



Total Special Education System (TSES) Manual

This document serves as the Total Special Education System Plan for St. Paul City 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, sections 1400 et seq., 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 St. Paul City 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

St. Paul City School is a charter school and as such is responsible for identifying students in grades pre-K through grade 12 needing special education services who attend the charter school.

Step 1 – REGULAR EDUCATION

Concern Identified

- A teacher identifies a student's academic or behavioral concerns.
- The teacher contacts the student's parent/guardian to share the concern.
- The teacher contacts the Intervention Specialist to share concerns and to be added to the Student Intervention Team schedule.
- A Student Intervention Team meeting is scheduled.

- St. Paul City School’s membership consists of a general education teacher, the Director of Teaching/Learning (K-3), a social worker, a Dean of Students, a reading coach, and the intervention specialist. Members of the Family Team are added, as warranted by the situation. Other professionals may be part of the team as applicable.
- Referring teacher completes “Child Find Referral Form” and brings to the child study meeting. The referring teacher shares concerns with the Student Intervention Team. Data is also shared with the team to add clarity to the concern.

STEP 2 – REGULAR EDUCATION

Pre-referral Interventions

- At the Student Intervention Team meeting, the members and classroom teacher problem solve and discuss scientific research-based interventions to address the student’s need. The team chooses an intervention.
- The teacher implements intervention #1 for 6-8 weeks and collects data on student’s progress.
 - If intervention #1 is proven to be successful, the intervention is continued in the general education setting.
 - A formal evaluation is not needed.
 - If intervention #1 is NOT successful, the Student Intervention Team and teacher determine another scientific research-based intervention for implementation.
- The teacher implements intervention #2 for 6-8 weeks and continues to collect data on the student’s progress.
 - If intervention #2 is proven to be successful, the intervention is continued in the general education environment.
 - A formal evaluation is not needed.
 - If intervention #2 is NOT successful, the parent(s) are notified and informed of the possibility of a formal evaluation being conducted with the student.
- The classroom teacher completes the remaining sections of the “Child Find Referral Form” to share with the Special Education team.
- The child study facilitator schedules a meeting with the special education staff to discuss the possibility of special education evaluation.

STEP 3 – SPECIAL EDUCATION

Evaluation Determination

- The parents are invited to a meeting to discuss the possibility of a special education evaluation.
- The meeting to determine evaluation consists of a special education teacher, the classroom teacher, school administrator, and related service providers and special education director if applicable.
- Data regarding the interventions are shared with the team. If appropriate, the team will create an Evaluation Plan/Prior Written Notice to assess if the student meets the criteria for special education services.
- The written Evaluation Plan/Prior Written Notice is shared with the parents and parental permission to evaluate is requested.
- Parent permission is required to conduct an initial evaluation for special education services. 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).
 - If the student meets the 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.

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

The following *italicized* information is required by the Minnesota Department of Education to appear in this document; however, it does not apply to St. Paul City School Charter School.

Infant and toddler intervention services under United States Code, title 20, chapter 33, section 1431 et seq., and Code of Federal Regulations, title 34, part 303, are available in St. Paul City School to children from birth through two years of age who meet the outlined criteria. The team determines that a child from birth through the age of two years is eligible for infant and toddler intervention services if:

A. *the child meets the criteria of one of the disability categories in United States Code, title 20, chapter 33, sections 1400, et. seq., as defined in Minnesota Rules; or*

B. *the child meets one of the criteria for developmental delay in subitem (1) or the criteria in subitem (2);*

(1) the child has a diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay regardless of whether the child has a demonstrated need or delay; or

(2) the child is experiencing a developmental delay that is demonstrated by a score of 1.5 standard deviations or more below the mean, as measured by the appropriate diagnostic measures and procedures, in one or more of the following areas:

(a) cognitive development;

(b) physical development, including vision and hearing;

(c) communication development;

(d) social or emotional development; and

(e) adaptive development.

(3) The child's eligibility is established through the application of informed clinical opinion. Informed clinical opinion may be used as an independent basis to establish a child's eligibility under this part even when other instruments do not establish eligibility; however, in no event may informed clinical opinion be used to negate the results of evaluation instruments to establish eligibility.

The team shall determine that a child from the age of four years through the age of six 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, sections 1400 et seq., 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). St. Paul City School has elected the option of implementing 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 daily 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.

St. Paul City School's plan for identifying a child with a Specific Learning Disability is consistent with Minnesota Rule 3525.1341. St. Paul City School implements its interventions consistent with that plan.

St. Paul City School does not use the Response to Intervention (RtI) process to identify students with a disability. St. Paul City School's plan for identifying a child with a Specific Learning Disability is attached as **Appendix A**.

B. Evaluation

For the grade levels served, 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.

St. Paul City School conducts full and individual initial evaluation before the initial provision of special education and related services to a pupil. The initial evaluation shall consist of procedures to determine whether a child is a pupil with a disability that adversely affects the child's educational performance as defined in Minnesota Statutes, section 125A.02, who by reason thereof needs special education and related services, and to determine the educational needs of the pupil. The district proposing to conduct an initial evaluation to determine if the child qualifies as a pupil with a disability shall obtain an informed consent from the parent of the child before the evaluation is conducted. Parental consent for evaluation shall not be construed as consent for placement for receipt of special education and related services. The District will not override the written refusal of a parent to consent to an initial evaluation or re-evaluation.

Evaluation Procedures

Evaluations and reevaluations are conducted according to the following procedures:

- A. St. Paul City School provides notice to the parents of the pupil, according to the 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, St. Paul City 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 profess 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. St. Paul City School ensures that:
 - (1) 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 modes 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 the administration of tests and other evaluation materials, the determination of whether the child is a pupil with a disability as defined in Minnesota Statutes, section 125A.02, shall be made by a team of qualified professionals and the parent of the pupil in accordance with item E, and a copy of the evaluation report and the documentation of determination of eligibility will be given to the parent.

E. In making a determination of eligibility under item D, a child shall not be determined to be a pupil with a disability if the determinant factor for such determination is lack of instruction in reading or math or limited English proficiency, and the child does not otherwise meet eligibility criteria under parts 3525.1325 to 3525.1351.

Additional requirements for evaluations and reevaluations

A. As part of an initial evaluation, if appropriate, and as part of any reevaluation under this part or 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 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.

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. The district evaluates a pupil in accordance with this part before determining that the pupil is no longer a pupil with a disability.

The district intends to use restrictive procedures in the Preschool through 8th grade setting as necessary. The district does not intend to use restrictive procedures in the 9th through 12th grade setting. See the attached Restrictive Procedure Plan. The district follows the restrictive procedure statute, Minnesota Statute 125A.094-125A.0942.

Procedures for determining eligibility and placement

A. In interpreting the evaluation data for the purpose of determining if a child is a pupil with a disability under parts 3525.1325 to 3525.1351 and the educational needs of the child, the school district:

- (1) draws upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
- (2) ensures that the information obtained from all of the sources is documented and carefully considered.

B. If a determination is made that a child is a pupil with a disability who needs special education and related services, an IEP must be developed for the pupil according to part 3525.2810.

Evaluation report

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

- 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

St. Paul City 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

St. Paul City School provides a full range of educational service alternatives. All students with disabilities are provided the special instruction and services appropriate to their needs. The following is representative of St. Paul City 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. The choice of specific program alternatives is based on the pupil's current levels of performance, pupil special education needs, goals, and objectives, and must be written in the IEP. Program alternatives are comprised of the type of services provided, the setting in which services occur, and the amount of time and frequency in which special education services occur. A pupil may receive special education services in more than one alternative based on the IEP.

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

- (1) one-on-one services
- (2) small group
- (3) direct instruction
- (4) indirect instruction
- (5) co-teaching
- (6) pull-out/self-contained

B. St. Paul City School has three locations. Sites at which special education services may occur:

- (1) St. Paul City Primary School -260 Edmund Avenue West, St. Paul, MN 55103
- (2) St. Paul City Middle School - 643 Virginia Street, St. Paul, MN 55103
- (3) River's Edge Academy High School - 188 West Plato Boulevard, St. Paul, MN 55107

C. Alternative sites available at which services may occur:

- (1) Homebound or home-based services
(location of services TBD by school or IEP team)
- (2) St. Paul Public Schools
(location of services determined by SPPS rep)
- (3) Other resident districts
(location of services determined by district rep)

D. Available instruction and related services:

- (1) School Psychology (evaluation and mental health provision)
- (2) Occupational Therapy (OT)
- (3) Physical Therapy (PT)
- (4) Speech and Language Pathologist (S/LP)
- (5) Developmental Adaptive Physical Education (DAPE)
- (6) Deaf/Hard of Hearing (D/HH)
- (7) Audiological services
- (8) Orientation and Mobility (O&M)
- (9) Vision Impairment (VI)
- (10) Social Work Services (SWK)
- (11) Nursing
- (12) Direct & indirect specialized instruction
- (13) Special transportation
- (14) Other services required by the I.E.P.

III. Administration and Management Plan

St. Paul City 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/ mailing address/office location)	Brief Description of Staff Responsibilities relating to child study procedures and method of providing special education services
Dr. Meg Cavalier Superintendent	Office is located at: 260 Edmund Avenue West St. Paul, MN 55103 (651) 225-9177 mcavalier@stpaulcityschool.org	As the Superintendent, Dr. Cavalier provides oversight of all operations of all school processes (Prek-12).
Justin Tiarks School Principal	Office is located at: 260 Edmund Avenue West St. Paul, MN 55103 (515)333-8102 jtiarks@stpaulcityschool.org	As the school Principal, Mr. Tiarks provides oversight of day to day operations of all school processes (Prek-8).

<p>Jenny Reiling Assistant Principal</p>	<p>Office is located at: 260 Edmund Avenue West St. Paul, MN 55103</p> <p>(612) 598-2035 jreilingr@stpaulcityschool.org</p>	<p>As the school Assistant Principal, Ms.. Reiling provides oversight of day to day operations of all school processes (Prek-8).</p>
<p>Erin Wanat Special Education Director</p>	<p>Office is located at: 1170 Red Fox Road I Arden Hills, MN 55112</p> <p>651-278-2307 ewanat@indigoed.org</p>	<p>As the Special Education Director, Erin provides oversight of all special education programming and finance for the district.</p>
<p>Andrea Becker Special Education Coordinator</p>	<p>Office is located at: 260 Edmund Avenue West St. Paul, MN 55103 (651) 925-3018 abecker@stpaulcityschool.org</p>	<p>As the special education coordinator, Andrea is responsible for maintaining special education programming. Andrea is responsible for oversight of the Child Find and Child Study process in coordination with the Director of Special Education. Andrea facilitates and serves as district representative for team IEP meetings.</p>
<p>Meagan Reissy Intervention Liaison</p>	<p>Office is located at: 260 Edmund Avenue West St. Paul, MN 55103</p> <p>(651) 225-9177 mreissy@stpaulcityschool.org</p>	<p>As the intervention liaison, Meagan is responsible for oversight of school-wide interventions for grades Prek-8th Grade</p>

<p>Leslie Allred School Social Worker (9-12)</p>	<p>Office is located at: 188 West Plato Boulevard St. Paul, MN 55107</p> <p>(651) 234-0150 lallred@reamn.org</p>	<p>As the School Social Worker, Leslie is responsible for leading special education team meetings, and for the oversight of the Child Find and Child Study process</p>
<p>Sky Davey Dean of Students (9-12)</p>	<p>Office is located at: 188 West Plato Boulevard St. Paul, MN 55107</p> <p>(651) 234-0150 sdavey@reamn.org</p>	<p>As the Dean of Students, Sky is responsible for supporting the work of the Superintendent, and promoting staff development and student learning at River's Edge Academy.</p>
<p>Ava Buchanan Director of Operations (PreK-12)</p>	<p>Office is located at: 188 West Plato Boulevard St. Paul, MN 55107</p> <p>(651) 234-0150 abuchanan@reamn.org</p>	<p>As Director of Operations, Ava is responsible for MARSS management and submission, completing Uniform Tuition Acknowledgments, and scheduling meetings and maintaining communication records.</p>
<p>Hannah Peterson Special Education Coordinator Indigo Education (PreK-12)</p>	<p>Office is located at: 1170 Red Fox Road I Arden Hills, MN 55112 (651)235-2825</p> <p>hpeterson@indigoed.org</p>	<p>As the special education coordinator, Hannah assists both the district special education coordinator and special education teachers with programming and student specific needs..</p>

B. Due Process assurances available to parents: St. Paul City 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) St. Paul City 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 processes. 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. St. Paul City 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, St. Paul City School informs parents of other dispute resolution processes, including at least medication 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 St. Paul City School's Procedural Safeguard Notice, attached as **Appendix C**.

IV. Interagency Agreements the District has Entered

The district has entered in the following interagency agreements for eligible children, ages 3 to 21, to establish agency responsibility that assures that coordinated interagency services are coordinated, provided, and paid for, and that payment is facilitated from public and private sources:

<i>Name of Agency</i>	<i>Terms of Agreement</i>	<i>Agreement Termination/ Renewal Date</i>	<i>Comments</i>
Minnesota Care Partners	Co-located mental health (for students)	Annual	Formal
Freedom Schools	After school enrichment	Annual	Formal

V. Special Education Advisory Council

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

A. St. Paul City School's Special Education Advisory Council is individually established.

B. St. Paul City School's Special Education Advisory Council is a subgroup of the St. Paul City School School Board and advises on the needs of students with disabilities. The goal of the SEAC is to increase parent/guardian involvement in district policy making involving students with disabilities. Meetings 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 with or without children enrolled with special education services.

C. St. Paul City School's Special Education Advisory Council consists of the following individuals:

1. Andrea Becker/Eric Fergen, coordinator

2. Justin Tiarks, parent of a special education student
 3. Wendy Boppert, parent of a special education student
- D. St. Paul City Schools Special Education Advisory Council meets once per year and will be announced via electronic communication to parents.
- E. The operational procedures of St. Paul City School's Special Education Advisory Council are attached as *Appendix D*.

VI. Assurances

Code of Federal Regulations, section 300.201: Consistency with State policies. St. Paul City 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 is given by St. Paul City School.

Appendix A

Specific Learning Disabilities Criteria

In accordance with Minnesota Rule 3525.1341 St. Paul City School has elected to use Criteria A, B, and C of the Specific Learning Disabilities criteria and at this time has elected not to use Criteria D.

"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).

Specific Learning Disability Criteria for Special Education

Student Name: _____ DOB: _____

Building: _____ Reviewer Name: _____

Date of Evaluation Report: _____ Eligible: ___ Yes ___ No

___ Evaluation ⇨ (Must meet initial criteria)

___ Reevaluation ⇨ (Must address criteria components)

Information about each item must be sought from the parent and included as part of the evaluation data. The evaluation data must confirm that the disabling effects of the child's disability occur in a variety of settings. The child must receive two interventions prior to evaluation unless the parent requests an evaluation or the team waives the requirement due to urgency. Based on information in the Evaluation Report and the student file, a pupil has a specific learning disability and is in need of special education and related services when the pupil meets the criteria in A, B, and C OR A, B, and D below.

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 settings 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 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 the 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 _____

D. Inadequate rate of progress in response to scientific research-based intervention (SRBI)

The child demonstrates an inadequate rate of progress in response to intensive SBRI and the following components are documented:

_____ Rate of progress is measured over at least 7 school weeks on a minimum of 12 data points;

_____ Rate of improvement is minimal and continued intervention will not likely result in reaching an age or state-approved grade-level standards;

_____ Progress will likely not be maintained when instructional supports are removed;

_____ Level of performance in a repeated assessment of achievement falls below the child's age or state-approved grade-level standards; and

_____ Level of achievement is at or below the 5th percentile on one or more valid and reliable achievement tests using either state or national comparisons. Local comparison data that is valid and reliable may be used in addition to either state or national data, but if it differs from either state or national data, the group must provide a rationale to explain the difference.

Appendix B

Pre-Referral and Referral Process For Special Education

St. Paul City School

Minnesota state law provides school districts with a process to ensure that students are given ample opportunity to succeed within the general education program. When teachers suspect a student may need special education services, [Minnesota Statute 125A.56](#) requires that schools implement and document at least two “instructional strategies, alternatives or interventions” with a student within the general education classroom prior to referring a child for special education evaluation. This is called the ‘pre-referral process.’ At St. Paul City School this process is known as Student Intervention Pre-referral and Referral.

It is important to note that this process is part of regular education. In many instances, the child’s needs may be met by changing instructional strategies or through other interventions within the general classroom.

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. The interventions must be of sufficient duration to allow the child to succeed from the new instructional strategies and/or interventions. The best practice identifies pre-referral interventions lasting four to six weeks, with the interventions being consecutive. Concurrent interventions can be implemented if there are multiple concerns such as academic and behavior.

A breakdown of this process is as follows:

STEP 1 – REGULAR EDUCATION

Concern Identified

- A teacher identifies a student's academic or behavioral concerns.
- The teacher contacts the student's parent/guardian to share the concern.
- The teacher contacts the Intervention Specialist to share concerns and to be added to the Student Intervention Team schedule.
- A Student Intervention Team meeting is scheduled.
 - St. Paul City School’s (grades K-8) membership consists of a general education teacher, the Director of Teaching/Learning (K-3), a social worker, a Dean of Students, a reading coach, and the intervention specialist. Members of the Family Team are added, as warranted by the situation. Other professionals may be part of the team as applicable.
 - River’s Edge Academy (grades 9-12) membership consists of a general education teacher, the referring teacher, a social worker, and a special education teacher.

Members of the Student Intervention Team may be added, as warranted by the situation. Other professionals may be part of the team as applicable.

- Referring teacher completes “Child Find Referral Form” and brings to the child study meeting. The referring teacher shares concerns with the child study team. Data is also shared with the team to add clarity to the concern.

STEP 2 – REGULAR EDUCATION

Pre-referral Interventions

- At the Student Intervention Team meeting, the members and classroom teacher problem solve and discuss *scientific research-based interventions* to address the student’s needs. The team chooses an intervention.
- The teacher implements intervention #1 for 6-8 weeks and collects data on student’s progress.
 - If intervention #1 is proven to be successful, the intervention is continued.
 - A formal evaluation is **not** needed.
 - If intervention #1 is NOT successful, the Student Intervention Team and teacher determine another *scientific research-based intervention* for implementation.
- The teacher implements intervention #2 for 6-8 weeks and continues to collect data on the student’s progress.
 - If intervention #2 is proven to be successful, the intervention is continued.
 - A formal evaluation is **not** needed.
 - If intervention #2 is NOT successful, the parent(s) are notified and informed of the possibility of a formal evaluation being conducted with the student.
- The classroom teacher completes the remaining sections of the “Child Find Referral Form” to share with the Special Education team.
- The child study facilitator schedules a meeting with the special education staff to discuss the possibility of special education evaluation.

STEP 3 – SPECIAL EDUCATION

Evaluation Determination

- The parents are invited to a meeting to discuss the possibility of a special education evaluation.
- The meeting to determine evaluation consists of a special education teacher, the classroom teacher, school administrator, and related service providers and special education director if applicable.
- Data regarding the interventions are shared with the team. If appropriate, the team will create an evaluation plan to assess if the student meets the criteria for special education services.
- The written evaluation plan and Prior Written Notice is shared with the parents and parental permission to evaluate is requested.

- Parent permission is required to conduct an initial evaluation for special education services. 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).
 - If the student meets the 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.

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



Child Find Referral Packet

The purpose of this packet is to collect the necessary information gathered during the child find process. If a referral for special education is necessary, the entire packet should be shared with the Child Study team, who will then determine if an initial evaluation is appropriate.

Date:	Grade:	DOB:
Student Name:		
Referring Teacher:		

What is the primary concern for this student?

Background Information:

Student Ethnicity:	<input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> Black/African American/Non-Hispanic <input type="checkbox"/> Hispanic <input type="checkbox"/> White/Non-Hispanic <input type="checkbox"/> Other:
Primary Language:	Received EL services? <input type="checkbox"/> Yes → Explain below <input type="checkbox"/> No Description of EL services: <i>If the student's native language is other than English, please complete the Language Questionnaire.</i>
Known medical concerns?	<input type="checkbox"/> Yes <input type="checkbox"/> No List: Primary Provider:
Vision & Hearing	Vision Passed <input type="checkbox"/> Yes <input type="checkbox"/> No Date: Hearing Passed <input type="checkbox"/> Yes <input type="checkbox"/> No Date:
Known mental health concerns?	<input type="checkbox"/> Yes <input type="checkbox"/> No List:
Attendance concerns?	<input type="checkbox"/> Yes <input type="checkbox"/> No Explain:

Suspended/ expelled current year?	Total days	Suspended/expelled last year?	Total days
Relevant family factors:			
Other services the student has received:	<input type="checkbox"/> ELL <input type="checkbox"/> Counseling <input type="checkbox"/> Special Education <input type="checkbox"/> 504 Plan	<input type="checkbox"/> Outside Speech <input type="checkbox"/> Remedial Reading <input type="checkbox"/> Head Start <input type="checkbox"/> Other:	<input type="checkbox"/> Indian Education <input type="checkbox"/> Specialized Preschool <input type="checkbox"/> Regular Preschool
Outside agencies currently working with the student:	<input type="checkbox"/> CPS <input type="checkbox"/> Mental Health Services <input type="checkbox"/> Juvenile Justice <input type="checkbox"/> Other:		
<p><i>If working with an outside agency, have the parent/guardian sign a Release of Information to share information to and from the school.</i></p> <p>Date ROI Signed:</p> <p>For what agencies:</p>			

Learner Profile:

Review of standards-based assessment results:				
MCAs				
	3 rd Grade	5 th Grade	8 th Grade	HS
Reading				
Math				

WIDA/ACCESS				
	Grade:	Grade:	Grade:	Grade:
Listening				
Speaking				
Writing				
Reading				
TOTAL				

Current formative assessment results:

Current grades (if any):

Learner strengths and challenges:
Strengths:

Challenges:

Documentation of Parent/Guardian Contact Relating to Student Concern

Date	Form of Contact	Person Contacted	Notes
	Phone		
	Phone		
	Phone		

Classroom Support and Modifications Attempted

1170 Red Fox Road · Arden Hills, MN 55112 · 800.281.9980 FAX: 888.427.7215 · hello@indigoed.org

indigoed.org

Child Find Packet | Updated July 2019

Put a checkmark next to supports or modifications the student has received in your classroom:

INSTRUCTIONAL MODIFICATIONS

<input type="checkbox"/> Small group instruction <input type="checkbox"/> Individualized classroom instruction <input type="checkbox"/> Use of audio books <input type="checkbox"/> Modify or shorten assignments <input type="checkbox"/> Alternate teaching modes	<input type="checkbox"/> Breakdown of tasks into smaller steps <input type="checkbox"/> Modified tests <input type="checkbox"/> Computerized instruction <input type="checkbox"/> Use of concrete materials <input type="checkbox"/> Change groupings <input type="checkbox"/> Other:
---	--

BUILDING SUPPORTS

<input type="checkbox"/> Peer tutor <input type="checkbox"/> Consult with a Specialist	<input type="checkbox"/> Parent volunteer <input type="checkbox"/> Consult with Administration <input type="checkbox"/> Other:
---	--

PARENT/GUARDIAN SUPPORT

<input type="checkbox"/> Parent/Teacher/Student Conferences <input type="checkbox"/> Phone conference	<input type="checkbox"/> Notes/Emails home <input type="checkbox"/> Folder/Planner sent home <input type="checkbox"/> Other:
--	--

BEHAVIOR MANAGEMENT DISCIPLINE

<input type="checkbox"/> Clarify rules <input type="checkbox"/> Provide a routine schedule <input type="checkbox"/> Move to a different seat <input type="checkbox"/> Detention <input type="checkbox"/> Daily behavior report <input type="checkbox"/> Reward system <input type="checkbox"/> Logical consequences <input type="checkbox"/> Refer to Behavior Interventionist <input type="checkbox"/> Seat near teacher <input type="checkbox"/> Model desired behavior	<input type="checkbox"/> Study Carrel to eliminate distractions <input type="checkbox"/> Provide additional choices <input type="checkbox"/> Take a break/buddy room <input type="checkbox"/> Praise (specific and clear) <input type="checkbox"/> Weekly effort report <input type="checkbox"/> Positive notes sent home <input type="checkbox"/> Removal of preferred activities <input type="checkbox"/> In School Suspension (ISS) <input type="checkbox"/> Out of School Suspension (OSS) <input type="checkbox"/> Other:
--	---

Return this **COMPLETED** form to the Child Find Facilitator to meet with the Child Find Team.

Make sure to bring your student data in a format that is easy to share with others. Forms include:

- Work samples
- Behavior charts
- Formative assessments
- A collection of tallies
- Behavior referral data
- Pictures/videos

Intervention Plan Form

Meeting Date:	Grade:	DOB:
Student Name:		
Referring Teacher:		
Team Members Present:		

Student Information

To be completed by referring teacher and brought to Child Find Team meeting

Is there any additional information about the area of concern? *(not indicated above)*

What is the **gap** between the present level of performance and the expected level of performance?

Student Goal: Remember only 1 intervention can be implemented at a time, therefore, focus on the main area of concern and write a SMART goal.

By	<small>Date</small>	,	<small>Name</small>	will increase	<small>Observable Skill</small>	from a current level of	to	as measured by
<small>Tool</small>								

Intervention #1

First 6 Week Intervention Start Date	Person Responsible (Name/Title)
Describe the intervention:	
How will the intervention be measured?	
When will the intervention occur (minutes & times per week)?	
Where will the interventions occur?	
Who do I go to for support?	

Review Date of Intervention #1:

INTERVENTION #1 REVIEW

Meeting Date:
Attendants:

--

1. Did the student meet their goal? Yes No

<p>Explain:</p> <p>What are contributing factors (attendance, fidelity of implementation, etc.):</p> <p style="text-align: right;">**Progress monitoring data must be attached.</p>

2. Were adjustments made to the intervention? Yes No

<p>If Yes, when:</p> <p>Explain:</p>

3. Are adjustments needed? Yes No

<p>Explain:</p> <p>Agreed upon adjustments:</p>
--

4. Child Find Team Decision:

- Goal Met → Stop intervention. Continue to monitor progress.
- Making progress → Continue intervention.
- Intervention not successful → Determine a second intervention.

Intervention #2	
Second 6 Week Intervention Start Date	Person Responsible (Name/Title)
Describe the intervention: How will the intervention be measured? When will the intervention occur (minutes & times per week)? Where will the interventions occur? Who do I go to for support?	

Review Date of Intervention #2:

INTERVENTION #2 REVIEW

Meeting Date:
Attendants:

1. Did the student meet their goal? Yes No

Explain:

What are contributing factors (attendance, fidelity of implementation, etc.):

****Progress monitoring data must be attached.**

2. Were adjustments made to the intervention? Yes No

If Yes, when:

Explain:

3. Are adjustments needed? Yes No

Explain:

Agreed upon adjustments:

4. **Child Find Team Decision:**

- Goal Met → Stop intervention. Continue to monitor progress.
- Making progress → Continue intervention.
- Intervention not successful → Determine a third intervention.
- Intervention not successful → Refer to special education for a possible evaluation.

Appendix C

PART B NOTICE OF PROCEDURAL SAFEGUARDS

PARENTAL RIGHTS FOR PUBLIC SCHOOL

SPECIAL EDUCATION STUDENTS

PART B NOTICE OF PROCEDURAL SAFEGUARDS

PARENTAL RIGHTS FOR PUBLIC SCHOOL

SPECIAL EDUCATION STUDENTS

The material contained in this document is intended to provide general information and guidance regarding special education rights and procedural safeguards afforded to parents of children age 3 through 21 under state and federal law. This document explains a selection of some of the rights and procedural safeguards provided to parents under the Individuals with Disabilities Education Act (IDEA), the implementing regulations at 34 C.F.R Part 300, and applicable Minnesota laws and regulations; it is not a complete list or explanation of those rights. This notice is not a substitute for consulting with a licensed attorney regarding your specific legal situation. This document does not purport to include a complete rendition of applicable state and federal law, and the law may have changed since this document was issued.

INTRODUCTION

This document provides an overview of parental special education rights, sometimes called procedural safeguards. These same procedural safeguards are also available for students with disabilities who have reached the age of 18.

This Notice of Procedural Safeguards must be given to you at least one time per year. 34 C.F.R. § 300.504(a). It must also be given to you:

1. The first time your child is referred for a special education evaluation or if you request an evaluation, 34 C.F.R. § 300.504(a)(1);
2. The first time you file a complaint with the Minnesota Department of Education (MDE) in a school year, 34 C.F.R. § 300.504(a)(2);
3. The first time you or the district requests a due process hearing in a school year, 34 C.F.R. § 300.504(a)(2);
4. On the date, the district decides to change the placement of your student by removing the student from school for a violation of the district discipline policy, 34 C.F.R § 300.504(a)(3); or
5. Upon your request, 34 C.F.R. § 300.504(a)(4).

PRIOR WRITTEN NOTICE

The district must provide you with prior written notice each time it proposes to initiate or change, or refuses to initiate or change:

- the identification of your child;
- the evaluation and educational placement of your child;
- the provision of a free appropriate public education (FAPE) to your child; or
- When you revoke consent for services for your child in writing and before the district stops providing special education and related services, 34 C.F.R. §§ 300.503(a)(1)-(2) and 300.300(b)(4)(i).

This written notice must include:

1. A description of the action proposed or refused by the district, 34 C.F.R. § 300.503(b)(1);
2. An explanation of why the district proposes or refuses to take the action, 34 C.F.R. § 300.503 (b)(2);
3. A description of each evaluation procedure, assessment, record, or report the district used as a basis for its proposal or refusal, 34 C.F.R. § 300.503(b)(3);
4. A statement that you, as parents of a child with a disability, have protection under these procedural safeguards and information about how you can get a copy of the brochure describing the procedural safeguards, 34 C.F.R. § 300.503(b)(4);
5. Sources for you to contact to obtain assistance in understanding these procedural safeguards, 34 C.F.R. § 300.503(b)(5);
6. A description of other options the IEP team considered and the reasons why those options were rejected, 34 C.F.R. § 300.503(b)(6); and
7. A description of other factors relevant to the district's proposal or refusal, 34 C.F.R. § 300.503(b)(7).

In addition to federal requirements, prior written notice must inform you that, *except for the initial placement of your child in special education*, the school district will proceed with its proposal for your child's placement, or for providing special education services, unless you notify the district of an objection within 14 days of when the district sent you the prior written notice. Minn. Stat. § 125A.091, Subd. 3a(1). The district must also provide you with a copy of the proposed IEP whenever the district proposes to initiate or change the content of the IEP. Minn. R. 3525.3600.

The prior written notice must also state that, if you object to a proposal or refusal in the prior written notice, you must have an opportunity for a conciliation conference, and the school district must inform you of other alternative dispute resolution procedures, including mediation and facilitated IEP team meetings, under Minnesota Statutes, section 125A.091, Subdivisions 7-9. Minn. Stat. § 125A.091, Subd. 3a(2).

FOR MORE INFORMATION

If you need help in understanding any of your procedural rights or anything about your child's education, please contact your district's special education director or the person listed below. This notice must be provided in your native language or other modes of communication you may be using. If your mode of communication is not a written language, the district must take steps to translate this notice orally or by other means. The district must ensure that you understand the content of this notice and maintain written evidence that this notice was provided to you in an understandable mode of communication and that you understood the content of this notice. 34 C.F.R. § 300.503(c).

If you have any questions or would like further information, please contact:

Name: Erin Wanat, Director of Special Education

Phone: 651-278-2307

For further information, you may contact one of the following organizations:

ARC Minnesota (advocacy for persons with developmental disabilities)

www.thearcofminnesota.org

651-523-0823

1-800-582-5256

Minnesota Association for Children's Mental Health

www.macmh.org

651-644-7333

1-800-528-4511

Minnesota Disability Law Center

www.mndlc.org

612-334-5970 (Twin Cities Metro)

1-800-292-4150 (Greater Minnesota)

612-332-4668 (TTY)

PACER (Parent Advocacy Coalition for Educational Rights)

www.pacer.org

952-838-9000

1-800-53-PACER,

952-838-0190 (TTY)

Minnesota Department of Education

www.education.state.mn.us

651-582-8689

651-582-8201 (TTY)

ELECTRONIC MAIL

If your school district gives parents the choice to receive notices by email, you can choose to receive your prior written notice, procedural safeguards notice, or notices related to a due process complaint via email. 34 C.F.R. § 300.505.

PARENTAL CONSENT

Definition of Consent

Consent means that you have been fully informed of all information relevant to the activity for which your consent is sought, in your native language, or through another mode of communication. 34 C.F.R. § 300.9(a). In order to consent, you must understand and agree in writing to the carrying out of the activity for which your consent is sought. This written consent must list any records that will be released and to whom. 34 C.F.R. § 300.9(b).

Revocation of Consent

Consent is voluntary and may be revoked in writing at any time. 34 C.F.R. §§ 300.9(c)(1) and 300.300(b)(4). However, revocation of consent is not retroactive; meaning revocation of consent does not negate an action that has occurred after the consent was given and before the consent was revoked. 34 C.F.R. § 300.9(c)(2).

When the District Must Obtain Your Consent

A. Initial Evaluation

The district must obtain your written and informed consent before conducting its initial evaluation of your child. 34 C.F.R. § 300.300(a)(1)(i) and Minn. Stat. § 125A.091, Subd. 5(a). You or a district can initiate a request for an initial evaluation. 34 C.F.R. § 300.301(b). If you do not respond to a request for consent or if you refuse to provide consent for an initial evaluation, the district cannot override your refusal to provide consent. 34 C.F.R. § 300.300(a)(3)(i) and Minn. Stat. § 125A.091, Subd. 5(a). An initial evaluation shall be conducted within 30 school days from the date the district receives your permission to conduct the evaluation unless a conciliation conference or hearing is requested. Minn. R. 3525.2550, Subp. 2.

A district will not be found in violation of meeting its child find obligation or its obligations to conduct evaluations and reevaluations if you refuse to consent to or fail to respond to a request for consent for an initial evaluation. 34 C.F.R. § 300.300(a)(3)(ii).

If you consent to an initial evaluation, this consent cannot be construed as consent for the initial provision of special education and related services. 34 C.F.R. § 300.300(a)(1)(ii).

B. Initial Placement and Provision of Special Education Services and Related Services

The district must obtain your written consent before proceeding with the initial placement of your child in a special education program and the initial provision of special education services

and related services to your child determined to be a child with a disability. Minn. Stat. § 125A.091, Subd. 3a(1) and 5(a); 34 C.F.R. § 300.300(b)(1).

If you do not respond to a request for consent, or if you refuse to consent to the initial provision of special education and related services to your child, the district may not override your written refusal. Minn. Stat. § 125A.091, Subd. 5(a).

If you refuse to provide consent for the initial provision of special education and related services, or you fail to respond to a request to provide consent for the initial provision of special education and related services, the district will not be considered in violation for failure to provide your child with special education and related services for which the district requested consent. 34 C.F.R. § 300.300(b)(4)(i).

C. Reevaluations

Your consent is required before a district conducts a reevaluation of your child. 34 C.F.R. § 300.300(c). If you refuse to consent to a reevaluation, the district may not override your written refusal. 34 C.F.R. § 300.300(c)(1)(ii) and Minn. Stat. § 125A.091, Subd. 5(a). A reevaluation shall be conducted within 30 school days from the date the district receives your permission to conduct the evaluation or within 30 days from the expiration of the 14 calendar day time period during which you can object to the district's proposed action. Minn. R. 3525.2550, Subp. 2.

D. Transition Services

Your consent is required before personally identifiable information is released to officials of participating agencies providing or paying for transition services. 34 C.F.R. §§ 300.622(a)(2) and 300.321(b)(3).

When Your Consent is Not Required

Except for an initial evaluation and the initial placement and provision of special education and related services, if you do not notify the district of your objection within 14 days of when the district sends the notice of the district's proposal to you, the district's proposal goes into effect even without your consent. Minn. Stat. § 125A.091, Subd. 3a(1).

Additionally, your consent is not required for a district to review existing data in your child's educational file as part of an evaluation or a reevaluation. 34 C.F.R. § 300.300(d)(1)(i).

Your consent is also not required for the district to administer a test or other evaluation that is given to all children unless consent is required from parents of all children. 34 C.F.R. § 300.300(d)(1)(ii).

Parent's Right to Object and Right to a Conciliation Conference

You have a right to object to any action the district proposes within 14 calendar days of when the district sends you the prior written notice of their proposal. Minn. Stat. § 125A.091, Subd. 3a(1). If you object to the district's proposal, you have the right to request a conciliation conference, mediation, facilitated IEP team meeting or a due process hearing. 34 C.F.R. § 300.507; Minn. Stat. §§ 125A.091, Subd. 3a(2) and Subd. 14. Within ten calendar days from the date, the district

receives notice of your objection to its proposal or refusal in the district's prior written notice, the district will ask you to attend a conciliation conference. Minn. Stat. § 125A.091, Subd. 7. Except as provided under Minnesota Statutes, section 125A.091, all discussions held during a conciliation conference are confidential and are not admissible in a due process hearing. Within five days after the final conciliation conference, the district must prepare and provide you with a conciliation conference memorandum that describes the district's final proposed offer of service. This memorandum is admissible evidence in any subsequent proceeding. Minn. Stat. § 125A.091, Subd. 7.

You and the district may also agree to use mediation or a facilitated individualized education program (IEP) team meeting to resolve your disagreement. Minn. Stat. § 125A.091, Subd. 8. You or the district can also request a due process hearing (see the section about Impartial Due Process Hearings later in this document). The district must continue to provide an appropriate education to your child during the proceedings of a due process hearing. 34 C.F.R. § 300.518.

Confidentiality and Personally Identifiable Information

Personal, identifiable information is information that includes, but is not limited to, a student's name, the name of the student's parent or other family members, the address of the student or student's family, a personal identifier, such as the student's Social Security number, student number, or biometric record, another indirect identifier, such as the student's date of birth, place of birth, a mother's maiden name, other information that alone or in combination, is linked to or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty, or information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates. 34 C.F.R. § 99.3.

Districts and MDE must protect the confidentiality of any personally identifiable data, information, and records they collect, maintain, disclose and destroy. 34 C.F.R. §§ 300.610 and 300.623.

Generally, your written consent is required before a district may disclose personally identifiable information from your child's educational record with anyone other than officials of participating agencies collecting or using the information under the Individuals with Disabilities Education Act (IDEA) or for any purpose other than meeting a requirement of that law. 34 C.F.R. §§ 99.3 and 99.31.

When your consent is not required to share personally identifiable information. Your consent, or the consent of an eligible student (age 18 or older), is not required before personally identifiable information contained in education records is released to officials of a school district or the state department of education for meeting IDEA requirements. 34 C.F.R. § 300.622(a).

Your child's educational records, including disciplinary records, can be transferred without your consent to officials of another school, district, or postsecondary institution if your child seeks to enroll in or attend the school or institution or a school in that district. 34 C.F.R. § 99.31(a)(2).

Disclosures made without your consent must be authorized under the Family Educational Rights and Privacy Act (FERPA). Please refer to 34 C.F.R. Part 99 for additional information on consent requirements concerning data privacy under federal law.

Directory Information

Directory information can be shared without your consent. This type of information is data contained in an education record of your child that would not generally be considered harmful or an invasion of privacy if disclosed. 34 C.F.R. § 99.3.

Directory information includes, but is not limited to, a student's address, telephone number, email address, date and place of birth, major field of study, grade level, enrollment status, dates of attendance, participation in official activities and sports, weight and height of athletic team members, degrees, honors, and awards received, the most recent educational agency or institution attended, and a student ID number, user ID, or other unique personal identifier used for accessing or communicating electronically if certain criteria are met. Directory information does not include a student's Social Security number or student ID number not used in connection with accessing or communicating electronically as provided under federal law. 34 C.F.R. § 99.3. Districts must give you the option to refuse to let the district designate any or all data about your child as directory information. This notice can be given to you by any means reasonably likely to inform you or an eligible student of this right. Minn. Stat. § 13.32, Subd. 5. If you do not refuse to release the above information as directory information, that information is considered public data and can be shared without your consent.

Data about you (meaning parents) is private data but can be treated as directory information if the same procedures that are used by a district to designate student data as directory information are followed. Minn. Stat. § 13.32, Subd. 2(c).

WRITTEN ANNUAL NOTICE RELATING TO THIRD PARTY BILLING FOR IEP HEALTH-RELATED SERVICES

Before billing Medical Assistance or MinnesotaCare for health-related services the first time, and each year, the district must inform you in writing that:

1. The district will share data related to your child and health-related services on your child's IEP with the Minnesota Department of Human Services to determine if your child is covered by Medical Assistance or MinnesotaCare and whether those services may be billed to Medical Assistance or MinnesotaCare.
2. Before billing Medical Assistance or MinnesotaCare for health-related services the first time, the district must obtain your consent, including specifying the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided), the purpose of the disclosure, the agency to which the disclosure may be made (i.e. the Department of Human Services) and which specifies that you understand and agree that the school district may access your (or your child's) public benefits or insurance to pay for health-related services.
3. The district will bill Medical Assistance or MinnesotaCare for the health-related services on your child's IEP. Minn. Stat. § 125A.21, Subd. 2(c)(1).

4. The district may not require you to sign up for or enroll in Medical Assistance or MinnesotaCare or other insurance programs in order for your child to receive special education services.
5. The district may not require you to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for health services provided but may pay the cost that you would otherwise be required to pay.
6. The district may not use your child's benefits under Medical Assistance or MinnesotaCare if that use would: decrease available lifetime coverage or any other insured benefit; result in your family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time your child is in school; increase your premiums or lead to the discontinuation of benefits or insurance; or risk your loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.
7. You have the right to receive a copy of education records the district shares with any third party when seeking reimbursement for IEP health-related services. Minn. Stat. § 125A.21, Subd. 2(c)(2).

You have the right to stop your consent for disclosure of your child's education records to a third party, including the Department of Human Services, at any time. If you stop consent, the district may no longer share your child's education records to bill a third party for IEP health-related services. You can withdraw your consent at any time, and your child's IEP services will not change or stop. Minn. Stat. § 125A.21, Subd. 2(c)(3).

INDEPENDENT EDUCATIONAL EVALUATIONS

An independent educational evaluation (IEE) is an evaluation by a qualified person(s) who is not an employee of your district. 34 C.F.R. § 300.502(a)(3)(i). You may ask for an IEE at school district expense if you disagree with the district's evaluation. 34 C.F.R. § 300.502(b)(1). A hearing officer may also order an independent educational evaluation of your child at school district expense during a due process hearing. 34 C.F.R. § 300.502(d).

Upon request for an IEE, the district must give you information regarding its criteria for the selection of an independent examiner and information about where an independent educational evaluation may be obtained. 34 C.F.R. § 300.502(a)(2).

If you request an IEE, the district must, without delay, ensure that it is provided at public expense or request a hearing to determine the appropriateness of its evaluation. 34 C.F.R. § 300.502(b)(2). If the district goes to hearing and the hearing officer determines the district's evaluation is appropriate, you still have the right to an independent evaluation, but not at public expense. 34 C.F.R. § 300.502(b)(3).

If you obtain an IEE, the results of the evaluation must be considered by the IEP/IIP (Individual Interagency Intervention Plan) Team and may be presented as evidence at a due process hearing regarding your child. 34 C.F.R. § 300.502(c).

EDUCATION RECORDS

Definition of an Education Record

Under federal law, an education record means those records that are directly related to a student and that are maintained by the department or the district.

Your Access to Records

If you want to look at your child's education records, the district must give you access to those records for your review. Education records include most of the information about your child that is held by the school. 34 C.F.R. § 300.613(a). However, information held solely by your child's teacher for his or her own instructional use may not be included in the education records. Minn. Stat. § 13.32, Subd. 1(a).

The district must allow you to review the records without unnecessary delay, and before any meeting regarding an IEP, or any hearing or resolution session about your child. 34 C.F.R. § 300.613(a). In addition, the district must comply with your request to review your child's education records immediately, if possible, or within 10 days of the date of the request (excluding Saturdays, Sundays and legal holidays), if immediate compliance is not possible. Minn. Stat. § 13.04, Subd. 3.

Your right to inspect and review records includes the right to:

1. An explanation or interpretation from the district of your child's records upon request, 34 C.F.R. § 300.613(b)(1); Minn. Stat. § 13.04, Subd. 3;
2. Have your representative inspect and review the records on your behalf, 34 C.F.R. § 300.613(b)(3);
3. Request that the district provide copies of your child's educational records to you, 34 C.F.R. § 300.613(b)(2); Minn. Stat. § 13.04, Subd. 3; and
4. Review your child's records as often as you wish in accordance with state law, 34 C.F.R. § 300.613(c). State law provides that if you have been shown private data and have been informed of its meaning, that data does not need to be disclosed to you for a period of 6 months unless a dispute or action is pending or new information is created or collected. Minn. Stat. § 13.04, Subd. 3.

Transfer of Rights

Your rights regarding accessing your child's education records generally transfer to your child at age 18. 34 C.F.R. §§ 300.625 and 99.5(a). Notice must be provided to you and your child regarding this transfer of rights. 34 C.F.R. § 300.520(a)(3).

Records on More Than One Child

If any education record includes information on more than one child, you have the right to inspect and review only information relating to your child. 34 C.F.R. § 300.615. You can seek consent to review and inspect education records that include information about children in

addition to your own, but those parents of those children have a right to refuse your request for consent.

List of Types and Locations of Information

Upon your request, the district and the department must provide you with a list of the types and locations of education records they collect, maintain or use. 34 C.F.R. § 300.616.

Record of Access by Others

The district must keep a record of each request for access to, and each disclosure of personally identifiable information in your child's education records. This record of access must include the name of the individual who made the request or received personally identifiable information from your child's education records, the date access was given and the purpose of the disclosure or the individual's legitimate interest in the information. 34 C.F.R. §§ 300.614 and 99.32.

Consent to Release Records

Generally, your consent is required before personally identifiable information is released to unauthorized individuals or agencies. 34 C.F.R. §§ 300.622(a) and 99.30(a); Minn. Stat. § 13.05, Subd. 4(d). The consent must be in writing and must specify the individuals or agencies authorized to receive the information; the nature of the information to be disclosed; the purpose for which the information may be used; and reasonable expiration date for the authorization to release information. 34 C.F.R. § 99.30(b); Minn. Stat. § 13.05, Subd. 4(d). Upon request, the district must provide you with a copy of the records it discloses after you have given this consent. 34 C.F.R. § 99.30(c).

The district may not disclose the information contained in your child's IEP/IIIP, including diagnosis and treatment information, to a health plan company without your signed and dated consent. Minn. Stat. § 125A.21, Subd. 7.

Fees for Searching, Retrieving and Copying Records

The district may not charge a fee to search for or retrieve records. However, if you request copies, the district may charge a reasonable fee for the copies, unless charging that fee would prevent you from exercising your right to inspect and review the education records because you cannot afford to pay it. 34 C.F.R. §§ 300.617 and 99.11; Minn. Stat. §13.04, Subd. 3.

Amendment of Records at Parent's Request

If you believe that information in your child's records is inaccurate, misleading, incomplete or in violation of your child's privacy or other rights, you may request in writing that the district amends or remove the information. 34 C.F.R. §§ 300.618(a) and 99.20(a); Minn. Stat. § 13.04, Subd. 4.

The district must decide within a reasonable time whether it will amend the records. 34 C.F.R. §§ 300.618(b) and 99.20(b). If the district decides not to amend the records, it must inform you that you have the right to a hearing to challenge the district's decision. 34 C.F.R. §§ 300.618(c), 300.619 and 99.20(c). If, as a result of that hearing, the district decides that the information is not

inaccurate, misleading, or otherwise in violation of your child's privacy right, it must inform you that you have the right to include a statement of your comments and disagreements alongside the challenged information in your child's education records. 34 C.F.R. § 300.620(b). A hearing to challenge information in education records must be conducted according to the procedures for such hearings under FERPA. 34 C.F.R. § 300.621.

Transfer of Records

Minnesota Statutes require that a district, a charter school, or a nonpublic school transfer a student's educational records, including disciplinary records, from a school a student is transferring from a school in which a student is enrolling within 10 business days of a request. Minn. Stat. § 120A.22, Subd. 7.

Destruction of Records

The district must inform you when personally identifiable information is no longer needed in order to provide education services to your child. 34 C.F.R. § 300.624(a). That information must be destroyed at your request. However, the school may retain a permanent record of your child's name, address, phone number, grades, attendance records, classes attended, grade level completed and year completed. 34 C.F.R. § 300.624(b).

Under federal law, destruction means the physical removal of personal identifiers from information so that the information is no longer personally identifiable. Thus, the student's record does not need to be physically destroyed to comply with your request to destroy special education-related records. Districts can appropriately comply with this requirement by removing personally identifiable information from the student's records. The choice of destruction method generally lies with the school district. 34 C.F.R. § 300.611; Letter to Purcell, 211 IDELR 462 (OSEP, 1987); and Klein Indep. Sch. Dist., 17 IDELR 359 (SEA TC, 1990).

The district shall not destroy any education records if there is an outstanding request to inspect or review the records. 34 C.F.R. § 99.10(e).

Despite your request to destroy records, a district can keep certain records necessary to comply with the General Education Provision Act (GEPA), which requires that recipients of federal funds keep records related to the use of those funds. Letter to New, 211 IDELR 473 (OSEP, 1987); 34 C.F.R. §300.611(a); and 20 U.S.C. Ch. 31, sec. 1232(f)(a). You may want to maintain certain special education records about your child for documentation purposes in the future, such as for applying for SSI benefits.

MEDIATION

Mediation is a free, voluntary process to help resolve disputes. You or your district may request free mediation from the Minnesota Department of Education's Special Education Alternative Dispute Resolution program at 651-582-8222 or 1-866-466-7367. Mediation uses a neutral third party trained in dispute resolution techniques. Mediation may not be used to deny or delay your right to a due process hearing. Both you and district staff must agree to try mediation before a

mediator can be assigned. At any time during the mediation, you or the district may end the mediation. 34 C.F.R. §§ 300.506 and 300.152(a)(3)(ii).

If you and the district resolve all or a portion of the dispute or agree to use another procedure to resolve the dispute, the mediator shall ensure that the resolution or agreement is in writing and signed by both you and the district and that both parties receive a copy of the document. The written resolution or agreement shall state that all discussions that occurred during mediation are confidential and may not be used as evidence in any hearing or civil proceeding. The resolution or agreement is legally binding on both you and the district and is enforceable in state or federal district court. You or the district can request another mediation to resolve a dispute over implementing the mediation agreement. Minn. Stat. § 125A.091, Subd. 10.

FILING A WRITTEN COMPLAINT

Any organization or individual may file a complaint with the Minnesota Department of Education (MDE). 34 C.F.R. § 300.153(a). Complaints sent to MDE must:

1. Be in writing and be signed by the individual or organization filing the complaint, 34 C.F.R. § 300.153(a);
2. Allege violations of state or federal special education law or rule, 34 C.F.R. § 300.153(b)(1);
3. State the facts upon which the allegation is based, 34 C.F.R. § 300.153(b)(2);
4. Include the name, address and telephone number of the person or organization making the complaint, 34 C.F.R. § 300.153(b)(3);
5. Include the name and address of the residence of the child and the name of the school the child is attending, 34 C.F.R. § 300.153(b)(4)(i)(ii);
6. A description of the nature of the child's problem; including facts relating to the problem, 34 C.F.R. § 300.153(b)(4)(iv);
7. A proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed, 34 C.F.R. § 300.153(b)(4)(v); and
8. Be forwarded to the public agency providing services to the child at the same time the complaint is sent to MDE, 34 C.F.R. § 300.153(d).

The complaint must be sent to:
 Minnesota Department of Education
 Division of Compliance and Assistance
 Due Process Supervisor
 1500 West Highway 36
 Roseville, MN 55113-4266
 651.582.8689 Phone
 651.582.8725 Fax

The complaint must be received by MDE no later than one year after the alleged violation occurred. 34 C.F.R. § 300.153(c). MDE will issue a written decision within 60 days, unless exceptional circumstances require a longer time or you or the district agree to extend the time to participate in mediation. 34 C.F.R. § 300.152(a) and (b). The final complaint decision may be

appealed to the Minnesota Court of Appeals by you (the parent) or the school district injured-in-fact by the decision within 60 days of receiving notice of the final decision.

MODEL FORMS

MDE has developed model forms that can be used to file special education or due process complaints. These forms are not required but are available as a resource to use when filing a complaint. 34 C.F.R. § 300.509. These model forms are available on MDE's website: MDE > School Support > Compliance and Assistance > Due Process Forms.

IMPARTIAL DUE PROCESS HEARING

Both you and the district have a right to request an impartial due process hearing in writing within two years of the date you or the agency knew or should have known about the alleged action that forms the basis of the due process complaint. Minn. Stat. § 125A.091, Subd. 14(a) and 34 C.F.R. §§ 300.507 and 300.511(e).

A due process hearing can be requested regarding a proposal or refusal to initiate or change a child's evaluation, IEP, educational placement, or to provide FAPE. Minn. Stat. § 125A.091, Subd. 14(a).

A due process hearing may address any matter related to the identification, evaluation, educational placement, manifestation determination or provision of a free and appropriate public education of your child. Minn. Stat. § 125A.091, Subd. 12. Within 15 days of receiving notice of your due process complaint, and prior to the due process hearing, the school district must arrange for a resolution meeting with you and the relevant members of the IEP Team who have knowledge of the facts alleged in the due process complaint. 34 C.F.R. § 300.510(a).

The purpose of this meeting is for you to discuss the due process complaint, and the facts that form the basis of the due process complaint, so that the school district has the opportunity to resolve the dispute that is the basis for a due process complaint. 34 C.F.R. § 300.510(a)(2). The resolution meeting need not be held if you and the school district agree in writing to waive the meeting or agree to mediation. 34 C.F.R. § 300.510(a)(3). A resolution meeting is also not required to be held when the district is the party who requests a due process hearing. 34 C.F.R. 300.510(a) cmts. at 71 F.R. 46700 (2006).

If the matter is not resolved within 30 days of receipt of the due process complaint, the hearing timelines begin. 34 C.F.R. § 300.510(b)(1).

If the school district is unable to obtain your participation in the resolution meeting or mediation after reasonable efforts have been made and the school district does not agree to waive the meeting in writing, the school district may, at the conclusion of the 30-day period, request that a hearing officer dismiss your due process complaint. 34 C.F.R. § 300.510(b)(4).

Loss of Right to a Due Process Hearing

NOTE: Due to an interpretation of state law by the 8th Circuit Court of Appeals, if your child changes school districts and you do not request a due process hearing before your child enrolls in a new district, you may lose the right to have a due process hearing about any special education issues that arose in the previous district. See *Thompson v. Bd. of the Special Sch. Dist. No. 1*, 144 F.3d.574 (8th Cir. 1998). You do still have a right to request a due process hearing about special education issues that may arise in the new district where your child is attending.

Procedures for Initiation of a Due Process Hearing

Upon a written request for a hearing, the district must give you a copy of this procedural safeguard notice and a copy of your rights at the hearing. 34 C.F.R. § 300.504(a)(2). If you or the district request a hearing, the other party must be provided with a copy of the request and submit the request to the department. Once it receives the request, the department must give a copy of the procedural safeguards notice to you. Minn. Stat. § 125A.091, Subd. 14(d). All written requests must include:

1. The name of your child, 34 C.F.R. § 300.508(b)(1); Minn. Stat. § 125A.091, Subd. 14(b);
2. The address of your child, 34 C.F.R. § 300.508(b)(2); Minn. Stat. § 125A.091, Subd. 14(b);
3. The name of the school your child is attending, 34 C.F.R. § 300.508(b)(3); Minn. Stat. § 125A.091, Subd. 14(b);
4. A description of the problem(s), including your view of the facts, 34 C.F.R. § 300.508(b)(5); Minn. Stat. § 125A.091, Subd. 14(b); and
5. A proposed resolution of the problem to the extent known and available to you at the time, 34 C.F.R. § 300.508(b)(6); Minn. Stat. § 125A.091, Subd. 14(b).

MDE maintains a list of qualified hearing officers. Upon receipt of a written request for a hearing, MDE will appoint a hearing officer from that list to conduct the hearing. Minn. Stat. § 125A.091, Subd. 13. Below are a few of your rights at the hearing. This is not a complete list of rights.

Both you and the district have the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities, 34 C.F.R. § 300.512(a)(1);
2. Present evidence and confront, cross-examine and compel the attendance of witnesses, 34 C.F.R. § 300.512(a)(2);
3. Prohibit the introduction of any evidence at the hearing that has not been disclosed at least five business days before the hearing, including evaluation data and recommendations based on that data, 34 C.F.R. § 300.512(a)(3); and
4. Receive a free copy of the hearing transcript or electronic recording of findings of fact and decisions, 34 C.F.R. §§ 300.512(a)(4)-(a)(5) and (c)(3).

As a parent, you, specifically, have the right to:

1. Have your child, who is the subject of the hearing, present, 34 C.F.R. § 300.512(c)(1);
2. Open the hearing to the public, 34 C.F.R. § 300.512(c)(2); and
3. Have the record or transcript of the hearing and the hearing officer's findings of fact, conclusions of law and decisions made provided to you at no cost. 34 C.F.R. § 300.512(c)(3); Minn. Stat. § 125A.091, Subd. 12.

Responding to the Hearing Request

If you file a hearing request and you did not previously receive a prior written notice from the district about the subject matter of the hearing request, the district must send you a written explanation of why the district refused to take the action raised in the hearing request within 10 days of receiving the hearing request. This explanation must include a description of other options considered by the IEP team, why those options were rejected, a description of each evaluation procedure, assessment, record, or report that the district used as the basis for the proposed or refused action, and a description of the factors relevant to the district's proposal or refusal decision. Minn. Stat. § 125A.091, Subd. 14(e)(1).

The district can assert that the hearing request does not meet the requirements under state law. A hearing request is considered sufficient unless the party who received the request notifies the hearing officer in writing within 15 days of receiving the request that they believe the request does not meet statutory requirements. The hearing officer must determine whether the hearing request meets statutory requirements within 5 days of receiving the request and notify the parties. Minn. Stat. § 125A.091, Subd. 14(e) (1) and (2).

Upon receiving your hearing request, the district must also send you a written response that addresses the issues you raised in the hearing request within 10 days of receiving the request. Minn. Stat. § 125A.091, Subd. 14(f).

Disclosure of Additional Evidence Before a Hearing

A prehearing conference must be held within 5 business days of the date the commissioner appoints a hearing officer. This conference can be held in person, at a location within the district, or by telephone. Minn. Stat. § 125A.091, Subd. 15. At least 5 business days before a hearing, you and the district must disclose to each other all evaluations of your child completed by that date and recommendations based on those evaluations that are intended to be used at the hearing. 34 C.F.R. § 300.512(b)(1). A hearing officer may refuse to allow you to introduce any undisclosed evaluations or recommendations at the hearing without the consent of the other party. 34 C.F.R. § 300.512(b)(2).

The Hearing Decision

A hearing decision must be issued and provided to each party within 45 calendar days, or within an appropriately extended time period, upon the expiration of the 30-day resolution period after the due process complaint was received by the state agency. 34 C.F.R. § 300.515; Minn. Stat. § 125A.091, Subd. 20(a). A hearing officer may extend the time beyond the 45-day period if

requested by either party for good cause shown on the record. 34 C.F.R. § 300.515(c); Minn. Stat. § 125A.091, Subd. 18, 20(a). A hearing officer must conduct oral arguments in a hearing at a time and place that is reasonably convenient to you and your child. Minn. Stat. § 125A.091, Subd. 20(a). A hearing officer's decision on whether your child received FAPE must be based on evidence and arguments that directly relate to FAPE. 34 C.F.R. § 300.513. The hearing decision is final unless you or the district files a civil action. 34 C.F.R. §§ 300.514(a)-(b) and 300.516(a). A hearing officer lacks the authority to amend a decision except for clerical and mathematical errors. Minn. Stat. § 125A.091, Subd. 20(b).

Separate Request for a Due Process Hearing

You have the right to file a separate due process complaint on an issue separate from a due process complaint already filed. 34 C.F.R. § 300.513(c).

Free or Low-Cost Legal Resources

The district must inform you of any free or low-cost legal and other relevant services available in the area if you request the information or if you or the school district file a due process complaint. 34 C.F.R. § 300.507(2)(b). A list of free or low-cost legal resources is also available on [MDE's Special Education Hearings web page](#) (MDE> Select School Support > Compliance and Assistance > Special Education Hearings).

COMPLAINT AND HEARINGS DATABASE

Final decisions on special education complaints and due process hearings are available to the public on the MDE website. 34 C.F.R. § 300.513(d). MDE maintains a public database called the Complaints, Hearings and Letters Search Engine. Decisions available in the database are redacted and all personally identifiable information is removed. This database is available on the Compliance and Assistance webpage on the MDE website at: <http://w20.education.state.mn.us/WebsiteContent/ComplianceSearch.jsp>.

CIVIL ACTION

When you or the district disagrees with the findings or decisions made by a hearing officer, either party may file a court action. The action may be brought in federal district court or the state court of appeals. 34 C.F.R. §§ 300.514(b) and 300.516(a). Different standards of review apply in each court. An appeal to the state court of appeals must be made within 60 calendar days of your receipt of the decision. Minn. Stat. § 125A.091, Subd. 24. An appeal to federal district court must be made within 90 days of the date of the decision. 34 C.F.R. § 300.516(b); Minn. Stat. § 125A.091, Subd. 24.

PLACEMENT DURING A HEARING OR CIVIL ACTION

During a hearing or court action, unless you and the district agree otherwise, your child will remain in the educational placement where he/she is currently placed and must not be denied initial admission to school. 34 C.F.R. §§ 300.518(a) and (b) and 300.533. This is commonly referred to as the “stay-put” rule.

Two exceptions to the “stay-put” rule exist:

1. Students may be removed from their educational setting for not more than 45 school days to an interim alternative educational placement for certain weapon, drug or serious bodily injury violations, 34 C.F.R. § 300.530(g)(1)-(3); and
2. A hearing officer’s decision agreeing with you that a change in placement is appropriate as the “stay-put” placement during subsequent appeals, 34 C.F.R. § 300.518(d).

EXPEDITED HEARINGS

You (the parent) or the district can request an expedited hearing in the following situations:

1. Whenever you dispute the district’s proposal to initiate or change the identification, evaluation or educational placement of your child or the district’s provision of FAPE to your child, Minn. Stat. § 125A.091, Subd. 14(a); 34 C.F.R. § 300.532(a) and (c)(1); 34 C.F.R. 300.507(a) and 34 C.F.R. § 300.503(a)(1);
2. Whenever you dispute the district’s refusal to initiate or change the identification, evaluation or educational placement of your child or the district’s provision of FAPE to your child, Minn. Stat. § 125A.091, Subd. 14(a); 34 C.F.R. § 300.532(a) and (c)(1); 34 C.F.R. § 300.507(a); 34 C.F.R. § 300.503(a)(2);
3. Whenever you dispute the manifestation determination, 34 C.F.R. §§ 300.530 and 300.532(a); and
4. Whenever the district believes that maintaining the current placement of your child is substantially likely to result in injury to the child or to others, 34 C.F.R. § 300.532(b)(2)(ii).

You or a school district may file a written request for an expedited due process hearing as described above. Minn. Stat. § 125A.091, Subd. 19; 34 C.F.R. § 300.532(c)(1).

Timelines for Expedited Hearings

Expedited hearings must be held within 20 school days of the date the hearing request is filed. The hearing officer must issue a decision within 10 school days after the hearing. Minn. Stat. § 125A.091, Subd. 19; 34 C.F.R. § 300.532(c)(2). A resolution meeting must occur within 7 days of receiving the hearing request, unless you and the school district agree in writing to either waive the resolution meeting or use the mediation process. Minn. Stat. § 125A.091, Subd. 19; 34 C.F.R. § 300.532(c)(3) and (3)(i). The expedited due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receiving the request. Minn. Stat. § 125A.091, Subd. 19; 34 C.F.R. § 300.532(c)(3)(ii).

Dismissal of Complaint

If the school district is unable to obtain your participation in the resolution meeting or mediation after reasonable efforts have been made and the school district does not agree to waive the meeting in writing, the school district may, at the conclusion of the 30-day period, request that a hearing officer dismiss your due process complaint. 34 C.F.R. § 300.510(b)(4).

Placement by a Hearing Officer

A hearing officer may decide to move your child to an interim alternative educational setting for up to 45 school days if the hearing officer determines your child is substantially likely to injure himself or herself or others if he/she remains in the current placement. 34 C.F.R. § 300.532(b)(2)(ii).

Right to Appeal Decision

You or the district can appeal the decision of a hearing officer in an expedited due process hearing. 34 C.F.R. §§ 300.532(c)(5) and 300.514.

INTERIM ALTERNATIVE EDUCATIONAL PLACEMENT

The district may change your child's educational placement for up to 45 school days, if your child:

1. Carries a dangerous weapon to or possesses a dangerous weapon at school, on school premises, or at a school function under the jurisdiction of the school district or MDE as defined in federal law, 34 C.F.R. § 300.530(g)(1);
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the school district or MDE. This does not include alcohol or tobacco, 34 C.F.R. § 300.530(g)(2); or
3. Inflicts serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the school district or MDE as defined in federal law, 34 C.F.R. § 300.530(g)(3).

On the date the district decides to remove your child and the removal is a change of placement of a child with a disability because of a violation of a code of student conduct, the school district must notify you of that decision, and provide you with the procedural safeguards notice. 34 C.F.R. § 300.530(h).

The IEP/IIP team determines the interim alternative educational setting and appropriate special education services. 34 C.F.R. §§ 300.530(d)(5) and 300.531. Even though this is a temporary change, it must allow your child:

1. To continue to participate in the general education curriculum and progress towards meeting goals set out in your child's IEP, although in a different setting, 34 C.F.R. §§ 300.530(d)(1)(i) and (d)(4); and
2. Include services and modifications designed to prevent the behavior from recurring, 34 C.F.R. § 300.530(d)(1)(ii).

If your child is placed in an interim alternative educational setting, an IEP/IIP meeting must be convened within 10 school days of the decision. 34 C.F.R. § 300.530(e)(1). At this meeting, the team must discuss behavior and its relationship to your child's disability. The team must review evaluation information regarding your child's behavior, and determine the appropriateness of your child's IEP/IIP and behavior plan. The team will then determine if your child's conduct was caused by, or had a direct relationship to his or her disability, or if your child's conduct was the direct result of the school district's failure to implement the IEP. 34 C.F.R. § 300.530(e)(1).

ATTORNEY'S FEES FOR HEARINGS

You may be able to recover attorney fees if you prevail in a due process hearing. 34 C.F.R. § 300.517(a)(1)(i). A judge may make an award of attorney's fees based on prevailing rates in your community. 34 C.F.R. § 300.517(c)(1). The court may reduce an award of attorney's fees if it finds that you unreasonably delayed the settlement or decision in the case. 34 C.F.R. § 300.517(c)(4)(i). If the district prevails and a court agrees that your request for a hearing was for any improper purpose, you may be required to pay the district's attorney's fees. 34 C.F.R. § 300.517(a)(iii).

EXCLUSIONS AND EXPULSION OF PUPILS WITH A DISABILITY

Before your child with a disability can be expelled or excluded from school, a manifestation determination must be held. Minn. Stat. § 121A.43(d). If your child's misbehavior is related to his or her disability, your child cannot be expelled.

When a child with a disability is excluded or expelled under the Pupil Fair Dismissal Act, Minnesota Statutes Sections 121A.41-56, for misbehavior that is not a manifestation of the child's disability, the district shall continue to provide special education and related services after the period a period of suspension, if imposed. Minn. Stat. § 121A.43(d).

DISCIPLINARY REMOVALS

If a child with a disability is removed from his or her current educational placement, this is considered a change of placement if:

1. The removal is for more than 10 school days in a row, 34 C.F.R. § 300.536(a)(1); or
2. Your child has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than 10 school days in a year, 34 C.F.R. § 300.536(a)(2)(i);
 - b. Your child's behavior is substantially similar to your child's behavior in previous incidents that resulted in a series of removals, 34 C.F.R. § 300.536(a)(2)(ii); and
 - c. Of additional factors such as the length of each removal, the total amount of time your child has been removed, and the proximity of the removals to one another, 34 C.F.R. § 300.536(a)(2)(iii).

The determination of whether a pattern of removals constitutes a change of placement is made by the district. 34 C.F.R. § 300.536(b)(1). If this determination is challenged it is subject to review through due process and judicial proceedings. 34 C.F.R. § 300.536(b)(2).

CHILDREN NOT DETERMINED ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

If your child has not been determined eligible for special education and related services and violates a code of student conduct, and the school district knew before the discipline violation that your child was a child with a disability then your child can utilize the protections described in this notice. 34 C.F.R. § 300.534(a).

A district is deemed to have knowledge that your child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. You expressed concern in writing to supervisory or administrative personnel at the district or to your child's teacher that your child is in need of special education and related services, 34 C.F.R. § 300.534(b)(1);
2. You requested an evaluation related to eligibility for special education and related services under Part B of the IDEA, 34 C.F.R. § 300.534(b)(2); or
3. Your child's teacher or other district personnel expressed specific concerns about a pattern of behavior demonstrated by your child directly to the district's director of special education or to other district supervisory staff, 34 C.F.R. § 300.534(b)(3).

Exceptions to a District's Knowledge

A district would not be deemed to have such knowledge if:

1. You have previously refused consent for an evaluation of your child or you have previously refused special education services, 34 C.F.R. § 300.534(c)(1)(i)-(ii); or
2. Your child has already been evaluated and determined to not be a child with a disability under Part B of IDEA, 34 C.F.R. § 300.534(c)(2).

Conditions that Apply if There is No Basis of Knowledge.

If a district does not have knowledge that your child is a child with a disability prior to taking disciplinary measures against your child, your child may be subjected to similar disciplinary consequences that are applied to children without disabilities who engage in similar behaviors. 34 C.F.R. § 300.534(d).

If a request is made for an evaluation of your child during the time period in which your child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. 34 C.F.R. § 300.534(d)(2)(i). Until the evaluation is complete, your child remains in the educational placement determined by the district, which can include suspension or expulsion without educational services. 34 C.F.R. § 300.534(d)(2)(ii). In Minnesota, regular special education services are provided on the sixth day of a suspension and alternative education services are provided.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

A district can report a crime committed by a child with a disability to appropriate authorities and State law enforcement and judicial authorities can exercise their responsibilities under the law related to crimes committed by a child with a disability. 34 C.F.R. § 300.535(a).

Transmittal of records

If a district reports a crime committed by a child with a disability, the district must ensure that copies of the child's special education and disciplinary records are transmitted to the appropriate authorities to whom the crime is reported for consideration. However, the district may only transmit copies of your child's special education and disciplinary records to the extent permitted by FERPA. 34 C.F.R. § 300.535(b).

PRIVATE SCHOOL PLACEMENT

IDEA does not require the district to pay for the cost of educating your child, including special education and related services, at a private school if the district made FAPE available to your child and you choose to place your child in a private school. 34 C.F.R. § 300.148(a). However, you may be able to recover tuition expenses for a private school placement if you informed the district of your intent to enroll your child in a private school at public expense in a timely manner and if a hearing officer finds that the district did not promptly make FAPE available to your child prior to your child being enrolled in the private school and if the private placement is appropriate. You must inform the district of your intent to place your child in a private placement at public expense at the most recent IEP/IIP meeting prior to removal of your child from public school or by written notice to the district at least 10 business days prior to removal of your child from public school. 34 C.F.R. § 300.148(c)-(d).

Your notice must state why you disagree with the district's proposed IEP/IIP or placement. If a hearing officer or court finds that the district failed to provide or is unable to provide your child with an appropriate education and that the private placement is appropriate, you may be reimbursed for the cost of the private placement. Failure to tell the school of your intent to enroll your child in a private school at public expense, failure to make your child available for evaluation prior to placing your child in a private school after the district has given you notice of its intent to evaluate your child, or other unreasonable delay on your part could result in a reduction or denial of reimbursement for the private school placement. 34 C.F.R. § 300.148(d). A hearing officer cannot reduce or deny the cost of reimbursement if: the district prevented you from being provided with this notice; you did not receive notice of your responsibilities as discussed above in this section; or if compliance with the above requirements would likely result in physical harm to your child and if you failed to provide the required notice because you cannot write in English or if compliance with the above requirements would likely result in serious emotional harm to your child. 34 C.F.R. § 300.148(e).

Appendix D

Special Education Parent Advisory Council Operational Procedures

Guiding Principles

According to Minnesota Statute 125A.24, school districts must have a Special Education Advisory Council that is incorporated into the district's total special education system. The guiding principles of St. Paul City School Special Education Advisory Council (SEAC) that is established through this statute are to:

- Increase the involvement of parents of children with disabilities in program and district policy making and decision making;
- Serve as an information source for parents, students, staff, administration, community members, and the St. Paul City School's Board of Directors regarding special education programs and policies of ALA district; and
- Support the needs of students with disabilities at school committee meetings.

St. Paul City School SEAC is an advisory committee to the St. Paul City School School Board, advising on the needs 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 is open to all parents, including those without children enrolled with an IEP.

Throughout the course of the school year, the following may be addressed by the St. Paul City School SEAC:

- Funding issues;
- Extended school year (ESY);
- Legislation that impacts special education at a district level;
- Assistive technology;
- Development of cooperative relationships between general and special education;
- Training and support for parents, families and students with disabilities;
- Serve as a forum for the expression of concerns and recommendations pertaining to the education of students with disabilities at St. Paul City School; and/or
- Serve as a resource for St. Paul City School regarding special education issues.

Membership

The Special Education Advisory Council shall consist of a minimum of 2 and a maximum of 10 persons. At least half of the designated council members must be parents of students with a disability receiving (or having received) services within the district. All parents of students with disabilities enrolled at St. Paul City School are invited to participate in St. Paul City School's Special Education Advisory Council (SEAC).

Should a student wish to participate, the student must be at least 16 years and have a basic understanding of issues affecting individuals receiving special education services.

A membership coordinator will be appointed by the chairperson. Names of council members and SEAC updates will be submitted to the St. Paul City School school board annually.

Terms of Office

Council members shall be appointed to a term of one year and may serve a total of four terms. Terms may be extended at the discretion of the Special Education Advisory Council.

Attendance

In order to promote cohesiveness and to enable all members of the council to be part of an informed decision-making process, all members are encouraged to attend each of the council meetings. Meetings will be announced via electronic communication. A council member who misses two meetings will be contacted by the chair to determine if they are still interested in council membership.

If a member is unable to attend a council meeting, it is expected that they contact Eric Fergen at efergen@reamn.org on or before 4:30 p.m. on the day of the meeting.

In case of inclement weather, a council meeting may be canceled or held online. Every effort will be made to contact council members via a phone call to alert them to the cancellation.

Meetings

The Special Education Advisory Council will meet once annually in November. Meetings will be limited, as much as possible, to two hours in length.

Discussion and Information Sharing

In order to facilitate discussion among all council members, all members will be asked to limit their comments so as not to prohibit others from speaking. Agendas will be timed so that meetings can be efficient and end on time. If a particular agenda item requires more discussion or more information is needed to make an informed decision, an agenda item may be carried over to the next meeting.

If a council member wishes to bring an item to the council for discussion, they are encouraged to provide the membership with all necessary information to aid in the discussion. If more

information is needed, as stated above, the member may be asked to bring it to the next meeting and discussion will be tabled until that time.

If a member wishes the council to discuss an issue that requires outside expertise, they are encouraged to contact a member of the executive committee prior to the executive committee meeting so that the item can be placed on the next agenda and an appropriate speaker can be contacted.

Decision Making

All decisions will be made by consensus. If the Special Education Advisory Council cannot reach consensus majority vote rules. 3/4 of the council membership shall constitute a quorum and must be present for a vote to be taken.

Amendments to Council Guidelines

Amendments to the council guidelines may be proposed by members. Amendments will be distributed to all members in a draft form at least one month prior to a vote. Amendments will require an affirmative vote by a majority of members present.

Council guidelines will be reviewed at least every two years.

Staff

The St. Paul City School Special Education Coordinator or district Director of Special Education will serve as an ex- officio member of the Special Education Advisory Council and assure that a person will be available to record minutes of the Council meetings.

A staff person will type agendas and minutes of all meetings of the council as well as arrange for meeting space. The Coordinator/Director will act as the administrative liaison between the Special Education Advisory Council and the district administration, the School Board and the teaching staff. The Coordinator /Director will give an annual report on the status of special education services in the District, will respond to recommendations of the Special Education Advisory Council and report back to the Special Education Advisory Council with a response to the recommendations if necessary.

Officers

Officers of the Special Education Advisory Council shall consist of one chair and one secretary. Each officer will have a one-year term. Terms of officers and members shall begin in June. Every effort will be made for the council chair/co-chair to be a parent or community member.

Special Education Advisory Council Committees

The chair with the advice and authorization of the Special Education Advisory Council may establish task forces and study committees to accomplish specific, time limited assignments. Special Education Advisory Council members will be encouraged to participate in a task force or committee.

School District Committees

When available representation from the Special Education Advisory Council will be solicited on school district task forces, committees or groups. The Special Education Advisory Council will appoint the Special Education Advisory Council members to these committees.

Appendix E

Restrictive Procedures Plan

St Paul City School

<p>Schools that intend to use restrictive procedures are required to maintain and make publicly accessible in an electronic format on a school or district Web site or make a paper copy available upon request describing a restrictive procedures plan for children with disabilities.</p>
<p>Restrictive procedures means the use of physical holding or seclusion in an emergency. Restrictive procedures must not be used to punish or otherwise discipline a child.</p>
<p>An emergency means a situation where immediate intervention is needed to protect a child or other individual from physical injury. Emergency does not mean circumstances such as: a child who does not respond to a task or request and instead places his or her head on a desk or hides under a desk or table; a child who does not respond to a staff person's request unless failing to respond would result in physical injury to the child or other individual; or an emergency incident has already occurred and no threat of physical injury currently exists.</p>
<p>Restrictive procedures may be used only in response to behavior that constitutes an emergency, even if written into a child's IEP or BIP</p>
<p>I. St Paul City School (grades PreK-8) intends to use the following restrictive procedures (River's Edge Academy, grades 9-12, does not intend to use restrictive procedures):*</p>
<p>A. Physical holding:</p> <ol style="list-style-type: none"> 1. Physical holding means physical intervention intended to hold a child immobile or limit a child's movement, where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury.
<ol style="list-style-type: none"> 2. The term physical holding does not mean physical contact that: <ol style="list-style-type: none"> a) Helps a child respond or complete a task; b) Assists a child without restricting the child's movement; c) Is needed to administer an authorized health-related service or procedure; or d) Is needed to physically escort a child when the child does not resist or the child's resistance is minimal. 3. St Paul City School intends to use the following types of physical holding <ol style="list-style-type: none"> a) CPI low/medium/high level holding in seated position b) CPI low/medium/high level holding in standing position c) CPI team control position d) CPI Children's control position
<p>B. Seclusion</p> <ol style="list-style-type: none"> 1. Seclusion means confining a child alone in a room from which egress is barred. 2. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room.

3. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.
4. St Paul City School DOES NOT intend to use any rooms for seclusion
II. St Paul City School will implement a range of positive behavior strategies and provide links to mental health services.
A. Positive behavioral interventions and supports means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.
III. St Paul City School will provide training on de-escalation techniques.
A. St Paul City School provides the following training on using positive behavior interventions
1. Introduction to de-escalation strategies
2. Restrictive Procedures
B. St Paul City School provides the following training on accommodating, modifying, and adapting curricula, materials, and strategies to appropriately meet the needs of individual students and ensure adequate progress toward the state’s graduation standards
1. Introduction to special education
2. Accommodation vs modification
IV. St Paul City School will monitor and review the use of restrictive procedures in the following manner:
When an incident occurs the case manager will complete the “restrictive procedures form” to record each incident. The special education coordinator and special education director will meet quarterly to monitor and review any incidents.
A. Documentation:
1. Each time physical holding or seclusion is used, the staff person who implements or oversees the physical holding or seclusion documents, as soon as possible after the incident concludes, the following information:
a) A description of the incident that led to the physical holding or seclusion;
b) Why a less restrictive measure failed or was determined by staff to be inappropriate or impractical;
c) The time the physical holding or seclusion began and the time the child was released; and
d) A brief record of the child’s behavioral and physical status.
2. Attached, as Appendix A, is St Paul City School’s forms used to document the use of physical holding.
B. Post-use debriefings, consistent with documentation requirements:

1. Each time physical holding is used, the staff person who implemented or oversaw the physical holding or seclusion shall conduct a post-use debriefing with the special education coordinator, within 1 week after the incident concludes.
2. The post-use debriefing will review the following requirements to ensure the physical holding was used appropriately:
a) Whether the physical holding or seclusion was used in an emergency.
b) Whether the physical holding or seclusion was the least intrusive intervention that effectively responds to the emergency.
c) Whether the physical holding or seclusion was used to discipline a noncompliant child.
d) Whether the physical holding or seclusion ended when the threat of harm ended and the staff determined that the child could safely return to the classroom or activity.
e) Whether the staff directly observed the child while physical holding or seclusion was being used.
f) Whether the documentation was completed correctly.
g) Whether the parents were properly notified.
h) Whether an IEP team meeting needs to be scheduled.
i) Whether the appropriate staff used physical holding or seclusion.
j) Whether the staff that used physical holding or seclusion was appropriately trained.
3. If the post-use debriefing determines the physical holding or seclusion was not used appropriately, St Paul City School will ensure immediate corrective action is taken, such as additional training, formal corrective action plan, or termination.
C. Oversight committee
1. St Paul City School publicly identifies the following oversight committee members
a) A mental health professional, school psychologist, or school social worker;
b) A special education administrator;
c) A general education administrator;
2. St Paul City School's oversight committee meets quarterly on
a) End of trimester 1
b) End of trimester 2
c) End of trimester 3
d) End of school year
3. St Paul City School's oversight committee will review the following:

- a) The use of restrictive procedures based on patterns or problems indicated by similarities in the time of day, day of week, duration of the use of a restrictive procedure, the individuals involved, or other factors associated with the use of restrictive procedures;
- b) The number of times a restrictive procedure is used school wide and for individual children;
- c) The number and types of injuries, if any, resulting from the use of restrictive procedures;
- d) Whether restrictive procedures are used in nonemergency situations;
- e) The need for additional staff training; and
- f) Proposed actions to minimize the use of restrictive procedures.

V. St Paul City School staff who use restrictive procedures, including paraprofessionals, received certification through the Crisis Prevention Intervention program (CPI) and receive annual refreshers through the CPI program. CPI addresses the state requirements for a restrictive procedure training program which includes training in the following skills and knowledge areas:

- A. Positive behavioral interventions
- B. Communicative intent of behaviors
- C. Relationship building
- D. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior
- E. De-Escalation methods
- F. Standards for using restrictive procedures only in an emergency
- G. Obtaining emergency medical assistance
- H. The physiological and psychological impact of physical holding and seclusion
- I. Monitoring and responding to a child's physical signs of distress when physical holding is being used
- J. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used
- K. District policies and procedures for timely reporting and documenting each incident involving use of a restrictive procedure; and
- L. Schoolwide programs on positive behavior strategies

VI. St Paul City School will never use the following prohibited procedures on a child:

- A. Engaging in conduct prohibited under section 121A.58 (corporal punishment);
- B. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
- C. Totally or partially restricting a child's senses as punishment;
- D. Presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;

- E. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning, except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
- F. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under section 626.556 (reporting of maltreatment of minors);
- G. Withholding regularly scheduled meals or water;
- H. Denying access to bathroom facilities; and
- I. Physical holding that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso.

St. Paul City School Mental Health resources can be found at:

<https://www.stpaulcityschool.org/mental-health>