



Help for Students with Disabilities

Charter Schools and Special Education
Minnesota's charter schools are freestanding public schools. Like any other public school, charter schools must provide the *basic fundamentals* of special education as defined in federal and state law.

The basic responsibilities of charter schools include:

Child Find

Notify the public about services available. Identify eligible children with disabilities.

Assessment

Plan and complete a non-discriminatory team assessment to determine eligibility and a need for special education and related services.

Individual Education Plan (IEP)

Develop an individualized education plan for each student found eligible and in need of services.

Least Restrictive Environment (LRE)

Determine an appropriate placement in the least restrictive environment.

Due Process

Parents and their children are afforded due process protections in relationship to assessment, the IEP process, placement and services, including the right to a due process hearing. A conciliation conference or formal mediation may also be used to resolve disputes.

Parents, if you have a concern:

- 1) Talk with your child's Classroom Teachers.
- 2) Talk with your child's Principal.
- 3) Ask the school to plan interventions to help your child.
- 4) You may ask the school to conduct an assessment. CSE staff can assist with the referral

and give information on special education procedures.

Children with physical, cognitive, emotional, sensory and/or learning disabilities may need special education accommodations. Special education plans have been developed to assist students who are eligible for services according to the State of Minnesota. eligibility criteria.

*****Disabilities which may require special education are defined below:**

- **Specific Learning Disability (SLD)**

A large difference or discrepancy between a student's intellectual ability and her/his achievement in the areas of reading, math, written expression, oral expression, and or listening comprehension; severe underachievement in academic work and severe difficulty in processing information.

- **Emotional or Behavioral Disorder (EBD)**

Serious problems for six months or more with behavior, social skills, peer relations, emotional responses and coping skills which interfere with learning and/or relationships in school. These serious problems may be a sudden crisis that causes danger to your child or others.

- **Speech or Language Impairment (SPL)**

Great difficulty speaking, understanding, or using words and sentences in a meaningful way.

- **Developmental Cognitive Disabilities (Mild to Moderate or Severe to Profound DCD)**

Many difficulties in learning and not showing skills of independence usually expected at your child's age. The student experiences a much slower rate of learning.

- **Visually Impaired (VI)**

Loss of vision, visual field acute and/or very poor visual acuity even with correction (glasses), which interferes with the student's performance in school.

- **Physical Impairment (PI)**

Permanent, severe and acute, or chronic physical condition diagnosed by a physician which greatly interferes with performance in school.

- **Autism Spectrum Disorder (ASD)**

Great difficulty in communicating and interacting with others which interferes with learning and/or relationships at school. These significant difficulties are usually observed at an early age.

- **Traumatic Brain Injury (TBI)**

Permanent and severe injury to the brain occurring after birth, which greatly interferes with learning.

- **Other Health Disability (OHD)**

A broad range of chronic or acute health conditions diagnosed by a physician that greatly interfere with learning.

- **Developmental Disabilities (Early Childhood Special Education)**

Children from birth through age six who have a delay or disorder in development or have an identifiable sensory, physical, mental, or social-emotional condition impairment known to interfere with normal development.

- **Deaf-Hard of Hearing (D/HH)**

Hearing loss ranging so severe that it impairs the processing of linguistic information through hearing, with or without amplification. This includes hearing impairment, whether permanent or fluctuating, that adversely affects education performance but is not included under the definition of deafness.

- **Deaf/Blind**

Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that the individual cannot be accommodated in special education programs solely for children with deafness or blindness.