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ANNUAL PUBLIC NOTICE of Special Education Services and Programs and Rights for Students with Disabilities

MITCS provides a free, appropriate public education to special education students. To qualify as a special education student, the child must be of school age, in need of specially designed instruction and meet eligibility criteria for mentally gifted and/or one or more of the following physical or mental disabilities as defined by Pennsylvania State standards: autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech and language impairment, traumatic brain injury, and visual impairment including blindness.

The school utilizes identification procedures to ensure eligible students receive an appropriate education program consisting of special education and related services, individualized to meet student needs. At no cost to the parents, these services are provided in compliance with state and federal law and are reasonably calculated to yield meaningful educational benefit and student progress.

To identify a student, who may be eligible for special education services, various screening activities are conducted on an ongoing basis. These screening activities include review of group-based data (cumulative records, enrollment records, health records, report cards, ability and achievement test scores); and review by a building-level instructional support team. School personnel and/or parents may refer a student for screening to the school principal.

When screening results suggest a student might be a student with a disability, the school seeks parental consent to conduct a multidisciplinary evaluation. Parents who suspect their child may be a student with a disability may request an evaluation at any time through a written request to the school principal. The letter should indicate the parent's reason for the request.

Services designed to meet the needs of students with disabilities require a triennial evaluation report (ER) except for students diagnosed with mental retardation who require a biannual evaluation report. The Individualized Education Program (IEP) team uses the ER to develop the IEP, which is reviewed at least annually. The Notice of Recommended Educational Placement (NOREP), signed by the parent allows the school to implement the IEP. The school maintains a continuum of services which include autistic support, blind and visually impaired support, deaf and hard of hearing support, emotional support, learning support, life skills support, physical support, and speech and language support. Services are provided on an itinerant, resource, part time, and full time basis in a regular school or at a location other than the regular school, as determined by the IEP team.

The extent of special education services and the location for the delivery of such services is determined by the IEP team and are based on the student's identified abilities, needs, chronological age and the level of intensity of the specified intervention.

The school also provides related services, such as transportation, physical therapy, occupational therapy, and speech and language support, required for the student to benefit from the special education program.

Parents may obtain additional information regarding special education services and programs and parental rights by contacting the child's school principal.

All children with disabilities residing in the Commonwealth, regardless of the severity of their disabilities, and who are in need of special education and related services, are to be located, identified and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 et. seq. ("IDEA 2004").

Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents regarding public awareness activities sufficient to inform parents of children applying to or enrolled in the charter school of available special education services and programs and how to request those services and programs and of systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the charter school.

In addition, the federal Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights.

The Charter School fulfills its duties with this annual notice and has incorporated several sections of the PaTTAN Procedural Safeguards Notice into the Board-approved Child Find Notice, Policies and Procedures described below. *The Charter School also directs parents to the procedural safeguards notice from PaTTAN available at the school's main office for additional information regarding rights and services.* Parents may contact the CEO, Midland Innovation + Technology Charter School, (724) 510-0944, 7 South 12th Street, Midland, PA 15059, at any time to request a copy of the procedural safeguards notice or with any other questions about special education, services, screenings, policies or procedures. The Procedural Safeguards Notice is made available to parents by the school: (1) upon initial referral or parent request for evaluation; (2) upon filing by parents of their first State complaint under 34 CFR §§300.151 through 300.153 and upon filing by parents of their first due process complaint under §300.507 in a school year; (3) when a decision is made to take a disciplinary action that constitutes a change of placement; and (4) upon parent request.

The purpose of this annual notice is to comply with the school's obligations under Chapter 711 of Title 22 of the Pennsylvania Code and to describe: (1) the types of disabilities that might qualify the child for special education, (2) the special education programs and related services that are available, (3) the process by which the Charter School screens and evaluates such students to determine eligibility, (4) the special rights that pertain to such children and their parents or legal guardians and the confidentiality rights that pertain to student information.