



## **Rochester Beacon Academy Total Special Education System (TSES) August 2025-2026**

This document serves as the Total Special Education System Plan for Rochester Beacon Academy (RBA) 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, 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 RBA 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**

RBA is a charter middle and high school and as such is responsible for identifying students in grades 6 through 12 needing special education services who attend the school.

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

RBA does not use a Scientific Researched-Based Intervention process to identify students with a disability. RBA'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.

RBA does not provide services to students younger than grade 6.

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.

RBA conducts 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.

**The CST may waive pre-referral interventions if it determines the student's need for an evaluation is urgent. Pre-referral interventions may not be used to deny a student's right to a special education evaluation.**

### **Evaluation Procedures**

Evaluations and reevaluations are conducted according to the following procedures:

- A. RBA 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, RBA:
  - (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. RBA 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. Each 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 this part before determining that the pupil is no longer a pupil with a disability.
- F. 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.

### **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 3525.1349 and 3525.1352 (The district is grades 6-12<sup>th</sup> and does not provide Birth-3 evaluations 3525.1350 and 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 is developed for the pupil according to Minnesota Rule 3525.2810.

### **Evaluation report**

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

- 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**

RBA'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**

RBA provides a full range of educational service alternatives. All students with disabilities are provided with special instruction and services which are appropriate to their needs. The following is representative of RBA'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 services
- (2) small group
- (3) direct
- (4) in-direct
- (5) co-teaching
- (6) in the mainstream classroom
- (7) in the resource room
- (8) in the special education classroom

B. Sites available at which services may occur:

Rochester Beacon Academy

C. Available instruction and related services:

- (1) School Psychology
- (2) Occupational Therapy
- (3) Speech and Language Therapy
- (4) Developmental Adaptive Physical Education
- (5) Physical Therapy
- (6) Audiology
- (7) Physical Impairment Consultant
- (8) DHH Consultant

### **III. Administration and Management Plan.**

RBA 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:

<b>Staff Name and Title</b>	<b>Contact Information (phone/email/ mailing address/office location)</b>	<b>Brief Description of Staff Responsibilities relating to child study procedures and method of providing special education services</b>
<p>Executive Director</p> <p>Beth Bruns</p>	<p>Office is located at:</p> <p>974 Skyline Drive SW Rochester MN, 55902</p> <p>(507) 258-5351</p> <p>beth.bruns@rochesterbeaconacademy.org</p>	<p>The School Director provides oversight of all general education school processes to include providing leadership for Child Find Procedures.</p>
<p>Special Education Director</p> <p>Dr. Lakisha Witter</p>	<p>Office is located at:</p> <p>974 Skyline Drive SW Rochester MN, 55902</p> <p>(507) 258-5351</p> <p>lakisha.witter@rochesterbeaconacademy.org</p>	<p>The Special Education Director provides oversight of all aspects of the special education program.</p>
<p>Assistant Special Education Director</p> <p>Kate Gustafson</p>	<p>Office is located at:</p> <p>974 Skyline Drive SW Rochester MN, 55902</p> <p>(507) 258-5351</p> <p>kate.gustafson@rochesterbeaconacademy.org</p>	<p>The Assistant Special Education Director works in conjunction with the Special Education Director to provide oversight of all aspects of the special education program. The Assistant Special Education Director serves as an Administrative Designee at IEP and Evaluation meetings, cooperatively trains and supervises special education staff and programming, and attends child find meetings as necessary.</p>

<p>Special Education Coordinator</p> <p>Erin Volkart</p>	<p>Office is located at:</p> <p>974 Skyline Drive SW Rochester MN, 55902</p> <p>(507) 258-5351</p> <p>erin.volkart@rochesterbeaconacademy.org</p>	<p>The Special Education Coordinator serves as an Administrative Designee at IEP meetings, cooperatively trains and supervises special education staff and programming, and leads the child study process.</p>
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B. Due Process assurances available to parents: RBA 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) RBA 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.

RBA 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, Rochester Beacon 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 Rochester Beacon Academy's Procedural Safeguard Notice, attached as Appendix C.

#### **IV. Interagency Agreements the District has Entered**

RBA has not entered into any interagency agreements.

#### **V. Special Education Advisory Council**

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

A. RBA's Special Education Advisory Council is individually established.

B. RBA's Special Education Advisory Council *is not* a subgroup of an existing board group.

C. At least half of RBA's parent advisory councils' members are parents of students with a disability.

The district does not have a nonpublic school located in its boundaries.

The district has a nonpublic school located in its boundaries and the parent advisory council includes at least one member who is a parent of a nonpublic school student with a disability, or an employee of a nonpublic school if no parent of a nonpublic school student with a disability is available to serve.

Each local council meets no less than once each year.

D. RBA's Special Education Advisory Council meets in April each school year.

E. The operational procedures of RBA's Special Education Advisory Council are attached as Appendix D.

**VI. Assurances**

Code of Federal Regulations, section 300.201: Consistency with State policies. RBA, 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 RBA.

## Appendix A

### SLD Criteria

In accordance with Minnesota Rule 3525.1341 RBA has elected to use Criteria A, B, and C of the Specific Learning Disabilities criteria and has elected not to use Criteria D

### Specific Learning Disability

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.

#### 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

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.

**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 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 of a distribution of differences 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

#### ROCHESTER BEACON ACADEMY

#### CHILD FIND TEAM

**Child Find Team Purpose:** The Child Find Team (CFT) purpose is to support staff and students to ensure appropriate education for all learners and is provided in accordance with due process procedures set forth by IDEA and Minnesota statute.

The CFT is the responsibility of general education with the support of special education. Team members will include both general and special education teachers. Leadership for the team will be shared by general education team members. A Child Find Team Monitoring Log will be kept by the team.

The CFT's will...

1. Provide a forum for general education teachers to discuss student concerns. Concerns with individual students may be brought forward along with general concerns in the classroom. The CFT will provide suggestions or appropriate interventions and identify resources available to assist the teacher. The CFT will also provide suggestions for appropriate classroom pre-referral interventions that may be used prior to referring a student for special education evaluation.
2. Review pre-referral interventions. The CFT is responsible to review pre-referral interventions documentation to ensure that at least two appropriate interventions have been carried out over an appropriate time frame (4-6 weeks per intervention is a guideline). The CFT will then make recommendations for each referral, considering the following options:
  - a. Recommend the classroom teacher continue the current interventions for extended time
  - b. Recommend the Implementation of other interventions
  - b. Recommend pursuit of services such as Title I, 504 or other in-building programs.
  - c. Recommend pursuit of special education evaluation
  - d. No further consideration required
3. Determine the need to go forward with initial special education evaluations. After reviewing pre-referral interventions, the referral form and the student's file information, the CFT will determine whether the information warrants initiation of a special education evaluation. If the referral proceeds to evaluation, the CFT identifies an IEP manager for the student and makes a determination of all of the areas of concerns and/or evaluation. The Initial Evaluation Plan will be the responsibility of the Evaluation team with parent input.
4. Supervise special education evaluations, both initial and 3 year IEP reviews, to ensure due process procedures are completed within the appropriate timelines set by state and federal guidelines. The CST monitoring log will track dates for each step in the due process procedure. An Evaluation is

allowed 30 school days from date of parent signed consent to report completion.

**Child Find Team Membership** : General Education Staff representative of all grades served, School Guidance Counselor or Social Worker, School Psychologist, Director of Student Supports, and a Special Education Admin to consist of either the Special Education Coordinator or the Assistant Special Education Director.

#### The Responsibilities of Leadership:

- Receive referrals
- Create a bi-monthly agenda & facilitate CFT meetings
- Maintain CFT Monitoring Logs
- Invite other staff to meeting if a referral suggests a need for particular expertise

#### The Responsibilities of Team Members include

Provide recommendations for the classroom, individual student interventions, strategies and other resources

Review interventions for completeness and appropriateness

Make recommendations for each referral: in-building services, 504 Plan, Special Education Initial Evaluation

If a recommendation for an initial special education evaluation is made, the CFT shall designate the IEP Evaluation Manager. Consultation with the designated person prior to final designation of the IEP Manager is important. The Evaluation Manager shall consider areas of concern for referred child, evaluations each special education staff member has in process and the percentage of time special education staff person assigned to building.

**The Evaluation Team Membership:** The initial or IEP Evaluation Manager, General Education Teacher of Child, Parent, Building Leader, Other Special Education Licensed Staff as needed

#### The Responsibilities of the Initial/IEP Evaluation Manager:

- Review referral forms, student's cumulative file and previous testing data and consult with classroom teachers and current service providers
- Contact parent and send Notice of Team Meeting to Develop Evaluation Plan
- Consider areas of need and expertise of special education staff needed to determine who should be included on the Evaluation Team and contact each member about their components of the evaluation

- Discuss the Evaluation Plan at the Evaluation Plan meeting with the team, including the parent and secure parent signature/consent for the plan
- Send copy of Evaluation Plan (including parent signature & date) to each team member and note target date for completion of each person's part (recommend allow 15-20 days)
- Notify CFT leadership of date parent permission is received
- Track progress of completion of each part of the evaluation
- Compile data as individual evaluations are completed
- Confer with School Psychologist for the Evaluation Report
- Send Notice of Team Meeting to review Initial Evaluation Report to team
- Chair the meeting to review Initial Evaluation Report
- Notify CFT Chairperson of IEP Evaluation Report review meeting date and determinations.

(DNQ=Did not qualify, P-Primary Disability Area, S-Secondary Disability Area/s)

#### Responsibilities of Evaluation Team Members:

- Support Evaluation Manager with securing needed staff on team
- Assist with file review and consultation
- Attend team meetings and assist with plan development
- Complete assigned components of evaluation within timelines
- Provide Evaluation Results (data in appropriate format and protocols) to Evaluation Manager 10 days prior to completion date.

CFT Follow up responsibilities: If the child does not meet eligibility criteria for special education services, the CFT may wish to make other recommendations including differing educational strategies or accommodations. If a student no longer qualifies for special education services s/he may have been receiving, a 504 plan or other services may be recommended by the CFT .

If the child does meet eligibility criteria for special education services, the Evaluation Manager will determine the IEP Manager for the student. The IEP Manager will then contact parents, complete necessary forms and secure parent signature to initiate special education services. Services can NOT begin until an IEP has been completed and parents have provided written consent for the services. IDEA requires written parent consent prior to the initial provision of special education services.

## **Appendix C**

### Notice of Procedural Safeguards

### Parent Rights for Public School Special Education Students

Click on this link to receive the Procedural Safeguards:

[Procedural Safeguards - Parent Rights](#)

## **Appendix D**

### Guiding Principles of RBA's Parent Special Education Advisory Council

#### **I. SEAC Mission:**

The mission of SEAC at Rochester Beacon Academy is to advocate for high-quality special education programs, increase communication between family, school, and community, and collaborate with school district leadership.

#### **II. Operations:**

The SEAC shall work collaboratively with the Director of Special Education regarding special education programming, procedures, supports, or needs. The Special Education Director will have the final authority on how to proceed with recommendations.

Information may be brought to SEAC by the members of SEAC, parents, the special education department, the general education department, and the community.

The SEAC shall have access to the Executive Director and School Board through the Special Education Director.

The SEAC shall establish annual goals for the committee for continuous improvement of special education services.

#### **III. Membership:**

The SEAC shall be comprised of 7 members appointed by the Director of Special Education. Members will include parents of students with special needs, community members, and district staff. Parents will represent at least 50% of the SEAC membership. Members may be reappointed on a yearly basis at the discretion of the Director of Special Education.

#### **IV. Terms of Membership:**

SEAC members shall serve on a 1-year term. The term in office shall begin with the first meeting in November. Those who are appointed to the committee during the course of the school year will start their 1-year term the following November. Members in good standing may be reappointed by the Director of Special Education.

#### **V. Meetings:**

One meeting is held each Spring corresponding with conferences. All meetings are open to the public.

Agenda: Additional Topics can be submitted to the Director of Special Education and added to the agenda.

Consultation: The SEAC may request consultation from professionals within and outside Rochester Beacon Academy's district on a volunteer basis.

**VI. Attendance Requirements**

Members are required to attend one SEAC meeting during the year to be within good standing.