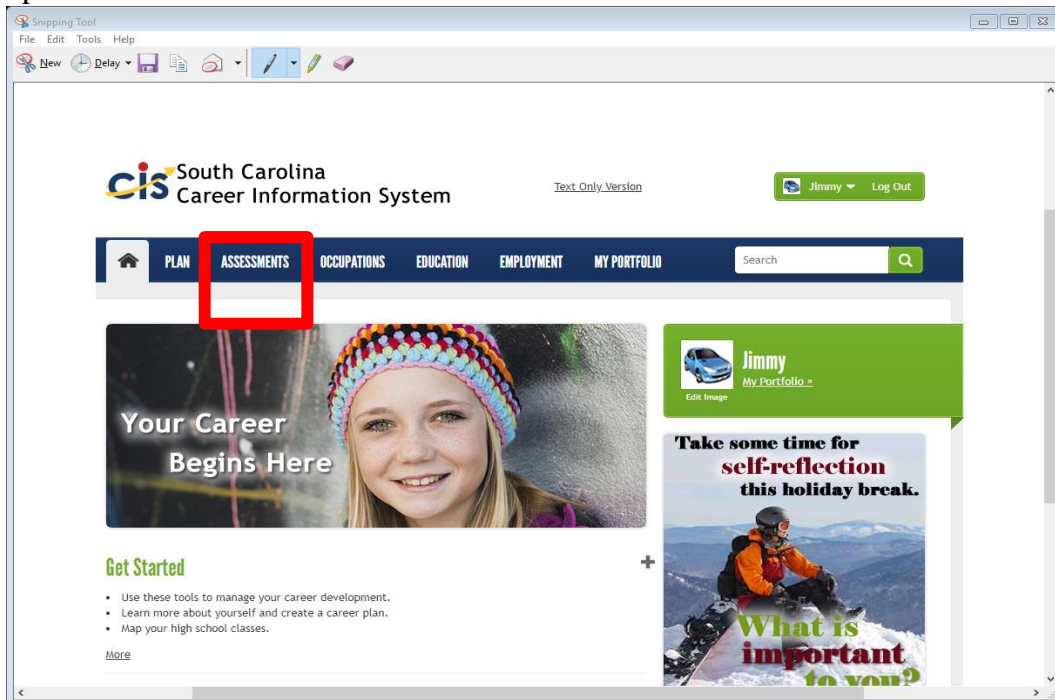
**Step 1:** Acquire a username and password from your school’s SCOIS site administrator or school counselor. If you need any assistance you may call 1-800-264-9038. Go to [www.scois.net](http://www.scois.net) and log in. Your landing page will look like this.



If you are a teacher or administrator your next page will look like this. Notice the white box with “Go to CIS” in the upper left corner. Click this box and you will be in our main system.



**Step 2:** Click on the assessments tab and the drop down will provide you with numerous assessment options. You may wish to start with the Career Cluster Assessment (80). Additional options for assessments are the Interest Profiler and Skills Assessment.



This is how the Career Cluster (80) results is depicted.

Career Clusters	Score
<a href="#">Agriculture, Food, and Natural Resources</a>	13
<a href="#">Education and Training</a>	13
<a href="#">Marketing</a>	13
<a href="#">Transportation, Distribution, and Logistics</a>	13
<a href="#">Architecture and Construction</a>	12
<a href="#">Business Management and Administration</a>	11
<a href="#">Law, Public Safety, Corrections, and Security</a>	11
<a href="#">Manufacturing</a>	11
<a href="#">Finance</a>	10
<a href="#">Science, Technology, Engineering, and Mathematics</a>	10
<a href="#">Arts, Audio/Visual Technology, and Communications</a>	9
<a href="#">Information Technology</a>	9
<a href="#">Government and Public Administration</a>	5
<a href="#">Hospitality and Tourism</a>	5
<a href="#">Human Services</a>	5
<a href="#">Health Science</a>	2

**Step 3:** Click on the career cluster (Education and Training) and then occupation and the results will look like this...

## EDUCATION AND TRAINING

? Help & Tutorials
★ Save
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**Topics**

- Overview
- Pathways
- Level of Education and Earnings
- Skills
- Helpful High School Courses
- Employment and Outlook

**Related Information**

- Occupations
- Programs of Study

**CIS-Connection**

- Employers

**Videos**

- Occupation Videos

### Occupations

The occupations listed below are similar to the occupation you are currently exploring. The occupations may have similar work duties, use similar skills, be in the same career ladder, have a similar level of education, or be related in another way.

**Occupations**

- [Adult and Vocational Education Teachers](#)
- [Archivists](#)
- [Coaches and Scouts](#)
- [College and University Administrators](#)
- [Curators](#)
- [Education Administrators](#)
- [Elementary School Teachers](#)
- [Farm and Home Management Advisors](#)
- [High School Teachers](#)
- [Instructional Coordinators](#)
- [Interpreters and Translators](#)
- [Librarians](#)
- [Library Technical Assistants](#)
- [Middle School Teachers](#)
- [Museum Technicians and Conservators](#)
- [Preschool and Kindergarten Teachers](#)
- [School Counselors](#)
- [Special Education Teachers](#)
- [Teacher Aides](#)
- [University and College Teachers](#)

## Your Interest Profiler results looks like this....

### Enterprising

Your Score : 22

People with enterprising interests like work activities that have to do with starting up and carrying out projects, especially business ventures. They like persuading and leading people and making decisions. They like taking risks for profit. These people prefer action rather than thought.

### Conventional

Your Score : 21

People with conventional interests like work activities that follow set procedures and routines. They prefer working with data and detail more than with ideas. They prefer work in which there are precise standards rather than work in which you have to judge things by yourself. These people like working where the lines of authority are clear.

### Social

Your Score : 18

People with social interests like work activities that assist others and promote learning and personal development. They prefer to communicate more than to work with objects, machines, or data. They like to teach, to give advice, to help, or otherwise be of service to people.

### Realistic

Your Score : 12

People with realistic interests like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials, like wood, tools, and machinery. They enjoy outside work. Often people with realistic interests do not like occupations that mainly involve doing paperwork or working closely with others.

### Investigative

Your Score : 11

People with investigative interests like work activities that have to do with ideas and thinking more than with physical activity. They like to search for facts and figure out problems mentally rather than to persuade or lead people.

**Step 4:** Click on one of the interest categories and you will be able to view the occupation, educational level, wages and whether the occupation is a stem, green, or hot job.

The results from the SKILLS assessment looks like this...


## SKILLS

[? Help & Tutorials](#)
[Español](#)
[★ Save](#)
[☆ Save as New](#)
[Print](#)

[\[ Change Skills | Summary | Holland Personality Types | Occupational Clusters |](#) 
[\\*Top 30 Occupations | All Occupations \]](#)



### \* Top 30 Occupations

The occupational ratings can go from +100 to -44. The higher the rating, the better the match between your skills and the skills required by the occupation. All of the occupations on your \* Top 30 list are good matches with your skill preferences. Click  next to an occupation to compare your skills to the skills of the occupation.

Rate *	Top 30 Occupations
25	<a href="#">Agriculture, Food, and Natural Resources</a> *  <a href="#">Animal Caretakers</a>
27	<a href="#">Architecture and Construction</a> *  <a href="#">Construction Helpers</a>
23	*  <a href="#">Fence Builders</a>
27	<a href="#">Business Management and Administration</a> *  <a href="#">Copy Machine Operators</a>
29	*  <a href="#">File Clerks</a>
23	*  <a href="#">General Office Clerks</a>
25	*  <a href="#">Shipping and Receiving Clerks</a>
25	*  <a href="#">Typists and Word Processors</a>

All three of these assessments, Career Cluster (80), Interest Profiler, and the SKILLS assessment results are linked directly to specific occupations and their descriptions.

SCOIS has nine more additional assessments which includes a learning styles assessment, employability assessment, workplace employability assessment (soft skills) and an entrepreneurial assessment.

SCOIS and SCOIS training is free to all public South Carolina schools. Call 1-800-264-9038.

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**School District – Policies and Procedures Review Checklist**

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<b>Employability Course of Study:</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
Does the LEA/SOP have policies and procedures in place? (SBE R.43-235(C)(3)(a))			
Do the LEA/SOP's policies/procedures include how the LEA/SOP will monitor student progress towards earning the SC High School Credential? (SBE R.43-235(C)(3)(a))			
Do the LEA/SOP's policies/procedures include how students will complete 360 hours of work- based training and learning? (SBE R.43-234(C)(2)(c))			
Do the LEA/SOP's policies/procedures include how a student will enter the SC High School Credential Course of Study? (SBE R.43-235(A)(3))			
Do the LEA/SOP's policies/procedures include how a student will earn the SC High School Credential? (SBE R.43-235(C)(3))			
Do the LEA/SOP's policies/procedures include course work that includes 4 ELA units and 4 math units? (SBE R.43-235(C)(1)(a))			
Do the LEA/SOP's policies/procedures include course work that contains 2 science units and 2 social studies units? (SBE R.43-235 (C)(1)(a))			
Do the LEA/SOP's policies/procedures include course work that contains 4 units of Employability Education? (SBE R.43-235(C)(1)(b))			
Do the LEA/SOP's policies/procedures include a requirement that contains technology, PE/Health (or equivalent), and 6 additional electives units? (SBE R.43-235(C)(1))			
Do the LEA/SOP's policies/procedures include a portfolio that includes a multi-media presentation project? (SBE R.43-235(C)(2)(a))			
Do the LEA/SOP's policies/procedures include a requirement that the students complete a work readiness assessment that demonstrates the student is ready for competitive mployment? (SBE R.43-235(C)(2)(b))			
Do the LEA/SOP's policies/procedures include how the <u>LEA/SOP monitors</u> proportionate numbers for the SC High School Credential to high school diplomas and graduation rates, as well as what action occurs when disproportionality is discovered or claimed? (SBE R.43-235(C)(3)(a))			
Does the LEA/SOP have documentation of and procedures for annual written notice to the parent, guardian, or adult student that the SC High School Credential is not a state high school diploma? (SBE R.43-235(C)(3)(c))			

**Comment:**

**TITLE OF POLICY: The South Carolina High School Credential Monitoring**

**SECTION: Special Education Services**

**POLICY NO.: EC-001**

**EFFECTIVE DATE: April 10, 2018**

**OFFICE OF RESPONSIBILITY: Office of Special Education Services**

**POLICY:**

It is the policy of the South Carolina Department of Education (SCDE) to establish criteria for a uniform, SC High School Credential; develop and maintain policies, procedures, and guidance documents that include a rubric and guidelines to identify and assess the employability skills of students, based on appropriate standards as it relates to the SC High School Credential; and monitor and report such requirements to the State Board of Education and the South Carolina General Assembly biannually.

**PURPOSE:**

The purpose of this policy is to promulgate the program components and criteria for a state-recognized High School Credential for applicable students with disabilities for whom such a credential is appropriate. For the purposes of these requirements, the State Board of Education, in collaboration with the SCDE, the South Carolina Department of Vocational Rehabilitation, and South Carolina Department of Employment and Workforce, has implemented State Board of Education Regulation 43-235 (SBE Reg.43-235). The purpose of this regulation is to provide program components and criteria for a state-recognized High School Credential.

The SCDE uses the following policies and procedures with respect to a rubric, and guidelines; monitoring and enforcement; and reporting and awarding requirements.

**PROCEDURES:**

A. Rubric and Guidelines

A rubric, guidelines, example documents and forms, and other resources are posted and maintained on the SCDE's website, updated routinely. Routine training and technical assistance are provided to local educational agencies and state-operated programs (LEAs, collectively) with respect to these rubrics and guidelines. For the purposes of this part, the SCDE defines a rubric as a "document that articulates expectations by listing the criteria and describing levels of quality".<sup>1</sup>

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<sup>1</sup> Andrade, H.G. (2014). *Understanding Rubrics*. Retrieved at [https://www.saddleback.edu/uploads/goe/understanding\\_rubrics\\_by\\_heidi\\_goodrich\\_andrade.pdf](https://www.saddleback.edu/uploads/goe/understanding_rubrics_by_heidi_goodrich_andrade.pdf), December 2017.

## B. Monitoring

As outlined in 34 C.F.R. Section 300.600 et seq., the State monitors the implementation of educational programs for students with disabilities, as provided by the Individuals with Disabilities Education Act (IDEA). Mechanisms for overseeing attainment of the SC High School Credential are in place to the course of study in and awarding of the SC High School Credential to ensure that students with disabilities receive a Free Appropriate Public Education (FAPE). Through existing data collection and monitoring systems, the state will monitor the rates of completers in both aggregate and demographic disaggregate variables to ensure proportionality.

The State will ensure LEAs meet local requirements through the following mechanisms.

### 1. Requirement:

- a) The LEAs must develop and maintain policies and procedures related to the state recognized High School Credential, consistent with the criteria of SBE Reg. 43-235. This must include mechanisms for monitoring students' progress toward attainment of the SC High School Credential and mechanisms for monitoring proportionate numbers of SC High School Credentials relative to the LEAs students with disabilities child counts and graduation rates.
- b) The SCDE will monitor these requirements through data collections and reviews with respect to the IDEA Part B Section 616 data collection on postsecondary transition services. The SCDE will require LEAs to submit for review LEA policies and procedures for meeting the requirements of both S.C. Ann. Section 59-39-100 and SBE Reg. 43-235.

### 2. Requirement:

- a) The decision to accept the SC High School Credential does not relieve the LEA from providing a FAPE to the student until age 21 as defined in Reg. 43-243(III)(B) or until the student receives a regular high school diploma as defined in 34 C.F.R Section 300.102(a)(3)(iv).
- b) The SCDE will monitor these requirements annually through data collections and reviews with respect to the IDEA Part B Section 618 data collection on special education exiting. In addition, under the general supervision authority granted by the IDEA, the SCDE will monitor these requirements through its on-site monitoring systems.

### 3. Requirement:

- a) The LEA must explain and provide annual written notice to the parent, guardian, or adult student that the SC High School Credential is not a state high school diploma. For the purposes of this part, an adult student is defined as a student who has reached the age of majority as outlined in Reg. 43-243(III)(F)(1).



- b) The SCDE will monitor these requirements by requiring LEAs to provide the annual notice used uniformly by the LEA. The SCDE will provide technical assistance and provide example notifications for LEAs to use. The SCDE will also monitor these requirements through its on-site monitoring systems.

#### 4. Requirement:

- a) An Individualized Education Program (IEP) team's decision to identify the SC High School Credential as the student's expected high school outcome must be based on data to include, but not be limited to, longitudinal information of student grades, standardized achievement assessments, informal and formal transition assessments, adaptive behavior assessments, and work readiness assessments resulting in evidence of skills necessary for independent, competitive employment. The decision must be made only after the IEP team considers a continuum of program options that may allow the student to pursue a state high school diploma.
- b) The SCDE will monitor these requirements through data collections and reviews with respect to the IDEA Part B Section 616 data collection on postsecondary transition services. The SCDE will also monitor these requirements through its on-site monitoring systems.

#### C. Enforcement

The state retains all rights for enforcement of this regulation and of all other applicable federal and state statutes, regulations, policies, and procedures related to the education of students with disabilities, including but not limited to the IDEA, the Every Student Succeeds Act, as amended, the Education Department General Administrative Regulation, and in 2 C.F.R. Section 200.300.

The SCDE, under its general supervision authority granted by the IDEA, retains the right to require LEAs to complete corrective actions to address any violations of federal or state statutes, regulations, policies or procedures. In addition, the SCDE retains all other administrative authority with respect to additional sanctions as permitted by law.

#### D. Reporting and Awarding the SC High School Credential

The SCDE and LEAs will utilize the same processes and procedures for awarding and reporting the SC High School Credential as those for awarding and reporting a standard South Carolina high school diploma.

#### E. Stakeholder Involvement and Collaboration

The SCDE will continue to involve all relevant stakeholders, including businesses and industries, state agencies, nonprofit organizations, LEAs, colleges and universities, and parents with respect to refinement of policies, procedures, guidelines, documents, and resources so as to best meet the needs of these applicable students as well as the needs of the state.