Lakes International Language Academy (LILA)

Total Special Education System (TSES)

Updated January 2026

LILA TSES

This document serves as the Total Special Education System Plan for Lakes International Language Academy (LILA) 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).

LILA's Director of Student Services and Special Education, Adrienne Cauldero, is responsible for program development, coordination, and evaluation; in-service training; and general special education supervision and administration. Adrienne Cauldero may be reached at acauldero@mylila.org or 651-464-8989 x317.

I. Child Study Procedures

The District's identification system is developed according to the requirement of nondiscrimination as LILA 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

LILA has developed systems designed to identify pupils with disabilities beginning at the age of three. Identification prior to the age of three is done through the student's resident district.

The team shall determine that a child from the age of three years through the age of six years is eligible for special education when:

1. 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
2. The child meets one of the criteria for developmental delay in subitem 2. a) and the criteria in subitem 3. a). LILA has elected the option of implementing these criteria for developmental delay.

    a) The child:

        (1) Has a diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay; or

        (2) Has a delay in each of two or more of the areas:

            (a) Cognitive development

            (b) Physical development, including vision and hearing

            (c) Communication development

(d) Social or emotional development

(e) Adaptive development

3. The delay must be 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.

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

        (1) 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;

        (2) A developmental history; and

        (3) 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.

The team shall determine that a child in kindergarten through grade twelve is eligible for special education when the child meets the criteria of one of the categorical disabilities as defined in Minnesota Rules parts 3525.1325 to 3525.1351 and demonstrates an educational need.

LILA's plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341. LILA implements its interventions consistent with that plan. The plan details the specific scientific research-based intervention (SRBI) approach, including timelines for progression through the model; any SRBI that is used, by content area; the parent notification and consent policies for participation in SRBI; procedures for ensuring fidelity of implementation; and a district staff training plan. LILA's plan for identifying a child with a specific learning disability is attached as Appendix A.

B. Evaluation

1. Procedures for evaluation of the child: In conducting an evaluation, no single procedure may be used as the sole criterion for determining a child's eligibility under this part. B. Procedures must include –

    a) Administering an evaluation instrument;

    b) Taking the child's history (including interviewing the parent);

    c) Identifying the child's level of functioning in each of the developmental areas in § 303.21(a)(1);

    d) Gathering information from other sources such as family members, other care-givers,

medical providers, social workers, and educators, if necessary, to understand the full scope of the child's unique strengths and needs; and

e) Reviewing medical, educational, or other records

The team will conduct an initial special education evaluation for special education purposes within a reasonable time, not to exceed 30 school days from the date the district receives parental permission. In cases other than initial evaluation, the district will conduct the evaluation upon parental consent or upon the expiration of the 14 calendar-day parental response time, unless a conciliation conference or hearing is requested and will be completed within 30 school days.

LILA 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:

1. LILA 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.

2. In conducting the evaluation, LILA:

   a) 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;

   b) 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 educational program for the pupil; and

   c) Uses technically sound instruments that are designed to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

3. LILA ensures that:

   a) Tests and other evaluation materials used to evaluate a child under this part are selected and administered so as not to 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;

b) 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;

c) 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

d) 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;

e) Evaluation tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the pupil are provided;

f) 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;

g) 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;

h) 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

i) 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.

4. 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.

5. 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

1. 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:

    a) 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

    b) 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 the 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.

2. The district administers such tests and other evaluation materials as may be needed to produce the data identified by the IEP team under item 1, subitem b).

3. 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.

4. 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.

5. A district evaluates a pupil in accordance with federal regulations before determining that the pupil is no longer a pupil with a disability.

E. Procedures for determining eligibility and placement

1. In interpreting 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:

    a) 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

b) Ensures that the information obtained from all of the sources is documented and carefully considered.

2. 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:

1. A summary of all evaluation results;
2. 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;
3. The pupil's present levels of performance and educational needs that derive from the disability;
4. 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
5. 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 LILA'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 Special Education Services for Identified Students

LILA provides a full range of educational service alternatives. All students with disabilities are provided with individualized instruction and services which are appropriate to their needs. The following is representative of LILA'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. Program alternatives are selected based on the pupil's current levels of performance, special education needs, goals, and objectives, as determined by the IEP team. 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. Co-teaching

2. Small group
3. One-on-one services
4. Direct services
5. Indirect services

B. Sites available at which services may occur:

1. Lakes International Language Academy – Lower School
2. Lakes International Language Academy – Upper School
3. Lakes International Language Academy – Kinder Center

C. Available instruction and related services:

1. Academic Instruction
2. Social/Emotional/Behavioral Instruction
3. Occupational Therapy
4. Speech and Language Therapy
5. Social Work Services
6. Counseling Services
7. Mental Health Services
8. Developmental Adaptive Physical Education
9. Physical Therapy
10. Vision Services
11. Deaf Hard of Hearing Services

III. Administration and Management Plan

LILA 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:

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Staff Name & Title	Contact Information	Brief description of staff responsibilities related to child study procedures and method of providing special education services
Adrienne Cauldero Director of Special Education and Student Services	Phone: 651-464-8989 x317 Email: acauldero@mylila.org Mail: LILA Upper School 19850 Fenway Ave N Forest Lake, MN 55025	Mrs. Cauldero, as the Director of Special Education and Student Services, oversees LILA's Special Education program, services, and processes. Mrs. Cauldero also oversees the Child Find procedures in accordance to state statutes and federal law.
Maureen Peters Special Education and Student Services Coordinator	Phone: 651-464-8989 x 386 Email: mpeters@mylila.org Mail: LILA Upper School 19850 Fenway Ave N Forest Lake, MN 55025	The Special Education and Student Services Coordinator, coordinates and schedules services and supports for the Special Education program at LILA. Mrs. Peters provides instructional and due process coaching and feedback to Preschool-12 special education staff
Xiaoli Tang Lower School Principal **Nancy Hawkinson** Upper School Principal	Phone: 651-464-0771 Email: xtang@mylila.org Mail: LILA Lower School 246 11th Ave SE Forest Lake, MN 55025 Phone: 651-464-8989 Email: nhawkinson@mylila.org Mail: LILA Upper School 19850 Fenway Ave N Forest Lake, MN 55025	The principals get notice from the general education teacher to request an Intervention Support Team meeting with the Dean of Students, reading interventionist, math interventionist, social/emotional/behavioral interventionist, school nurse and special education representative. During the meeting, the team reviews concerns, parent input, student academic and social/emotional/behavioral data, and current interventions, then decides on next steps, which may include additional interventions or evaluations. Principals work closely with the Director of Special Education and Student Services to develop the professional development calendar, ensuring it includes opportunities for all education staff to enhance their inclusive education practices. This supports students in special education programs by providing them with access to the general education curriculum.

B. Due Process Assurances available to parents: LILA 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. LILA 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 request 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. LILA 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, LILA 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 the Procedure Safeguard Notice, attached as Appendix C.

IV. Interagency Agreements the District has Entered

LILA 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
VONA Center for Mental Health	Provide mental health services and supports for students ages 3-21.	Annually on July 1	This provides services and supports for students with mental health support.
Lakes Center for Youth & Families	Provide mental health services and supports for students ages 3-21.	Annually on August 21	This provides services and supports for students with mental health support.

V. Special Education Advisory Council (SEAC)

In order to increase the involvement of parents of children with disabilities in district policy making and decision making, LILA has a Special Education Advisory Council.

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

B. LILA's Special Education Advisory Council is not a subgroup of an existing board, council, or committee.

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

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

E. LILA's Special Education Advisory Council meets at least once per year. SEAC invitations are sent via email by the SEAC secretary.

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

VI. Assurances

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