



A C A D E M Y

Total Special Education System (TSES)

Revised 8.2025

This document serves as the Total Special Education System Plan for Twin Cities Academy 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 Twin Cities Academy 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

Twin Cities Academy is a charter school and as such is responsible for identifying students in grades **6th through 12th Grade** needing special education services who attend the charter school.

Twin Cities Academy is a charter school and as such is responsible for identifying students in grades 6 through 12 needing special education services who attend the charter school. Twin Cities Academy uses a multi-tiered systems of support (MTSS) model to both meet the needs of our diverse learners, as well as serve as a Child Find process to identify students who require special education services. All students are screened using universal screeners, three times per year in reading and math. From the data provided by the screener, students who are identified as performance being commensurate with scores below the 25th percentile according to national norms are placed into scientifically-based reading and math interventions, given parental consent. In 6-8 week cycles, the intervention data is analyzed to determine if students are making sufficient progress. After two cycles of insufficient progress for an individual student, the MTSS team acts as a pre-referral body to determine if the student should be brought forth for individual interventions. Should students not be flagged for intervention via the universal

screeener, teachers can also identify and submit concerns to the MTSS Team. In this case, 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. Regardless of the method of identification (teacher submission or universal screener), pre-referral interventions consist of a minimum of two research-based strategies used and with documented progress for a minimum of six weeks each. The MTSS 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 receives a parent request for an evaluation.

Twin Cities Academy currently serves students in grades 6 through 12.

Twin Cities Academy's plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341.

Twin Cities Academy implements its interventions consistent with that plan. Twin Cities Academy does not use the R.T.I. process to identify students with a disability. Twin Cities Academy's plan for identifying a child with a specific learning disability is attached as Appendix A.

Twin Cities Academy has a multi-tiered systems of support problem-solving team (MTSS PST) to assist in the child find process. The problem-solving team (PST) meets monthly to act as a pre-referral body before referrals are made to special education. The problem-solving team consists of (a minimum of) a special education representative, a general education teacher stating the concern, and general education interventionist. 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 concern leads the team to believe that there may be significant needs to be met after implementing pre-referral interventions, the child is referred to the Child Study Team (CST). Pre-referral interventions consist of a minimum of 2 research-based strategies used and documented within the general education classroom. Each intervention lasts for a minimum of 6 weeks. The CST discusses students who are experiencing significant academic, social, emotional, or behavioral struggles, as well as new requests for Special Education evaluation. The CST holds meetings weekly. 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 or verbal documentation from a parent/guardian requesting an evaluation. This process and parent/guardian referral form is attached as Appendix B.

The following italicized information is required by the Minnesota Department of Education to appear in this document; however it **does not** apply to Twin Cities Academy.

Infant and toddler intervention services under United States Code, title 20, chapter 33, section 1431 et seq., and Code of Federal Regulations, title 34, part 303, are available in Twin Cities Academy to children from birth through two years of age who meet the outlined criteria.

The team determines that a child from birth through the age of two years is eligible for infant and toddler intervention services if:

A. the child meets the criteria of one of the disability categories in United States Code, title 20, chapter 33, sections 1400, et. seq., as defined in Minnesota Rules; or

B. the child meets one of the criteria for developmental delay in subitem (1) or the criteria in subitem (2);

(1) the child has a diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay regardless of whether the child has a demonstrated need or delay; or

(2) the child is experiencing a developmental delay that is demonstrated by a score of 1.5 standard deviations or more below the mean, as measured by the appropriate diagnostic measures and procedures, in one or more of the following areas:

(a) cognitive development;

(b) physical development, including vision and hearing;

(c) communication development;

(d) social or emotional development; and

(e) adaptive development.

(3) The child's eligibility is established through the application of informed clinical opinion. Informed clinical opinion may be used as an independent basis to establish a child's eligibility under this part even when other instruments do not establish eligibility; however, in no event may informed clinical opinion be used to negate the results of evaluation instruments to establish eligibility.

Twin Cities Academy serves students in grades **6th through 12th Grade**. The italicized section below is required by MDE to be in this document and does **not** apply to Twin Cities Academy.

The team shall determine that a child from the age of three years through the age of six 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, sections 1400 et seq., 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). Twin Cities Academy 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 of 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 referenced instruments, language samples, or curriculum-based measures.

Twin Cities Academy's plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341. Twin Cities Academy implements its interventions consistent with that plan.

Twin Cities Academy does not use the R.T.I./ SRBI process to identify students with a disability. Twin Cities Academy's plan for identifying a child with a specific learning disability is attached as Appendix A.

The district intends to use restrictive procedures. See the attached Restrictive Procedure Plan. The district follows the restrictive procedure statute, Minnesota Statute 125A.094-125A.0942.

The district **does not** intend to use restrictive procedures.

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 following italicized section is required by the Minnesota Department of Education, but **does not** apply to Twin Cities Academy .

A. *General. (1) The lead agency must ensure that, subject to obtaining parental consent in accordance with §303.420(a)(2), each child under the age of three who is referred for evaluation or early intervention services under this part and suspected of having a disability, receives—*

(i) A timely, comprehensive, multidisciplinary evaluation of the child in accordance with paragraph (b) of this section unless eligibility is established under paragraph (a)(3)(i) of this section; and

(ii) If the child is determined eligible as an infant or toddler with a disability as defined in §303.21;

(A) A multidisciplinary assessment of the unique strengths and needs of that infant or toddler and the identification of services appropriate to meet those needs;

(B) A family-directed assessment of the resources, priorities, and concerns of the family and the identification of the supports and services necessary to enhance the family's capacity to meet the developmental needs of that infant or toddler. The assessments of the child and family are described in paragraph (c) of this section and these assessments may occur simultaneously with the evaluation, provided that the requirements of paragraph (b) of this section are met.

(2) As used in this part—

(i) Evaluation means the procedures used by qualified personnel to determine a child's initial and continuing eligibility under this part, consistent with the definition of infant or toddler with a disability in §303.21. An initial evaluation refers to the child's evaluation to determine his or her initial eligibility under this part;

(ii) Assessment means the ongoing procedures used by qualified personnel to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs throughout the period of the child's eligibility under this part and includes the assessment of the child, consistent with paragraph (c)(1) of this section and the assessment of the child's family, consistent with paragraph (c)(2) of this section; and

(iii) Initial assessment refers to the assessment of the child and the family assessment conducted prior to the child's first IFSP meeting.

(3)(i) A child's medical and other records may be used to establish eligibility (without conducting an evaluation of the child) under this part if those records indicate that the child's level of functioning in one or more of the developmental areas identified in §303.21(a)(1) constitutes a developmental delay or that the child otherwise meets the criteria for an infant or toddler with a disability under §303.21. If the child's part C eligibility is established under this paragraph, the lead agency or EIS provider must

conduct assessments of the child and family in accordance with paragraph (c) of this section.

(ii) Qualified personnel must use informed clinical opinion when conducting an evaluation and assessment of the child. In addition, the lead agency must ensure that informed clinical opinion may be used as an independent basis to establish a child's eligibility under this part even when other instruments do not establish eligibility; however, in no event may informed clinical opinion be used to negate the results of evaluation instruments used to establish eligibility under paragraph (b) of this section.

(4) All evaluations and assessments of the child and family must be conducted by qualified personnel, in a nondiscriminatory manner, and selected and administered so as not to be racially or culturally discriminatory.

(5) Unless clearly not feasible to do so, all evaluations and assessments of a child must be conducted in the native language of the child, in accordance with the definition of native language in §303.25.

(6) Unless clearly not feasible to do so, family assessments must be conducted in the native language of the family members being assessed, in accordance with the definition of native language in §303.25.

B. Procedures for evaluation of the child. In conducting an evaluation, no single procedure may be used as the sole criterion for determining a child's eligibility under this part.

Procedures must include –

(1) Administering an evaluation instrument;

(2) Taking the child's history (including interviewing the parent);

(3) Identifying the child's level of functioning in each of the developmental areas in § 303.21(a)(1);

(4) Gathering information from other sources such as family members, other care-givers, medical providers, social workers, and educators, if necessary, to understand the full scope of the child's unique strengths and needs; and

(5) Reviewing medical, educational, or other records.

C. Procedures for assessment of the child and family.

(1) An assessment of each infant or toddler with a disability must be conducted by qualified personnel in order to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs. The assessment of the child must include the following:

(i) A review of the results of the evaluation conducted by paragraph (b) of this section;

(ii) Personal observations of the child; and

(iii) The identification of the child's needs in each of the developmental areas in § 303.21(a)(1).

(2) A family-directed assessment must be conducted by qualified personnel in order to identify the family's resources, priorities, and concerns and the supports and services necessary to enhance the family's capacity to meet the developmental needs of the family's infant or toddler with a disability. The family-directed assessment must –

(i) Be voluntary on the part of each family member participating in the assessment;

(ii) Be based on information obtained through an assessment tool and also through an interview with those family members who elect to participate in the assessment; and

(iii) Include the family's description of its resources, priorities, and concerns related to enhancing the child's development.

For the grade levels served, 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.

Twin Cities Academy 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. Twin Cities Academy 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, Twin Cities Academy:

- (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. Twin Cities Academy 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. A district evaluates a pupil in accordance with federal regulations 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 Minnesota Rule 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

Twin Cities Academy'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

Twin Cities Academy 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 Twin Cities Academy's method of providing the special education services for the identified pupils, sites available at which services may occur, and instruction and related services that 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 setting based on the IEP.

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

- (1) one on one services
- (2) small group
- (3) direct services in the general education setting
- (4) indirect
- (5) co-teaching

B. Sites available at which services may occur:

- (1) Twin Cities Academy -
690 Birmingham St, Saint Paul, MN 55106
- (2) Homebound or home-based services

(location of services TBD by IEP team)

(3) Other resident districts

(location of services determined by district rep)

C. Available instruction and related services:

(1) School Psychology

(2) Occupational Therapy

(3) Speech and Language

(4) Adapted Physical Education

(5) Deaf/Hard of Hearing and Audiological services

(6) Social Work

(7) Vision services

(8) Other services required by the IEP as determined by the IEP team

III. Administration and Management Plan

Twin Cities Academy 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
Betsy Lueth Executive Director	blueth@twincitiesacademy.org	As the Executive Director of Twin Cities Academy, Ms. Lueth provides oversight of all academic, financial and operational functions of the school. She functions as the superintendent of the school district. She may be contacted with any questions or concerns at anytime.
Erin Amundson Principal	eamundson@twincitiesacademy.com	Ms. Amundson works closely with staff and parents in an effort to create a successful experience for students at TCA. She oversees the instructional discipline, behavioral management program at TCA. She is the best contact regarding behavioral or social concerns of students.
Ellen Grossman Director of Special Education (Contracted)	ellen@uptickeducation.net (952) 649-9272	As the Director of Special Education, Ellen Grossman provides oversight of all special education programming within the building.
Lindsay Landisch Coordinator of Special	llandisch@twincitiesacademy.org	Lindsay assists in coordinating the Special Education staff and oversees due process. She is the best contact for

Education		questions about an IEP and service providers
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B. Due Process Assurances available to parents: Twin Cities Academy 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) Twin Cities Academy 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. Twin Cities Academy 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, Twin Cities Academy informs parents of other dispute resolution processes, including at least mediation 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 Twin Cities Academy Procedural Safeguard Notice, [Linked Here](#)



IV. Interagency Agreements the District has Entered

Twin Cities Academy is a charter school district serving grades **6th through 12th Grade**. As such, the following italicized section **does not** apply to the district, but must remain in this TSES according to the Minnesota Department of Education.

District has entered in the following interagency agreements or joint powers board agreements for eligible children, ages 3 to 21, to establish agency responsibility that assures that coordinated interagency services are coordinated, provided, and paid for, and that payment is facilitated from public and private sources:

Name of Agency	Terms of Agreement	Agreement Termination/ Renewal Date	Comments
<i>No interagency agreements</i>			

V. Special Education Advisory Council

In order to increase the involvement of parents of children with disabilities in district policy making and decision making, Twin Cities Academy has a special education advisory council.

- A. Twin Cities Academy Special Education Advisory Council is individually established.
- B. The Twin Cities Academy Special Education Advisory Council is not a subgroup of the Twin Cities Academy School Board.
- C. At least half of Agamim parent advisory councils' members are parents of students with a disability. The goal of the SEAC is to increase parent/guardian involvement in district decision making involving students with disabilities. Meetings provide a forum for parents to address special education concerns and dialogue about education strategies and student successes.
 - 1. Twin Cities Academy Special Education Advisory Council consists of the following individuals:
 - a. Rachelle Schaust, Coordinator of Special Services
 - b. Alyssa Macemon, Special Education Teacher and Social Worker
 - c. Twin Cities Academy Parents (at least half of council members are parents of students with a disability)
- D. Twin Cities Academy Special Education Advisory Council meets **once annually** and will be announced **via mail, email, or phone calls to parents**
- E. The operational procedures of Twin Cities Academy Special Education Advisory Council are attached as *Appendix D*.

VI. Assurances

Code of Federal Regulations, section 300.201: Consistency with State policies. Twin Cities Academy, 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 Twin Cities Academy

Appendix A

Specific Learning Disabilities Criteria

In accordance with Minnesota Rule 3525.1341 Twin Cities Academy 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

Student Name: _____ DOB: _____

Building: _____ Reviewer Name: _____

Date of Evaluation Report: _____ Eligible: ___ Yes ___ No

___ 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.

Appendix B

Pre- Referral and Referral Process For Special Education

Twin Cities Academy

Twin Cities Academy is a charter school and as such is responsible for identifying students in grades 6 through 12 needing special education services who attend the charter school. Twin Cities Academy has a problem-solving team to assist in the child-find process. The problem-solving team meets once per month to act as a pre-referral body before referrals are made to special education. The problem-solving team consists of (a minimum of) a licensed special education representative, an intervention specialist (social worker or academic interventionist), and the student's homeroom teacher. 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 concern leads the team to believe that there may be significant needs to be met after implementing pre-referral interventions, the child is referred to Child Study. 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 Child Study Team (CST) discusses students who are experiencing significant academic, social, emotional, or behavioral struggles, as well as new requests for Special Education evaluation. Child Study Team meetings are held weekly for Twin Cities Academy. 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 OR verbal documentation from a parent requesting an evaluation.

Appendix C



PART B NOTICE OF PROCEDURAL SAFEGUARDS

PARENTAL RIGHTS FOR PUBLIC SCHOOL

SPECIAL EDUCATION STUDENTS

[LINKED HERE](#)

Appendix D

Special Education Parent Advisory Council

1. All parents of students with disabilities are invited to participate in Twin Cities Academy Special Education Advisory Council (SEAC).
2. Meetings are held once annually
3. Meetings will be announced via mail, email, or phone calls to parents
4. At least 50% of SEAC members will be parents of students of disabilities.
5. Twin Cities Academy SEAC is an advisory committee to the Twin Cities Academy School Board, advising on the needs of students with disabilities. The goal of the SEAC 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.