



LAKES INTERNATIONAL
LANGUAGE ACADEMY:
SPECIAL EDUCATION
REFERRAL PROCEDURES

Information for Parents

Learning Difficulties in Class

- The parent or teacher identify a significant learning difficulty in the classroom.
- The teacher takes the concern to the Response-to-Intervention Team to discuss interventions that might remedy the area(s) of concern.
- The teacher implements 2 or more interventions in the classroom environment and collects data to document the effectiveness of the interventions.
- If there is not adequate growth, the teacher makes a Referral for Special Education Services.

Student Study Meeting

- The student's referral is brought to the weekly Student Study Team (SST) meeting which includes special education teachers, an administrator and the teacher making the referral.
- The team reviews the referral and listens to the teacher's concerns.
- The team makes a recommendation to evaluate or not and assigns a case manager if appropriate.

Evaluation

- The case manager contacts the parent(s) and seeks permission to conduct the evaluation using a document called the Prior Written Notice (PWN) for an Evaluation.
- The case manager sends Procedural Safeguards describing parent rights and student protections along with the PWN.
- An initial evaluation is only conducted with the parent's written consent. (For future re-evaluations, teams can begin the evaluation if the parent has not responded in writing with 14 calendar days.)
- The comprehensive evaluation is completed within 30 school days from the date the written PWN was received.



The Team

- The team that will determine whether or not a student meets special education criteria and is in need of specially designed instruction includes:
 - The parent
 - The classroom teacher
 - The special education teacher
 - The special education administrator
 - Others as deemed appropriate

Eligibility

- Minnesota has 13 disability categories for which a student might be eligible.
- There are two requirements for eligibility for special education services:
 1. Using formal and informal testing methods, the team documents the criteria in at least one disability area and
 2. The team determines that the student is in need of specially designed instruction.

Individualized Education Program (IEP)

- If the student is eligible for special education services, an IEP meeting is scheduled within two weeks of the parent receiving the Evaluation Report.
- The IEP will document:
 - The student's Present Levels of Academic Achievement and Functional Performance
 - The impact of the student's disability in the classroom
 - Annual Goals and objectives
 - Amount and duration of specialized instruction
 - Modifications, accommodations and the student's need for Extended School Year (ESY) services
 - Accommodations for state and local testing

Informed Consent

- Initial IEP services will only begin when the parent has signed the Prior Written Notice (PWN) for the IEP.
- Annual IEPs will be initiated when after receiving parent written consent on the PWN or after 14 calendar days have lapsed with no response from the parent.



Ongoing Needs and Services

- IEPs are written at least annually.
- Parents and teachers may request IEP meetings more frequently if student needs change.
- Comprehensive evaluations are conducted every three years unless there is a reason to conduct the evaluation sooner.



Exiting Special Education

- Parents can refuse service at any time in writing.
- When student goals are met and the team determines that the student has no other identified needs, an evaluation is conducted to consider dismissal from services.