



GREAT OAKS

A C A D E M Y

TOTAL SPECIAL EDUCATION SYSTEM

This document serves as the Total Special Education System Plan for *Great Oaks Academy* (GOA) 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).

Tamera Pulver, GOA's special education director, is responsible for program development, coordination, and evaluation; in-service training; and general special education supervision and administration. Tamera Pulver may be reached at 612-356-6593

I. Child Study Procedures

The District's identification system is developed according to the requirement of nondiscrimination as GOA does not discriminate in education based on race, color, creed, religion, national origin, sex, age, marital status, status about public assistance, sexual orientation, or disability.

A. Identification

GOA has developed systems designed to identify pupils with disabilities. GOA is a Pre-K through 8 charter school but is only chartered to service students with disabilities K through 8.

The team shall determine that a child from the age of 3 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

Statutory References

According to MN Statute 125A.56, before a pupil is referred for a special education evaluation, the district must conduct and document at least two instructional strategies, alternatives, or interventions using a system of scientific, research-based instruction and intervention in

academics or behavior, based on the pupil's needs, while the pupil is in the regular classroom. The pupil's teacher must document the results. A special education evaluation team may waive this requirement when it determines the pupil's need for the evaluation is urgent. This section may not be used to deny a pupil's right to a special education evaluation.

General Information

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, MN Statute 125A.56 requires that schools implement and document at least two interventions with a student within the general education setting (including AIS setting) prior to referring a child for a special education evaluation. This is called the pre-referral process. This all takes place as part of general education.

At least 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 is based on the individual child's needs and 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 eight weeks, with the interventions being consecutive. Interventions only taking place several times per week would be of longer duration. Concurrent interventions can be implemented if there are multiple concerns.

Overall, pre-referral interventions are defined as regular education strategies, alternatives, or interventions that are designed to assist the student in school before resorting to special education services. These pre-referral interventions might include a Section 504 plan, Title I intervention services, tutoring, support services, or a wide variety intervention to help the student increase in success. Relevant law requires that a school district conduct and document at least 2 pre-referral interventions before initiating a special education evaluation unless the district's assessment team waives this requirement because of an urgent need for evaluation. Pre-referral interventions cannot be used to purposely or practically deny or delay a parent's and student's rights to have a special education evaluation.

CHILD FIND TEAM

Members of the CHILD FIND TEAM Team include

- Director
- Lead Teacher
- Special Education Teacher
- Special Education Director
- General Education Teachers

Individual Student Intervention Plan Team

The Intervention Plan Team for an individual student would include every teacher or staff member who relates to that student's academic plan. This could include:

- Classroom Teacher
- AIS Contracted Support
- EL Contracted Support
- DAP Contracted Support
- Psychologist Contracted Support
- Grade-level team
- Contracted Social Workers
- Contracted Specialist Teachers
- Administrators

Intervention Plans

Any student performing below grade level in reading or math will have an intervention plan documented and maintained in the student's portfolio. The intervention plan will be maintained by the student's classroom teacher. A student receiving AIS or EL services will have additional intervention plan forms. The classroom teacher will collaborate with the applicable Student Intervention Plan Team members in creating an appropriate intervention plan for each student. These individual plans are put in place for all students performing below grade level; not just students who are being identified as possibly in need of special education services. Teachers must be in close communication with parents of any student with an intervention plan. As well, teachers must be in close communication with Student Intervention Plan Team members for all students with intervention plans (not just those at risk for referral).

Child Find Process Steps-

This process below does not need to be followed for every student with an intervention plan. This process only needs to be followed for students who are at risk for needing to receive special education services.

Step 1- Regular Education

- Teacher identifies a student's academic concern.
- Teacher contacts the student's parent/guardian on the phone or in person to share concern and to collaborate in student success. Records parent contact in Synergy and on student's intervention plan.
- If the student has a history of absences and/or tardiness, the teacher will connect with the grade-level social worker to relay the concern and relay that they are starting the initial child find steps. Social Worker and classroom teacher will partner together to advocate for increased student attendance so that the effectiveness of interventions can be tracked.
- Teacher creates intervention plan through collaboration with the student's Intervention Plan Team members. This team will maintain regular contact to track student progress. Research-based interventions must be noted. Though the Student Intervention Plan Team will drive the plan, if needed, an administrator or member of the RtI/MTSS Committee may be invited to the meetings to support the conversation and planning.
- Teacher contacts Dean of Academics to notify about the concern and to share the intervention plan. Dean of Academics will review intervention plan and will reach out to prior schools or Dean of Special Education as needed. Dean of Academics will make note of student on the CHILD FIND TEAM log to keep track of any students who may be referred in the future.
- If the concern is related to behavior, the teacher will be referred to meet with the Dean of Faculty and Students for possible behavior interventions and additional tracking.

Step 2- Regular Education

- The research-based intervention from the intervention plan is implemented for the prescribed frequency, and fidelity of implementation is ensured.
- Members of the student's Intervention Plan Team connect regularly to track progress. Progress monitoring notes will be recorded on the student's intervention log.
- Parents are communicated with regularly to give them updates on student progress.
- After 6-8 weeks, if the intervention is proven to be successful, the intervention is continued, and a formal special education evaluation is not needed.
- After 6-8 weeks, if the intervention is determined NOT to be successful, (even with a high fidelity of implementation) the Intervention Plan Team meets to determine a different research-based intervention to put in place.
- Teacher connects with Dean of Academics to relay that the team is trying a second intervention. Dean of Academics makes note of step in CHILD FIND TEAM log.
- The teacher then implements the new intervention for 6-8 weeks.
- Members of the student's Intervention Plan Team connect regularly to track progress. Progress monitoring notes will be recorded on the student's intervention log.

- If the intervention is successful, the intervention is continued, and a formal special education evaluation is not needed.
- If the intervention is not successful, the teacher communicates with the Dean of Academics to have the student placed on the next CHILD FIND TEAM committee agenda.
- Administrator (or administrator and teacher collaboratively) notifies parent that the intervention was not successful and lets the parent know that they are referring the student to the CHILD FIND TEAM committee for further advice. (NOTE—Referring to CHILD FIND TEAM is not the same as a referral for special education. CHILD FIND TEAM is a pre-referral team that reviews intervention successes and determine next steps, with one option being a referral for a special education evaluation.)

Step 3- CHILD FIND TEAM Meeting- Pre-Referral Review and Determination Meeting

- When the classroom teacher refers a student to CHILD FIND TEAM, they will then go back to the student's Intervention Plan Team to determine another intervention to put in place while awaiting results of CHILD FIND TEAM meeting. It is important for this intervention to be put in place and continue, because even if a student is referred for an evaluation, interventions must continue.
- The Dean of Academics will have the classroom teacher fill out the CHILD FIND TEAM paperwork. This will consist of the intervention logs in the portfolios as well as additional CHILD FIND TEAM paperwork.
- The CHILD FIND TEAM will meet to determine if the student should be referred for a special education evaluation or if other measures should be taken.

Step 4- Special Education Evaluation Determination

If the CHILD FIND TEAM determines that a special education evaluation should take place:

- Parents are notified of the team's determination.
- The written evaluation plan and Prior Written Notice are shared with the parents and parental permission to evaluate is requested.
- 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).
 - o 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.

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

B. Evaluation

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.

GOA conducts full and individual initial evaluation before the initial provision of special education and related services to a pupil. The initial evaluation consists 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 obtains informed consent from the parent of the child before the evaluation is conducted. Parental consent for evaluation is not 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. GOA shall provide 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, GOA.
 - (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. GOA 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 the pupil's special education and related service needs, whether 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 deciding 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 regulation 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 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

A referral from parents, physicians, private and public programs, and health and human service agencies may be made verbally or in writing. The district will respond within 14 days to the request.

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

GOA provides a full range of educational service alternatives. All students with disabilities are provided the special instruction and services which are appropriate to their needs. The following is representative of GOA'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 or IFSP.

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

- (1) Small group pull out instruction
- (2) Special Education Teacher Push into General Education
- (3) Resource Classes
- (4) Direct Service
- (5) Indirect Service

B. Sites available at which services may occur:

- (1) Great Oaks Academy

C. Available instruction and related services:

- (1) Social Work
- (2) Speech and Language
- (3) Occupational Therapy

(4) Deaf and Hard of Hearing

(5) Audiology

(6) Nurse

III. Administration and Management Plan.

GOA 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/mailling address/office location)	Brief Description of Staff Responsibilities Relating to Child Study Procedures and Method of Providing Special Education Services	Additional Information
Justine Tomlinson	jtomlinson@greatoaksacademymn.com 651-615-0493 6300 212 th St West Farmington, MN 55024	Ms. Tomlinson is the case manager for all special students	
Tamera Pulver	tapulver@comcast.net 612-356-6593 105 Meadow Lane N Golden Valley, MN, 55422	As the Director of Special Education, Ms. Pulver provides oversight to the Special Education Program.	

Cirsten Meyen	cmeyen@greatoaksacademy.com	Special Education paraprofessionals provide support for all special education students.	
Catie Creglow	ccreglow@greatoaksacademy.com		

B. Due Process assurances available to parents: GOA 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) GOA 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 can 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. GOA 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, GOA 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 GOA's Procedure Safeguard Notice.

IV. Interagency Agreements the District has Entered

GOA 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 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
N/A	N/A	N/A	N/A

V. Special Education Advisory Council

To increase the involvement of parents of children with disabilities in district policy making and decision making, GOA has a special education advisory council

- A. GOA's Special Education Advisory Council is *individually established*.
- B. GOA's Special Education Advisory Council is *not* a subgroup of any *existing board/council/committee*.
- C. At least half of GOA'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. GOA's Special Education Advisory Council meets on 10/8/2018, 1/22/2019, and 4/9/2019
- E. The operational procedures of GOA's Special Education Advisory Council are attached as Appendix C.

VI. Assurances

Code of Federal Regulations, section 300.201: Consistency with State policies. [XYZ District], 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 given.

Appendix A

Specific Learning Disability Criteria

- 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).

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 Minnesota Department of Education 1500 Highway 36 West, MN 55113-4266 651-582-8200 TTY: 651-582-8201 Page 3 education.state.mn.us April 2017 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	_____

Appendix C

Special Education Advisory Council Operational Procedures

1. All parents of students with disabilities are invited to attend Face to Face Academy's Special Education Advisory Council.
2. Meetings are held yearly.
3. Meetings will be announced via the school website.
4. At least 50% of SEAC members will be parents of students with disabilities.
5. The Great Oaks Academy SEAC is an advisory committee advising on the needs of students. The goal of the SEAC is to promote 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 currently in the special education program.