



Heartland Lakes Community School

Total Special Education System (TSES) Manual

Updated October 2025

This document serves as the Total Special Education System Plan for Heartland Lakes Community School in accordance with Minnesota Rule 3525.1100. This plan also includes an assurance for compliance with the federal requirements pertaining to districts' special education responsibilities found in United States Code, title 20, chapter 33, 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 Heartland Lakes Community School does not discriminate in education on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability.

A. Identification

Heartland Lakes Community School has developed systems designed to identify pupils with disabilities beginning in Kindergarten through Grade 7. As a charter school, Heartland Lakes Community School is not required to identify students beginning at birth, pupils with disabilities attending other public and nonpublic schools, and pupils with disabilities who are of school age and are not attending any school.

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

- B. The child meets one of the criteria for developmental delay in subitem (1) and the criteria in subitem (2). *Heartland Lakes Community School* has elected the option of implementing these criteria for developmental delay.

Heartland Lakes Community School provides education to students beginning at the age of 5 and has elected to implement these criteria for developmental delay.

(1) The child:

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

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

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

Heartland Lakes Community School's plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341, Criteria A, B & C. The district solely uses the severe discrepancy model to determine eligibility for SLD. Heartland Lakes Community School's plan for identifying a child with a specific learning disability is attached as **Appendix A**.

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.

Heartland Lakes Community School 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.

C. Evaluation Procedures

Evaluations and reevaluations are conducted according to the following procedures:

- A. Heartland Lakes Community School 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, Heartland Lakes Community School:
 - (1) Uses a variety of evaluation tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that are designed to assist in determining whether the child is a pupil with a disability and the content of the pupil's individualized education program, including information related to enabling the pupil to be involved in and progress in the general curriculum, or for preschool pupils, to participate in appropriate activities;
 - (2) Does not use any single procedure as the sole criterion for determining whether a child is a pupil with a disability or determining an appropriate education program for the pupil; and
 - (3) Uses technically sound instruments that are designed to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- C. Heartland Lakes Community School ensures that:
 - (1) Tests and other evaluation materials used to evaluate a child under this part are selected and administered so as not be discriminatory on a racial or cultural basis, and are provided and administered in the pupil's native language or other mode of communication, unless it is clearly not feasible to do so;
 - (2) Materials and procedures used to evaluate a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education and related services, rather than measure the child's English language skills;
 - (3) Any standardized tests that are given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of such tests;
 - (4) The child is evaluated in all areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

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

D. 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.

Heartland Lakes Community School **does** intend to use restrictive procedures in case of an emergency. Heartland Lakes Community School follows the restrictive procedure statute, Minnesota Statute 125A.094-125A.0942.

E. Procedures for determining eligibility and placement

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.

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.

F. 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.

G. Plan for Receiving Referrals

Heartland Lakes Community School's plan for receiving referrals from parents, physicians, private and public programs, and health and human services agencies is attached as **Appendix B**.

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

Heartland Lakes Community School 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 Heartland Lakes Community School's method of providing the special education services for the identified pupils, sites available at which service may occur, and instruction and related services are available.

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

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

- (1) Direct and indirect services in general education
- (2) Direct and indirect services in special education
- (3) Paraprofessional support in general education
- (4) Related services
- (5) Virtual services
- (6) Homebound, as determined through medical necessity

B. Sites available at which services may occur:

- Heartland Lakes Community School - 1005 Park Ave N, Park Rapids MN, 56470

C. Available instruction and related services:

- (1) School psychology services
- (2) Speech language services
- (3) School social work services
- (4) Occupational therapy
- (5) Physical therapy
- (6) Developmental Adapted Physical Education (DAPE)
- (7) Social/emotional/behavioral skills
- (8) Academic skills
- (9) Consultant for Autism Spectrum Disorders
- (10) Consultant for Physical Impairments
- (11) Behavior Analyst
- (12) Low incidence services, as required

III. Administration and Management Plan.

Heartland Lakes Community School utilizes the following administration and management plan to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils:

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

Staff Name and Title	Contact Information (phone/email/mailling address/office location)	Brief Description of Staff Responsibilities Relating to Child Study Procedures and Method of Providing Special Education Services
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Laura Seter Executive Director	lauraseter@heartlandlakescs.org 218.203.5971 Heartland Lakes Community School 1005 Park Ave N Park Rapids MN, 56470	As the School's Executive Director, Ms. Seter provides oversight of all school processes, including recruiting, hiring, and evaluating all staff; providing guidance and decision making for curriculum and programming; child referral; and special education service delivery.
Kori Ryan Director of Special Education INDIGO Education	kryan@indigoed.org 612-225-5394 INDIGO Education 2550 University Ave. W., Suite 200N St. Paul, MN 55114	As the Special Education Director, Ms. Ryan provides oversight of all special education in the building.
Natalie Ferguson Due Process Coordinator	nferguson@indigoed.org 612-225-4749 INDIGO Education 2550 University Ave. W., Suite 200N St. Paul, MN 55114	As the Due Process Coordinator, Ms. Ferguson leads IEP and evaluation planning meetings.
Joanna Wallenberg School Social Worker	joanna@heartlandlakescs.org 218.203.5971 Heartland Lakes Community School 1005 Park Ave N Park Rapids MN, 56470	Ms. Wallenberg facilitates child find meetings in order to implement pre-referral interventions.

B. Due Process assurances available to parents: Heartland Lakes Community School has appropriate and proper due process procedures in place to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils, including alternative dispute resolution and due process hearings. *A description of these processes are as follows:*

- (1) Prior written notice to a) inform the parent that except for the initial placement of a child in special education, the school district will proceed with its proposal for the child's placement or for providing special education services unless the child's parent notifies the district of an objection within 14 days of when the district sends the prior written notice to the parent; and b) state that a parent who objects to a proposal or refusal in the prior written notice may request a conciliation conference or another alternative dispute resolution procedure.

- (2) Heartland Lakes Community School will not proceed with the initial evaluation of a child, the initial placement of a child in a special education program, or the initial provision of special education services for a child without the prior written consent of the child's parent. A district may not override the written refusal of a parent to consent to an initial evaluation or reevaluation.
- (3) A parent, after consulting with health care, education, or other professional providers, may agree or disagree to provide the parent's child with sympathomimetic medications unless medical, dental, mental and other health services are necessary, in the professional's judgment, that the risk to the minor's life or health is of such a nature that treatment should be given without delay and the requirement of consent would result in delay or denial of treatment.
- (4) Parties are encouraged to resolve disputes over the identification, evaluation, educational placement, manifestation determination, interim alternative educational placement, or the provision of a free appropriate public education to a child with a disability through conciliation, mediation, facilitated team meetings, or other alternative process. All dispute resolution options are voluntary on the part of the parent and must not be used to deny or delay the right to a due process hearing. All dispute resolution processes are provided at no cost to the parent.
- (5) Conciliation Conference: a parent has the opportunity to meet with appropriate district staff in at least one conciliation conference if the parent objects to any proposal of which the parent receives prior written notice. *Heartland Lakes Community School* holds a conciliation conference within ten calendar days from the date the district receives a parent's objection to a proposal or refusal in the prior written notice. All discussions held during a conciliation conference are confidential and are not admissible in a due process hearing. Within five school days after the final conciliation conference, the district must prepare and provide to the parent a conciliation conference memorandum that describes the District's final proposed offer of service. This memorandum is admissible in evidence in any subsequent proceeding.
- (6) In addition to offering at least one conciliation conference, Heartland Lakes Community School 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 Heartland Lakes Community School's Procedural Safeguard Notice, attached as **Appendix C**.

IV. Interagency Agreements the District has Entered

Heartland Lakes Community School has not entered into any 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.

V. Special Education Advisory Council

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

- A. Heartland Lakes Community School's Special Education Advisory Council is individually established.
- B. Heartland Lakes Community School's Special Education Advisory Council is not a subgroup of existing board/council/committee.
- C. At least half of Heartland Lakes Community School's parent advisory councils' members are parents of students with a disability.
- D. As a charter school, the district does not have geographical boundaries, nor does it have a nonpublic school located in its boundaries.
- E. Each local council meets no less than once each year.
- F. Heartland Lakes Community School's Special Education Advisory Council meets annually in the spring.
- G. The operational procedures of Heartland Lakes Community School's Special Education Advisory Council are attached as **Appendix D**.

VI. Assurances

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

Yes: Assurance given.

Appendix A

Specific Learning Disabilities Identification

"Specific learning disability" means a condition within the individual affecting learning relative to potential.

- A. A specific learning disability is manifested by interference with the acquisition, organization, storage, retrieval, manipulation, or expression of information so that the individual does not learn at an adequate rate when provided with the usual developmental opportunities and instruction from a regular school environment.
- B. A specific learning disability is demonstrated by a significant discrepancy between a student's general intellectual ability and academic achievement in one or more of the following areas: oral expression, listening comprehension, mathematical calculation or mathematics reasoning, basic reading skills, reading fluency, reading comprehension, and written expression.
- C. A specific learning disability is demonstrated primarily in academic functioning, but may also affect self-esteem, career development, and life adjustment skills. A specific learning disability may occur with, but cannot be primarily the result of: visual, hearing, or motor impairment; mental impairment; emotional disorders; or environmental, cultural, economic influences, or a history of an inconsistent education program.

Note: IDEA criteria for determining the existence of a specific learning disability is incorporated into the state criteria.

The team shall determine that a student has a specific learning disability and is in need of special education and related services when the student meets the criteria described in items A through C. 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 student's disability occur in a variety of settings.

1. The student must demonstrate severe underachievement in response to usual classroom instruction. The performance measures used to verify this finding must be both representative of the student's curriculum and useful for developing instructional goals and objectives. The following evaluation procedures are required at a minimum to verify this finding:
 - a. Evidence of low achievement from sources such as cumulative record review, class work samples, anecdotal teacher records, formal and informal tests, curriculum based evaluation results, and results from instructional support programs such as Title I and Assurance of Mastery; and
 - b. at least one team member other than the student's regular teacher shall observe the student's academic performance in the regular classroom setting. In the case of a child served through an Early Childhood Special Education program or who is out of school, a team member shall observe the child in an environment appropriate for a child of that age.
2. The student must demonstrate a severe discrepancy between general intellectual

ability and achievement in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematical calculation, or mathematical reasoning. The demonstration of a severe discrepancy shall not be based solely on the use of standardized tests. The team shall consider these standardized test results as only one component of the eligibility criteria.

- a. The instruments used to assess the student's general intellectual ability and achievement must be individually administered and interpreted by an appropriately licensed person using standardized procedures.
 - b. For initial placement, the severe discrepancy must be equal to or greater than 1.75 standard deviations below the mean of the distribution of difference scores for the general population of individuals at the student's chronological age level.
3. The team must agree that it has sufficient evaluation data that verify the following conclusions:
 - a. the student has an information processing condition that is manifested by behaviors such as: inadequate or lack of expected acquisition of information, lack of organization skills, memory, expression, and motor control for written tasks such as pencil and paper assignments, drawing, and copying;
 - b. the disabling effects of the student's information processing condition occur in a variety of settings; and
 - c. the student's underachievement is not primarily the result of: visual, hearing, or motor impairment; mental impairment; emotional or behavioral disorders; or environmental, cultural, economic influences, or a history of an inconsistent education program.

SLD Evaluation Report

1. The team shall prepare a report of the results of the evaluation. The report must include a statement of:
 - a. whether the child has a specific learning disability;
 - b. the basis for making the determination;
 - c. the relevant behavior noted during the observation of the child;
 - d. the relationship of that behavior to the child's academic functioning;
 - e. the educationally relevant medical findings, if any;
 - f. whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services; and
 - g. the determination of the team concerning the effects of environmental, cultural, or economic disadvantage.
2. Each team member shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions.
3. **Each** SLD evaluation requires team member signatures (initial, reevaluation, override and exit).

Appendix B Referral

Documentation of Interventions

Before a student is referred for a special education assessment, the district will conduct and document at least two instructional strategies, alternatives, or interventions while the student is in the regular classroom. The student's teacher will provide the documentation. A special education team may waive this requirement when they determine the student's need for the assessment is urgent. A student will not be denied the right to a special education assessment based on this requirement.

Intervention Process

A school district may use alternative intervention services such as assurance of mastery programs and supplemental early education programs to serve at-risk students who demonstrate a need for alternative instructional strategies or interventions.

Referral process for students between the ages of 5 and 21;

1. A concern is identified by a parent or teacher;

School districts are under an obligation to respond to either a verbal or written request for evaluation. The U.S. Office of Special Education and Rehabilitative Services (OSERS) clarifies this point:

A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask that their child be evaluated. This request may be verbal or in writing. Parental consent is needed before the child may be evaluated. Evaluation needs to be completed within a 30-school day time period after the parent gives consent. A guide to the Individualized Education Program, Office of Special Education and Rehabilitative Services, U.S. Department of Education. p. 2 (July 2000).

2. Information is gathered on the student using the child study form.
3. At least two pre-referral interventions* are conducted and results are documented.

*There are situations when a student's special education evaluation team may waive the pre-referral intervention requirements. This may include a student who enters the district with a documented history of blindness, deafness, cognitive delay, paraplegia, autism, traumatic brain injury, or a student whose disability is well documented or has had an IEP in the last 12 months. Parents may also request an evaluation.
4. If concerns persist and performance is discrepant from classmates/norms, the student progress team including parent, determines a special education evaluation is appropriate.
5. A multidisciplinary team will discuss the referral. An evaluation plan will be written. The team will also complete a **Parent Consent/Objection Form** and **Prior Written Notice**. Documents will be sent to parents for review and written approval.
6. If it is determined that an evaluation is not appropriate, the multidisciplinary team will discuss options for action. A Parent Consent/Objection Form and Prior Written Notice will be provided to parents.

The team should consist of the following personnel whenever feasible:

- licensed special education staff;
- a person knowledgeable in evaluation for the specific disability;
- parent*; and
- the referring person (when appropriate)

** Parents must be provided with the opportunity to participate in the decision-making when their child is being considered for special education evaluation. The parent must be notified of the intent to develop an evaluation plan. It is recommended that the parent and classroom teacher discuss concerns regarding the student prior to the referral which should be made to the building Student Assistance Team to implement and review the interventions already attempted, determine the need for evaluation, and assign a case manager. The district staff assigned will provide the parent with an opportunity to have any questions or concerns answered about the evaluation process and the instruments used.*

If the parent wishes to be a part of the planning process but is unable to attend the meeting, the IEP case manager should seek input and provide the parent with an opportunity to have questions answered. Attempts to include the parent in the meeting and/or opportunities for participation should be documented on the student's communication log.

Appendix C

PART B Notice of Procedural Safeguards Parental Rights for Public School Special Education Student



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

Please click on link below to access:

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

Appendix D

Special Education Advisory Council

All parents of students with disabilities are invited to participate in Heartland Lakes Community School's Special Education Advisory Council (SEAC).

Meetings are held once a year.

Meetings will be announced via school newsletter, paper flyer, or our website.

At least 50% of SEAC members will be parents 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 shall advise the Director of Special Education and the Executive Director of the school regarding current issues, program development, and parental concerns and involvement related to special education.

Reports of committee activities and recommendations shall be presented to the Special Education Advisory Council.

The Director of Special Education shall serve as an information source to all stakeholders regarding special education programs and policies.

Recommendations from the Council shall be recorded, kept on file with the Executive Director and presented to the appropriate source (i.e. Administration, School Board, teaching staff, and/or committee via the Executive Director).