



WEST SIDE SUMMIT CHARTER SCHOOL

Total Special Education System (TSES)

(Updated October 2018)

This document serves as the Total Special Education System Plan for West Side Summit Charter School in accordance with Minnesota Rule 3525.1100. This plan also includes an assurance for compliance with the federal requirements pertaining to districts' special education responsibilities found in United States Code, title 20, chapter 33, sections 1400 et seq., and Code of Federal Regulations, title 34, part 300. This document is a companion to the Application for Special Education Funds – Statement of Assurances (ED-01350-29).

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I. Child Study Procedures

The district's identification system is developed according to the requirement of nondiscrimination as West Side Summit Charter School does not discriminate in education on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability.

A. Identification

West Side Summit Charter School is a charter school and as such is responsible for identifying students in grades K through 8 needing special education services who attend the charter school.

West Side Summit Charter School has a problem solving team to assist in the child find process. This team meets monthly to act as a pre-referral body before referrals are made to special education. The problem solving team consists of the general education teacher stating the concern, the child find facilitator, the school social worker, the lead teacher, and behavior support personnel. The concern is discussed and an action plan, including pre-referral interventions, is put in place for that student with planned follow-up. If the pre-referral interventions are not successful, the child is referred for a special education evaluation. Pre-Referral Interventions consist of a minimum of 2 research-based strategies used and documented within the general education classroom. Each intervention is for a minimum of 6 weeks.

The problem solving team discusses students who are experiencing significant academic, social, emotional, or behavioral struggles. The entire pre-referral process may be expedited if there is an immediate concern for a student's well being OR if the school is provided with written documentation from a parent requesting evaluation.

The team shall determine that a child from the age of 5 years through the age of 6 years is eligible for special education when:

- A. The child meets the criteria of one of the categorical disabilities in United States Code, title 20, chapter 33, as defined in Minnesota Rules; or
- B. The child meets one of the criteria for developmental delay in subitem (1) and the criteria in subitem (2). *West Side Summit* has elected the option of implementing these criteria for

developmental delay.

(1) The child:

- (a) Has a diagnosed physical or mental condition or disorder that has a high probability or resulting in developmental delay; or
- (b) Has a delay in each of two or more of the areas of cognitive development; physical development, including vision and hearing; communication development; social or emotional development; and adaptive development, that is verified by an evaluation using one or more technically adequate, norm-referenced instruments. The instruments must be individually administered by appropriately trained professionals and the scores must be at least 1.5 standard deviations below the mean in each area.

(2) The child's need for special education is supported by:

- (a) At least one documented, systematic observation in the child's routine setting by an appropriate professional or, if observation in the daily routine setting is not possible, the alternative setting must be justified;
- (b) A developmental history; and
- (c) At least one other evaluation procedure in each area of identified delay that is conducted on a different day than the medical or norm-referenced evaluation; which may include criterion references instruments, language samples, or curriculum-based measures.

West Side Summit Charter School's plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341. West Side Summit Charter School implements its interventions consistent with that plan.

West Side Summit Charter School does not use the R.T.I. process to identify students with a disability. West Side Summit Charter School's plan for identifying a child with a specific learning disability is attached as Appendix A.

B. Evaluation

Evaluation of the child and assessment of the child and family will be conducted in a manner consistent with Code of Federal Regulations, title 34, section 303.321.

The team conducts an evaluation for special education purposes within a reasonable time not to exceed 30 school days from the date the district receives parental permission to conduct the evaluation or the expiration of the 14-calendar day parental response time in cases other than initial evaluation, unless a conciliation conference or hearing is requested.

West Side Summit Charter School conducts a full and individual initial evaluation before the initial provision of special education and related services to a pupil. The initial evaluation shall consist of procedures to determine whether a child is a pupil with a disability that adversely affects the child's educational performance as defined in Minnesota Statutes, section 125A.02, who by reason thereof needs special education and related services, and to determine the educational needs of the pupil. The district proposing

to conduct an initial evaluation to determine if the child qualifies as a pupil with a disability shall obtain an informed consent from the parent of the child before the evaluation is conducted. Parental consent for evaluation shall not be construed as consent for placement for receipt of special education and related services. The District will not override the written refusal of a parent to consent to an initial evaluation or re-evaluation.

Evaluation Procedures

Evaluations and reevaluations are conducted according to the following procedures:

- A. West Side Summit Charter School provides notice to the parents of the pupil, according to Code of Federal Regulations, title 34, sections 300.500 to 300.505, that describes any evaluation procedures the district proposes to conduct.
- B. In conducting the evaluation, West Side Summit Charter School:
 - (1) uses a variety of evaluation tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that are designed to assist in determining whether the child is a pupil with a disability and the content of the pupil's individualized education program, including information related to enabling the pupil to be involved in and progress in the general curriculum, or for preschool pupils, to participate in appropriate activities;
 - (2) does not use any single procedure as the sole criterion for determining whether a child is a pupil with a disability or determining an appropriate education program for the pupil; and
 - (3) uses technically sound instruments that are designed to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- C. West Side Summit Charter School ensures that:
 - (1) tests and other evaluation materials used to evaluate a child under this part are selected and administered so as not be discriminatory on a racial or cultural basis, and are provided and administered in the pupil's native language or other mode of communication, unless it is clearly not feasible to do so;
 - (2) materials and procedures used to evaluate 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 and related services, rather than measure the child's English language skills;
 - (3) any standardized tests that are given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of such tests;
 - (4) the child is evaluated in all areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

- (5) evaluation tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the pupil are provided;
 - (6) if an evaluation is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the evaluation report;
 - (7) tests and other evaluation materials include those tailored to evaluate specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient;
 - (8) tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test 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; and
 - (9) in evaluating each pupil with a disability, the evaluation is sufficiently comprehensive to identify all of the pupil's special education and related service needs, whether or not commonly linked to the disability category in which the pupil has been classified.
- D. Upon completion of administration of tests and other evaluation materials, the determination of whether the child is a pupil with a disability as defined in Minnesota Statutes, section 125A.02, shall be made by a team of qualified professionals and the parent of the pupil in accordance with item E, and a copy of the evaluation report and the documentation of determination of eligibility will be given to the parent.
- E. In making a determination of eligibility under item D, a child shall not be determined to be a pupil with a disability if the determinant factor for such determination is lack of instruction in reading or math or limited English proficiency, and the child does not otherwise meet eligibility criteria under parts 3525.1325 to 3525.1351.

Additional requirements for evaluations and reevaluations

- A. As part of an initial evaluation, if appropriate, and as part of any reevaluation under this part, or a reinstatement under part 3525.3100, the IEP team and other qualified professionals, as appropriate, shall:
- (1) review existing evaluation data on the pupil, including evaluations and information provided by the parents of the pupil, current classroom-based assessments and observations, and teacher and related services providers observation; and
 - (2) on the basis of the review, and input from the pupil's parents, identify what additional data, if any, are needed to determine whether the pupil has a particular category of disability, as described in Minnesota Statutes, section 125A.02, or, in case of a reevaluation of a pupil, whether the pupil continues to have such a disability, the present levels of performance and educational needs of the pupil, whether the pupil needs special education and related services, or in the case of a reevaluation of a pupil, whether the pupil 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 pupil to meet the measurable annual goals set out in

the individualized education program of the pupil and to participate, as appropriate, in the general curriculum.

- B. The district administers such tests and other evaluation materials as may be needed to produce the data identified by the IEP team under item A, subitem (2).
- C. The district obtains informed parental consent, in accordance with subpart 1, prior to conducting any reevaluation of a pupil, except that such informed parental consent need not be obtained if the district can demonstrate that it had taken reasonable measures to obtain such consent and the pupil's parent has failed to respond.
- D. If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the pupil continues to be a pupil with a disability, the district shall notify the pupil's parents of that determination and the reasons for it, and the right of such parents to request an evaluation to determine whether the pupil continues to be a pupil with a disability, and shall not be required to conduct such an evaluation unless requested to by the pupil's parents.
- E. The district evaluates a pupil in accordance with this part before determining that the pupil is no longer a pupil with a disability.

Procedures for determining eligibility and placement

- A. In interpreting the evaluation data for the purpose of determining if a child is a pupil with a disability under parts 3525.1325 to 3525.1351 and the educational needs of the child, the school district:
 - (1) draws upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
 - (2) ensures that the information obtained from all of the sources is documented and carefully considered.
- B. If a determination is made that a child is a pupil with a disability who needs special education and related services, an IEP must be developed for the pupil according to part 3525.2810.

Evaluation report

An evaluation report must be completed and delivered to the pupil's parents within the specified evaluation timeline. At a minimum, the evaluation report must include:

- A. a summary of all evaluation results;
- B. documentation of whether the pupil has a particular category of disability or, in the case of a reevaluation, whether the pupil continues to have such a disability;
- C. the pupil's present levels of performance and educational needs that derive from the disability;

- D. whether the child needs special education and related services or, in the case of a reevaluation, whether the pupil continues to need special education and related services; and
- E. whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the pupil's IEP and to participate, as appropriate, in the general curriculum.

C. Plan for Receiving Referrals

West Side Summit Charter School's plan for receiving referrals from parents, physicians, private and public programs, and health and human services agencies is attached as Appendix B.

II. Method of Providing the Special Education Services for the Identified Pupils

West Side Summit Charter School provides a full range of educational service alternatives. All students with disabilities are provided the special instruction and services appropriate to their needs. The following is representative of West Side Summit Charter School's method of providing the special education services for the identified pupils, sites available at which service may occur, and instruction and related services are available.

Appropriate program alternatives to meet the special education needs, goals, and objectives of a pupil are determined on an individual basis. Choice of specific program alternatives are based on the pupil's current levels of performance, pupil special education needs, goals, and objectives, and must be written in the IEP. Program alternatives are comprised of the type of services provided, the setting in which services occur, and the amount of time and frequency in which special education services occur. A pupil may receive special education services in more than one alternative based on the IEP.

A. Method of providing the special education services for the identified pupils:

- (1) One on one direct services
- (2) Small Group
- (3) Co-Teaching
- (4) Indirect Services
- (5) Contracted Services
- (6) Related Services
- (7) Accommodations and modifications (in conjunction with a method of specialized instruction)

B. Alternative sites available at which services may occur:

- (1) West Side Summit Charter School, 497 Humboldt Avenue, St Paul, MN 55107

C. Available instruction and related services:

- (1) Special Education
- (2) Occupational Therapy
- (3) Physical Therapy
- (4) Speech and Language Pathology
- (5) Developmental and Adaptive Physical Education

- (6) Psychological Services
- (7) Services for the Blind/Visually Impaired (Teacher, orientation and mobility)
- (8) Special Transportation
- (9) School Social Work Services
- (10) ECSE Consultant
- (11) Nursing
- (12) Other services as determined necessary by the team to receive FAPE

III. Administration and Management Plan.

West Side Summit Charter School utilizes the following administration and management plan to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils:

A. The following table illustrates the organization of administration and management to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils:

Staff Name and Title	Contact Information (phone/email/ mailing address/office location)	Brief Description of Staff Responsibilities relating to child study procedures and method of providing special education services
Sarah Hanson Executive Director	Office is located at: 497 Humboldt Avenue St. Paul, MN 55107 651-200-4543 shanson@westsidesummit.org	As the School's Executive Director, Ms. Hanson provides oversight of all school processes.
Kori Ryan Special Education Director	Office is located at: 1170 Red Fox Road Arden Hills, MN 55112 800-281-9980 ext. 101 kryan@indigoed.org	As the Special Education Director, Ms. Ryan provides oversight of all special education processes in the building. She advises on unique or urgent child find situations.
Rachel Ngendakuriyo Assistant Principal	Office is located at: 497 Humboldt Avenue St. Paul, MN 55107 651-200-4543 rngendakuriyo@westsidesummit.org	Ms. Ngendakuriyo is the lead of the school's child find committee and helps review data to determine the need to refer a student for special education evaluation

B. Due Process assurances available to parents: West Side Summit Charter School has appropriate and proper due process procedures in place to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils, including

alternative dispute resolution and due process hearings. A description of these processes are as follows:

- (1) Prior written notice to: a) inform the parent that except for the initial placement of a child in special education, the school district will proceed with its proposal for the child's placement or for providing special education services unless the child's parent notifies the district of an objection within 14 days of when the district sends the prior written notice to the parent; and b) state that a parent who objects to a proposal or refusal in the prior written notice may request a conciliation conference or another alternative dispute resolution procedure.
- (2) West Side Summit Charter School will not proceed with the initial evaluation of a child, the initial placement of a child in a special education program, or the initial provision of special education services for a child without the prior written consent of the child's parent. A district may not override the written refusal of a parent to consent to an initial evaluation or reevaluation.
- (3) A parent, after consulting with health care, education, or other professional providers, may agree or disagree to provide the parent's child with sympathomimetic medications unless medical, dental, mental and other health services are necessary, in the professional's judgment, that the risk to the minor's life or health is of such a nature that treatment should be given without delay and the requirement of consent would result in delay or denial of treatment.
- (4) Parties are encouraged to resolve disputes over the identification, evaluation, educational placement, manifestation determination, interim alternative educational placement, or the provision of a free appropriate public education to a child with a disability through conciliation, mediation, facilitated team meetings, or other alternative process. All dispute resolution options are voluntary on the part of the parent and must not be used to deny or delay the right to a due process hearing. All dispute resolution processes are provided at no cost to the parent.
- (5) Conciliation Conference: a parent has the opportunity to meet with appropriate district staff in at least one conciliation conference if the parent objects to any proposal of which the parent receives prior written notice. West Side Summit Charter School holds a conciliation conference within ten calendar days from the date the district receives a parent's objection to a proposal or refusal in the prior written notice. All discussions held during a conciliation conference are confidential and are not admissible in a due process hearing. Within five school days after the final conciliation conference, the district must prepare and provide to the parent a conciliation conference memorandum that describes the district's final proposed offer of service. This memorandum is admissible in evidence in any subsequent proceeding.
- (6) In addition to offering at least one conciliation conference, West Side Summit Charter School informs parents of other dispute resolution processes, including at least medication and facilitated team meetings. The fact that an alternative dispute resolution process was used is admissible in evidence at any subsequent proceeding. State-provided mediators and team meeting facilitators shall not be subpoenaed to testify at a due process hearing or civil action under special education law nor are any records of mediators or state-provided team meeting facilitators accessible to the parties.

- (7) Descriptions of the mediation process, facilitated team meetings, state complaint, and impartial due process hearings may be found in West Side Summit Charter School's Procedure Safeguard Notice, attached as Appendix C.

IV. Interagency Agreements the District has Entered

West Side Summit Charter School does not have any interagency agreements or joint powers board agreements for eligible children, ages 3 to 21.

V. Special Education Advisory Council

In order to increase the involvement of parents of children with disabilities in district policymaking and decision making, West Side Summit Charter School has a special education advisory council.

- A. West Side Summit Charter School's Special Education Advisory Council is individually established.
- B. The goal of the SEAC is to increase parent/guardian involvement in district policy making involving students with disabilities. Meetings provide a forum for parents to address special education concerns and dialogue about education strategies and student successes. The committee is open to all parents, including those with or without children enrolled with special education services.
- C. West Side Summit Charter School's Special Education Advisory Council consists of the following individuals:
 - a. Sarah Hanson, Executive Director
 - b. Cassondra Rahn, Special Education Teacher
 - c. Membership of parents of children with special education needs changes yearly. The advisory council includes three parents.
- D. West Side Summit Charter School's Special Education Advisory Council meets once a year and will be announced on the school website.
- E. The operational procedures of West Side Summit Charter School's Special Education Advisory Council are attached as *Appendix D*.

VI. Assurances

Code of Federal Regulations, section 300.201: Consistency with State policies. West Side Summit Charter School, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the State policies and procedures established under sections 300.101 through 300.163, and sections 300.165 through 300.174. (Authority: 20 U.S.C. § 1413(a)(1)).

Yes: Assurance is given by West Side Summit Charter School



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Appendix A

SLD Criteria

In accordance with Minnesota Rule 3525.1341 West Side Summit Charter School has elected to use Criteria A, B, and C of the Specific Learning Disabilities criteria and at this time has elected not to use Criteria D.

Specific Learning Disability Criteria for Special Education

____ Evaluation⇒ (Must meet initial criteria)

____ Reevaluation⇒ (Must address criteria components)

Information about each item must be sought from the parent and included as part of the evaluation data. The evaluation data must confirm that the disabling effects of the child's disability occur in a variety of settings. The child must receive two interventions prior to evaluation unless the parent requests an evaluation or the team waives the requirement due to urgency. Based on information in the Evaluation Report and the student file, a pupil has a specific learning disability and is in need of special education and related services when the pupil meets the criteria in A, B, and C OR A, B, and D below.

A. Documentation of Inadequate Achievement

The child does not achieve adequately in one or more of the following areas in response to appropriate classroom instruction:

- ____ Oral Expression
- ____ Listening Comprehension
- ____ Written Expression
- ____ Basic Reading Skills
- ____ Reading Comprehension
- ____ Reading Fluency
- ____ Mathematics Calculation
- ____ Mathematical Problem Solving

AND

____ The child does not make adequate progress to meet age or state-approved grade-level standards in one or more of the areas listed above 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, that is determined by the group to be relevant to the identification of a specific learning disability (SLD). Specific Learning Disability

AND ____ Documentation to support this finding must be both representative of the pupil's curriculum and useful for developing instructional goals and objectives. Documentation includes evidence of low achievement from the following sources, when available:

- ____ Cumulative record reviews
- ____ Class work samples
- ____ Anecdotal teacher records
- ____ Statewide and district-wide assessments
- ____ Formal, diagnostic, and informal tests

_____ Results from targeted support programs in general education
_____ Curriculum based evaluation results

B. Information Processing

The child has a disorder in one or more of the basic psychological processes, which includes an information processing condition that is manifested in a variety of setting by behaviors such as inadequate:

- _____ Acquisition of information
- _____ Organization
- _____ Planning and sequencing
- _____ Working memory, including verbal, visual, or spatial
- _____ Visual and auditory processing
- _____ Speed of processing
- _____ Verbal and nonverbal expression
- _____ Transfer of information
- _____ Motor control for written tasks (pencil and paper assignments, drawing, and copying)
- _____ Other: _____

C. Severe Discrepancy The child demonstrates a severe discrepancy between general intellectual ability and achievement in at least one of the identified areas of achievement. The demonstration of a severe discrepancy shall not be based solely on the use of standardized tests. The instruments used to assess the child's general Specific Learning Disability intellectual ability and achievement must be individually administered and interpreted by an appropriately licensed person using standardized procedures. For initial placement, the severe discrepancy must be equal to or greater than 1.75 standard deviations below the mean on a distribution of regression scores for the general population at the student's chronological age.

General Intellectual Ability Assessment Measure: _____

Overall Composite Score: _____ Regression Score: _____

Achievement Measure: _____

Cluster Area Composite Score

- Oral Expression _____
- Listening Comprehension _____
- Written Expression _____
- Basic Reading Skills _____
- Reading Fluency Skills _____
- Reading Comprehension _____
- Mathematical Calculation _____
- Mathematical Problem Solving _____

D. Inadequate rate of progress in response to scientific research-based intervention (SRBI)

The child demonstrates an inadequate rate of progress in response to intensive SBRI and the following components are documented:

- _____ Rate of progress is measured over at least 7 school weeks on a minimum of 12 data points;
- _____ Rate of improvement is minimal and continued intervention will not likely result in reaching age or state-approved grade-level standards;
- _____ Progress will likely not be maintained when instructional supports are removed;

_____ Level of performance in repeated assessment of achievement falls below the child's age or state-approved grade-level standards; and

_____ Level of achievement is at or below the 5th percentile on one or more valid and reliable achievement tests using either state or national comparisons. Local comparison data that is valid and reliable may be used in addition to either state or national data, but if it differs from either state or national data, the group must provide a rationale to explain the difference.



WEST SIDE SUMMIT CHARTER SCHOOL

Appendix B

Pre- Referral and Referral Process For Special Education

West Side Summit Charter School

Child Find/Pre-referral and Referral Process for Special Education

Minnesota state law provides school districts with a process to assure that students are given ample opportunity to succeed within the general education program. When teachers suspect a student may need special education services, [Minnesota Statute 125A.56](#) requires that schools implement and document at least two “instructional strategies, alternatives or interventions” with a student within the general education classroom **prior** to referring a child for special education evaluation. This is called the ‘pre-referral process.’ At West Side Summit Charter School this process is known as *Child Find Pre-referral and Referral*.

It is important to note that this process is part of regular education. In many instances, the child’s needs may be met by changing instructional strategies or through other interventions within the general classroom.

Two research-based interventions must take place to assist in the determination of the need for an evaluation for special education services. The duration of the pre-referral interventions are based on the individual child’s needs. The interventions must be of sufficient duration to allow the child to succeed from the new instructional strategies and/or interventions. Best practice identifies pre-referral interventions lasting four to six weeks, with the interventions being consecutive. Concurrent interventions can be implemented if there are multiple concerns such as academic and behavior.

A breakdown of this process is as follows:

Step 1 – REGULAR EDUCATION

Concern Identified

- A teacher identifies a student's academic or behavioral concern.
- The teacher contacts the student's parent/guardian to share concern.
- The teacher contacts the school’s Assistant Principal of Curriculum and Instruction to share concerns and to be added to the Child Find schedule.
- A Child Find meeting is scheduled.
- Referring teacher completes “Child Find Referral Form” and brings to the child find meeting. The referring teacher shares concerns with the child find team. Data is also shared with the team to add clarity to the concern.

STEP 2 – REGULAR EDUCATION

Pre-referral Interventions

- At the Child Find meeting, the members and classroom teacher problem solve and discuss *scientific research based interventions* to address the student need. The team chooses an intervention.
- The teacher implements intervention #1 for 6 weeks and collects data on student’s progress.

- ❖ If intervention #1 is proven to be successful, the intervention is continued.
 - A formal evaluation is **not** needed.
 - ❖ If intervention #1 is NOT successful, the Child Find team and teacher determine another *scientific research based intervention* for implementation.
- The teacher implements intervention #2 for 6 weeks and continues to collect data on student's progress.
 - ❖ If intervention #2 is proven to be successful, the intervention is continued.
 - A formal evaluation is **not** needed.
 - ❖ If intervention #2 is NOT successful, the parent(s) are notified and informed of the possibility of a formal evaluation being conducted with the student.
 - The classroom teacher completes the remaining sections of the "Child Find Referral Form" to share with the Special Education team.
 - The special education teacher schedules a meeting to discuss the possibility of special education evaluation.

STEP 3 – SPECIAL EDUCATION

Evaluation Determination

- The parents are invited to a meeting to discuss the possibility of a special education evaluation.
 - ❖ The meeting to determine evaluation consists of a special education teacher, the classroom teacher, a school administrator and related service providers and special education director if applicable.
- Data regarding the interventions is shared with the team. If appropriate, the team will create an evaluation plan to assess if the student meets criteria for special education services.
- The written evaluation plan and Prior Written Notice is shared with the parents and parental permission to evaluate is requested.
- Parent permission is required to conduct an initial evaluation for special education services. Once written parent permission is received, the district will complete the evaluation within 30 school days.
- The evaluation report will be provided to the parents no later than 30 school days from the date written permission is received. A meeting will be scheduled to share the evaluation results with the parent(s).
 - ❖ If the student meets criteria for special education services, an Individual Education Program (IEP) plan will be developed and shared with parents. The IEP and Prior Written Notice will be sent to the parents. Parent permission is required to provide special education services.
 - Once written parent permission is received, the district will implement the IEP and provide unique, individualized special education instruction to the student.

If the student does not meet criteria for special education services, the team determines what, if any, additional supports are needed for the student to be successful in the classroom.



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Appendix C

***PART B NOTICE OF PROCEDURAL SAFEGUARDS
PARENTAL RIGHTS FOR PUBLIC SCHOOL
SPECIAL EDUCATION STUDENTS***



**PART B NOTICE OF PROCEDURAL SAFEGUARDS
PARENTAL RIGHTS FOR PUBLIC SCHOOL
SPECIAL EDUCATION STUDENTS**

Please click on link below to access the Procedural Safeguards in the language of your choice:

[Part B Notice of Procedural Safeguards, parental rights for public school special education students.](#)



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Appendix D

Special Education Parent Advisory Council

Special Education Advisory Council

Operational Procedures

1. All parents of students with disabilities are invited to participate in West Side Summit Charter School's Special Education Advisory Council (SEAC).
2. Meetings are held once a year.
3. Meetings will be announced on the school website.
4. At least 50% of SEAC members will be parents of students of disabilities.
5. The goal of the Special Education Advisory Council is to increase parent/guardian involvement in district policy making and decision making involving students with disabilities. Meetings will provide a forum for parents to address special education concerns and dialogue about education strategies and student successes. The committee is open to all parents, including those without children enrolled with an IEP.