

# **Nevis Public School Special Education Procedures 2006-2007**

The goal is for each student to be independent successful learners – no longer needing special education instruction.

Information is based on Total Special Education Services (TSES) Manual – located in the principal's office.

## History

IDEA (Individuals with Disabilities Education Act)

1975 – Federal Law

2004 – Reauthorized

**Purpose:** to make a free appropriate public education (FAPE) available to every child who has a disability.

**IEP (Individual Education Plan):** Determines what happens in the child's education and it is the heart of IDEA

First 3 Parts:

1. Child's present levels of performance
2. Measurable annual goals
3. Statement of needed special education and other services

2004 Reauthorized – placed emphasis on:

1. Special education students making progress
2. Special educators accurately and objectively measuring student progress
3. Student progress is accurately and meaningfully reported to parents

## Background Information

**PAWN** – Park Rapids, Akeley, Walker, Nevis Special Education Cooperative

Phone: 237-6540

Fax: 237-6549

- Special Education Coordinator is Candy Malm
- The Cooperative is based in Park Rapids
- Copies of all reports must be sent to PAWN to be filed (in addition to the originals being on file here at Nevis School)

## **Child Study Team Meeting**

- Held one time each month
- Reviews referrals and reevaluations of students K-12
  - Before a student is referred, the district must conduct and document at least 2 instruction strategies or interventions in the regular classroom.
- People present:
  - 4 Special Education Teachers
  - School Psychologist
  - School Administrator – Sharon Hadrava, Jodi Sandmeyer, and/or Steve Rassier
- Service plans available: Individual Education Plan (IEP) or Individual Interagency Intervention Plan (IIIP or triple IP)
- Invite teachers and parents as needed to talk about the students
- Review all referrals of students brought before the team
  - Prereferral interventions must have been tried – oral tests, extended time, reteaching, counseling, medication
  - Special Education labeling should be a last resort

## **Early Childhood Special Education Child Study Team Meeting**

- Held 4 times per year (September, November, February, April/May) on Friday mornings
- Time to review the services for all students birth-5 (preschool)
- ECSE teacher is responsible for students in:
  - School Readiness - 3 year old class, meets Monday and Wednesday 9:00-11:30
  - Pre-Kindergarten – 4 year old class, meets Monday/Wednesday or Tuesday/Thursday for full days. Special education students may need to attend all four days. Also called First Grade Preparedness.
- People present:
  - ECSE teacher – Jeannene Johnson
  - Early Childhood Teacher – Kristine Booth
  - Birth-3 Teacher – Kara Williams
  - Nevis School Administrator – Sharon Hadrava, Jodi Sandmeyer, and/or Steve Rassier
  - Social Services
  - PAWN representatives for:
    - Occupational Therapist (OT) – Ann Toy
    - Adaptive Physical Education (DAPE) – Nancy Bade
    - Speech – Sue Backes
    - School Psychologist – Bruce Larson
  - Head Start - Mahube
- Service plans available: Individual Education Plan (IEP), Individualized Family Service Plan (IFSP), or Individual Interagency Intervention Plan (IIIP or triple IP)

## Evaluation Procedures

- All students being referred for evaluations, must be discussed at a Child Study Team Meeting
- Parental permission is required prior to testing
  - Parent consent to test does not mean parental consent for receipt of special education services
  - Initial testing cannot proceed until parental permission is obtained
  - If the parent refuses testing, the district will honor that refusal
- All parental requests for testing will be honored
- Testing must be completed within 30 school days of the parents signing permission for testing for all students ages 3-17 (45 school days for birth to 2) (the federal government says 60 school days, but Minnesota only allows 30 school days)
- Re-evaluations
  - Must be completed at least once every 3 years (complete evaluation process must be done before the 3 year date – plan to start earlier enough to meet this deadline)
  - May not occur more than once per year, unless parents and school decide otherwise
- Assessments are done by qualified people – can be several people
- Tests conducted may include:
  - WISC - Wechsler Intelligence Scale for Children 6-17 year olds (IQ test)
    - Verbal Scale measures language expression, comprehension, listening, and the ability to apply these skills to solving problems. The examiner gives the questions orally, and the child gives a spoken response.
    - Performance Scale assesses nonverbal problem solving, perceptual organization, speed, and visual-motor proficiency. Included are tasks like puzzles, analysis of pictures, imitating designs with blocks, and copying.
    - Full Scale: 90-110 Average, 130+ Gifted, <70 DCD
    - Bruce Larson conducts the testing
  - Woodcock Johnson
    - Diagnosis of SLD (discrepancy model with the WISC)
    - Diane Allen, Faye Ellis or Amy Jacobson conducts the testing
  - BDI 2 – Battelle Developmental Inventory II
    - Early Childhood, given by ECSE teacher
    - Covers all 5 areas (Cognitive, Communication, Adaptive, Motor Ability, and Personal, Social, Emotion Ability)
    - Qualifies students for Developmental Delay (DD) when the student is 1.5 standard deviations below the mean in 2 or more areas.
  - CDI – Child Development Inventory
    - Early Childhood, questionnaire of 300 questions
    - Parent completes the inventory
    - Covers all 5 areas (Cognitive, Communication, Adaptive, Motor Ability, and Personal, Social, Emotion Ability)
  - BASC – Behavior Assessment System for Children
    - Diagnosis of EBD, with clinically significant scores
    - Teacher Rating Scale TRS

- PreSchool – give to preschool coordinator, use “preschool version” ages 3-6
  - Elementary – give to classroom teacher, use “child version” ages 6-11
  - High School – give to 2 teachers, use the “adolescent version” ages 12-17
- Parent Rating Scale PRS
- ABAS – Adaptive Behavior Assessment System
  - DCD testing (starting fall 2006)
  - Assessment of Adaptive Skills Functioning in the areas of conceptual, social, and practical domains.
  - Parent and Teacher forms, they are each available at the age levels of 0-5 and 5-21. The appropriate age test must be given
- Vineland Adaptive Behavior Scales
  - DCD testing
  - Assessment for communication, daily living skills, socialization, and motor skills. Each domain has three subdomains, except motor skills which only has two.
- Observation
  - Special Education teacher conducts
  - Educational Assistants may conduct
  - School Psychologist – Bruce Larson
  - 3 observations required for EBD evaluations
- Health/Vision Screening Results
  - Dianne Saak or Renee Becker
- Speech – Communication
- Begin the Between – Social Skills Rating
  - Transition information for students age 14 or entering grade 9
- Early Childhood: to qualify the child must meet one of the following
  - Child meets the criteria of one of the categorical disabilities (EBD, ASD, PI, DHH, Speech, OHD, DCD, TBI, SMI – note SLD is not an option)
  - Child meets the following 3 criteria for developmental delay:
    - The child has:
      - A diagnosed syndrome OR
      - A delay in two or more areas of development
    - The child’s need for special education is supported by at least one documented systematic observation in the child’s daily routine
    - Collaboration between the developmental evaluation or medical diagnosis with a developmental history and at least one other evaluation procedure in each area that is conducted on a different day
  - Every student labeled DD must be evaluated again before age 7 and then a specific disability label must be given
  - Nevis school will label students with a categorical disability if the child meets the criteria

- Each student must be reported to Marlene to be properly reported = even if the student does not qualify for services
  - Time spent on each evaluation must be recorded, including:
    - 2 hours for writing the IEP or IFSP
    - Time spent meeting with the parent to obtain evaluation information
    - Time spent during student evaluation
- Override – the team may decide to do an override and allow the student to access special education services for a specific reason. This must be highly documented. Do not suggest this at a meeting. This takes considerable planning and documentation.

# Evaluation Report

Things to include:

- The assessment needs to flow so it shows patterns to support the disability
- Anyone should be able to read the assessment and arrive at the same diagnostic conclusion
- Be sure to explain the purpose of each assessment, what it is testing and the results that it showed and a statement regarding the validity of the evaluation
- Include a statement describing the extent to which standard administration procedures and conditions varied from standard procedures and conditions, if appropriate, for each assessment given

A. Reason for the referral/background information: this should be detailed information about progress or lack of education. Include:

- Past special education services and any other services given to the student (Title, Reading Recovery, educational assistant, etc.)
- Schools attended with dates of attendance if available
- The paragraph should explain fully why this child has been referred for special education

B. Information and concerns of parents: the parents need to tell you this

- Report on child's gestational period, labor and delivery. Don't be afraid to ask parents if any problems occurred during any of these time periods (always check about any head injuries or lack of oxygen)
- Interview with the parent will generally provide lots of information regarding educational concerns

C. Educational relevant medical findings

- Report doctor names and diagnosis, dates, hospital visits, anything pertaining to health/medical that relates to educational progress
- Be specific

D. Special considerations

- Special accommodations in testing

E. DATA, Evaluation Results, Interpretation

- Intellectual: List all scores of past testing and where/when completed (school psychologist)
- Academic: List all of the following with scores, dates administered with each subtest described (remember parents need to be able to read this and understand it). Scores should include standard score and grade equivalent at the minimum; however, not too complex.
  - Woodcock Johnson
  - State MCA's
  - Accelerated Math and Reading STAR tests and progress
  - Grades the child is achieving in the regular education classes (past and present)



- Recommendations and review by classroom teacher
- Classroom observations described

#### F. Communication

- Address verbal skills of the child with both peers and adults

#### G. Motor

- Address fine and gross motor functioning

#### H. Health/Physical Status

- Discuss health and school functioning
- Absenteeism

#### I. Sensory

- School screenings on vision and hearing – these need to be recent
- If there are concerns, be sure to include audiologist, optometrist, or any additional testing specialist – AND how it effects the child's learning (ex. dyslexia)

#### J. Social-Behavioral-Emotional

- Behavior reports (AR, OSS)
- BASC – include results (school psychologist)
- Testing from anyone else – ex. Upper Mississippi Mental Health Center (UMMHC)
- FBA – Functional Behavioral Assessment – this is a paragraph on how the behavior affects the child's functioning. This is extremely important when a child is in jeopardy for suspension or expulsion. Be thorough. This needs to be in place if behavior is the child's primary disability. Five to eight sentences should be enough to explain FBA results.

#### K. Transition when students are 14 years old or entering 9<sup>th</sup> grade

- Addresses students needs (instruction, related services, and community experiences) for transition from secondary to post secondary education and training, employment, community participation, recreation, and leisure and home living
- Assessment options:
  - Transition surveys
  - Transition behavior scale – has 62 items in 3 parts
  - Formal self-esteem index – 80 items that are norm referenced
- Must include a statement of the needed transition services, including any interagency services
- Reviewed annually
- Must include the course of study that are needed to meet the student' transition needs
- Include the 5 areas and how the disability affects each area:
  1. Jobs – current information on present job status, history of employment (include everything from babysitting to lawn raking and mowing). Be sure to list responsibilities of their jobs held past and present

2. Post-Secondary – what plans are made for the child after graduation and how the disability affects this area
3. Home and Daily Living – include what the child does at home, what they want to learn, and what they need to do to live successfully in the “real world” (ex. cooking, sewing, laundry, balancing a checkbook, maintaining savings accounts, paying bills, cleaning room, washing dishes, yard work, obtaining a driver’s license)
4. Community – report on what the child can do in the community (ex. making appointments, driving a car, maintaining a car, running errands, using a phone book, shopping for cooking supplies, finding a job, interviewing, completing job applications, probation)
5. Recreation and Leisure – report on what the child does in school regarding extra-curricular activities (ex. chess, football, baseball, cheerleading, speech, drama). AND, report on what the child likes to do to relax, enjoy life, and feel happy outside of school.

L. Self-Advocacy and Learning Styles

- Report on what the child does to stand up for their learning
- Explain how the child can ask for help and what their learning needs are
- Explain the best learning style for the child (visual, hands-on, auditory, etc.)

M. Determination of Needs

- Explain what the child needs to do, needs to learn, and needs to work on

N. Educational Needs

- Explain what the child needs to make educational progress – be specific

O. Include the criteria sheet for whichever disability the child qualifies for

**Special Considerations**

- For students qualifying SLD, the following must be certified in writing:
  - Existence of severe underachievement in response to general education classroom instruction
  - Existence of severe discrepancy between intellectual ability and achievement
  - Existence of an information processing disorder in a variety of settings
  - Observations of relevant behavior of the student
  - Relationship of that behavior to the student’s academic functioning
  - Existence of any educational relevant medical findings
  - Disability is not the result of visual, hearing, motor impairment, mental retardation, or emotional disturbance, environmental, cultural, economic influences, or history of inconsistent educational settings.

- Early Childhood:
  - Review of pertinent records related to child's current health status and medical history
  - Evaluation of child's level of functioning in each of the following developmental areas:
    - Cognitive development
    - Motor development (physical development) including vision and hearing
    - Communication development
    - Social, emotional, or behavioral development
    - Adaptive development
- Mail report to same individuals as IEP

## **Exit Procedures**

- Before exiting a student, discuss options at the Child Study Team Meeting
- Student must go through a complete set of testing
- Graduation – a list of graduates needs to be sent to PAWN
- Students leaving the district – complete the “student left district” form.
- Treatment Centers – contact Marlene to get exact dates of entrance and exit from the centers. It is vital that these dates match. Complete the form with the appropriate dates.

## Disabilities

- Speech (coded 01, page 3-35 of manual)
  - Sue Backes PAWN, Stephanie Hanson Assistant Speech-Language Pathologist
  - A communication disorder that affects a child's educational performance
    - Fluency Disorder – repetition of sounds, syllables and words; prolongation of sounds; avoidance of words; silent blocks; inappropriate inhalation, exhalation, or phonation patterns
    - Voice Disorder – presence of abnormal quality, pitch, resonance, loudness, or duration
    - Articulation Disorder – incorrect production of speech sounds
    - Language disorder – breakdown in communication as characterized by problems in expressing needs, ideas, or information
  
- Developmentally-Cognitively Delayed (coded 02=Mild to Moderate, 03=Severe to Profound, page 3-28 of manual)
  - DCD – Leslie Sagen (covers all levels)
  - MMI – Mild to Moderate Impaired – Julie Brown (old licensure covers only mild and moderate)
  - Students with significantly below average intellectual functioning, score of 70 or below on WISC
  - Must show documentation of needs in at least 4 of the following areas:
    - Daily living and independent living skills
    - Social and interpersonal skills
    - Communication skills
    - Academic skills
    - Recreation and leisure skills
    - Community participation skills
    - Work and work-related skills
  
- Physical Impairment (coded 04, page 3-31 of the manual)
  - PI – Lynn Moen PAWN
  - Documentation of medically diagnosed physical impairment
  
- Deaf and Hard of Hearing or Hearing Impaired (coded 05, page 3-26 of manual)
  - DHH or HI – Cindy Cronemiller PAWN
  
- Visually Impaired (coded 06, page 3-39 of manual)
  - VI – Michelle Kramer-Paulson PAWN
  
- Specific Learning Disabilities (coded 07, page 3-32 of manual)
  - SLD - Julie Brown, Dana Morris, Leslie Sagen, Louise Shay
  - A condition affecting student learning in reading, writing, or math that are not the result vision, hearing, mental retardation, emotional disturbance, cultural factors, living environment, or economic disadvantage
  - Nevis uses discrepancy model for identification of SLD

- Students will qualify with a discrepancy in broad written language, broad math, or broad reading
  - Students may qualify in one specific area: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics comprehension, and mathematics problem solving, after the student is discussed at a child study team meeting.
  - RTI - Response To Intervention - is required documentation of scientifically-based curriculum interventions that are done in the regular education classroom prior to a referral to special education. At least two such highly documented interventions must be tried over a period of at least 6 months
- Emotional/Behavioral Disorder (coded 08, page 3-24 of manual)
    - EBD – Julie Brown, Dana Morris, Leslie Sagen, Louise Shay
    - 3 different areas of EBD to qualify
      - Withdrawal, depression, problems with mood or feelings of self-worth
      - Disordered thought processes with unusual behavior patterns and atypical communication styles
      - Aggression, hyperactivity or impulsivity
    - The evaluation must show:
      - Behavior is significantly different from appropriate age, cultural, or ethnic norms
      - Behavior interferes with the student’s education
      - Behavior is exhibited in at least 3 different settings: 2 educational settings (one must in the classroom) and one other setting (home, child care, community)
      - Behavior has been occurring throughout a minimum of 6 months or the result of a serious mental health disorder diagnosed by a licensed mental health professional
- Deaf/Blind (coded 09, page 3-23 of manual)
- Other Health Disability (coded 10, page 3-29 of manual)
    - OHD – Lynn Moen PAWN
    - Due to a chronic or acute health problem such as asthma, ADD and ADHD, diabetes, epilepsy, heart condition, hemophilia, leukemia, nephritis, rheumatic fever, sickle cell anemia AND it adversely affects the child’s educational performance
    - Medical reports are needed from a licensed physician within the past 12 months
- Autism Spectrum Disorder (coded 11, page 3-21 of manual)
    - ASD – Lynn Moen PAWN and Lyle Chastain
    - Developmental disability significantly affecting verbal and nonverbal communication and social interaction
    - Students may engage in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences

- Traumatic Brain Injury (coded 14, page 3-36 of manual)
  - TBI – Lynn Moen PAWN
- Severe Multiply Impaired (coded 16, page 3-31 of manual)
  - SMI
- Note: Autism, Physical Impairments, Traumatic Brain Injury, etc. are not licensed by the state board of teaching so any special education licensed teacher can address students in these areas.
- Case Manager – person in charge of the paperwork for a student (need not be licensed in the disability)

## Individual Education Plan – IEP

- Purpose
  - Communication (tells parents, social security, college entrance and services)
  - Management (makes schools determine the services and related services) – not a contract – school cannot be held responsible for damages if the IEP is not met
  - Compliance and Monitoring (certain rules and regulations that must be followed – the state can conduct audits and PAWN will conduct a yearly audit)
  
- Team Meetings
  - Scheduled before or after school, not during the school day
    - Conference calls may be done if necessary to accommodate parent schedule
    - Home Visits may be necessary
    - No parents at the meeting will only be acceptable after at least 5 or more attempts to schedule with the parent or the parent refuses to attend.  
Considerable documentation is needed
  - Must be completed prior to the 1 year timeline – start planning at least 1 month in advance so that you don't go past the timeline
  - New students – a new IEP and a team meeting must be held within 30 school days of enrollment.
  - Initial IEP meetings must be conducted within 30 school days of determination of eligibility (refer to the evaluation report date)
  - All people in attendance must sign in
  - Introduce all people at the table – what is their role in with the child
  - Notices must be typed and sent out at least 2 weeks in advance
    - Check the calendar before scheduling the meeting
    - Record all communication dates, times, information shared and learned with the parents
    - Continue trying to contact the parent – via mail, phone calls, sending things home with student
  - Team must include:
    - Parent
      - This is the legal guardian
      - Not the foster care parent
    - Special Education teacher
    - Nevis administrator : Principal Jodi Sandmeyer, Administrative Assistant Sharon Hadrava, or Superintendent Steven Rassier
    - Resident district administrator
      - Walker-Hackensack-Akeley District #113: (phone: 547-1311)
        - High School Peg Novack fax: 547-4297
        - Elementary Lee Furseth fax: 547-4297

- Park Rapids School District #309: (phone: 237-6400)
    - High School Alan Judson fax: 237-6401
    - Middle School Bruce Gravlin fax: 237-6349
    - Elementary Mitch Peterson fax: 237-6248
- Classroom teacher
  - Elementary: Classroom teacher, PE, music
  - HS: Classroom teachers from both semesters
- Surrogate educator needed if:
  - Student is ward of the state
  - Parent requests one
  - Parent is unknown, appointment does not terminate parental rights
  - Surrogate educators are a “parent” under IDEA, he or she has all the rights, responsibilities, and procedural safeguards of a natural parent
  - IDEA does not empower schools to appoint a surrogate parent when parents can be located but have no interest or refuse to participate
- Student
  - Any person brought by the parent (including an advocate)
- Parental rights booklets must be given to parents at every meeting or whenever parents request them. (the law states one time per year, parental request, and initial referral is when the rights will be given – we will do every meeting)
  - If you need some booklets talk to Louise or the office for additional copies
  - If parents do not want their rights, have them sign off on the signature page
- Give draft copies of the IEP/Evaluation to the parent and other members of the team at the table.



- IEP
  - SpedForms are used to type all IEPs
  - All forms will be typed (no handwritten forms or corrections)
  - Must be reviewed at least annually, additional reviews will be needed when making significant changes in programming, changing placement, parental request, significant life event
  - Explain any acronyms used
  - When developing the IEP – consideration must be given to the child’s strengths and concerns expressed by the parent and documented in the evaluations
  - Services:
    - Licensed teacher
    - Educational assistant – to help in the classroom or in a pull-out setting
      - All assistance should be guided by a licensed teacher
      - Licensed teacher must provide direct supervision at all times when instruction is being given
      - EA is NOT to be providing programming for the student, only operating under the direction of the licensed teacher
      - EA may provide 1-1 services
      - EA may assist with classroom management and organizing of materials
    - PT, Physical Therapist – Lynn Moen PAWN
    - DAPE, Developmental Adapted Physical Education - Nancy Bade PAWN
    - OT, Occupational Therapist – Anne Toy PAWN
    - Health Services – Renee Becker and Dianne Saak
    - HSI, Home-School Interventionists – Katrina Carrier and Heidi Wormley
    - CD, Chemical Dependency – Heidi Wormley
    - Assistive Technology (computer, special pencil, etc.)
    - Cost of the services may be among the factors considered by the team in choosing how to provide the appropriate services, instruction or devices (it cannot be the only factor)
    - Homebound – when a student cannot attend school due to a medical condition that is verified by a licensed physician. One hour of instruction for each day of attendance (5 hours of instruction per week) to be considered full time attendance. Generally this is done in two, 2.5-hour sessions by a licensed teacher
  - **Sensory Items:**
    -
  - Assistive Technology Items:
    - Each elementary classroom is equipped with a sound system. The teacher wears a microphone to amplify the sound throughout the room
    - Teachers can also wear an additional microphone that directly attaches to a student’s hearing aid, allowing the deaf/hard of hearing student to have direct contact with the teacher. The system is from PAWN.
  - Agencies for outside referral:
    - UMMH, Upper Mississippi Mental Health (phone: 732-7266)

- Treatment Centers – contact Heidi Wormley for options
  - CEP, Rural Minnesota Concentrated Employment Program – provides jobs for economically disadvantaged
  - Social Services (phone: 732-1451)
- MCA Testing - must include an explanation as to accommodations for students in grades 3-8 math and reading, 10 reading, and 11 math.
  - Alternative assessments are available in academic and functional forms
  - 1% of Nevis students will count towards index points in regard to AYP (approximately 3 students in the Nevis School District)
  - Alternate assessments are designed for students with “significant cognitive disabilities”
- Goals must be measurable and achievable = directly related to the disability – identified by the assessments
  - One goal per concern area
  - Include information on when and how parental progress reports will be given
- Whatever is written in the IEP MUST be followed – no exceptions
- **Birth – age 2 Federal Settings** based on location:
  - 11 = Program designed for children with disabilities (traditional ECSE classroom)
  - 12 = Program designed for typically developing children (ECFE classroom)
  - 13 = Home
  - 14 = Hospital
  - 15 = Residential facility
  - 16 = Service provider location
  - 17 = Other setting
- **Ages 3 - 5 Federal Settings** based on location:
  - 01 = Early Childhood setting (program designed primarily for children without disabilities)
  - 02 = ECSE setting (services provided in a pullout setting)
  - 03 = Home
  - 04 = Part time EC/Part time ECSE (part of services are provided in classroom and part are provided in pull out)
  - 05 = Residential facility
  - 06 = Separate school
  - 07 = Itinerant services outside the home
  - 08 = Reverse mainstream setting
- **Ages 6 - 21 Federal Settings** based on direct service time:
  - I = 1 block period or 83.5 minutes or less time (1-20% of student day)
  - II = 2 block periods or 83.5-238.8 minutes (21-60% of student day)
  - III = 3-4 block periods or over 238.8 minutes (60%+ of student day)
  - IV-VIII = Separate special education facilities
  - 8:30-3:08 is the Nevis school day, 398 minutes total minutes in Nevis Public School’s student day

- Direct vs. Indirect Time
  - Direct Time = Licensed Teacher contact time, teaching the student (includes OT, PT, Speech, Day Treatment, DAPE)
  - Indirect Time = Educational Assistants working with the student in the classroom plus 10 minutes for planning and discussion with regular education teachers
- If parents disagree with an IEP, prior to the next meeting, contact Louise Shay and Candy Malm to attend. Parents have the right to request mediation or file for a due process hearing at district expense.
- IEE – Individual Educational Evaluation
  - Parents have the right to request an individual evaluation, from a private provider at public expense no more than 1 time per year
  - The district must pay for the evaluation, unless the same results are obtained
  - The IEP team must consider the results of the IEE
  - Schools must provide parents with where to obtain an IEE
- ESY – Extended School Year – must be discussed
  - Students are afforded extended school year services if they show a measurable regression in learning or extended relearning period after and extended break
  - Services are provided during the summer months
- Significant Change
  - Write a new IEP when changing federal settings, adding or subtracting special services
  - Complete a significant change form when making very minor adjustments to Nevis services (less than 10 minutes of service time)
- Transfer of parental rights when the students turns 18 years old
  - By the age of 17, the IEP must include a statement that the child has been informed of the rights that will transfer to the child at age 18
  - At age 18, students may sign their own IEP, parents will still be invited the meetings and given copies of the IEP.
  - Discussions regarding parents’ maintaining guardianship due to the students’ disabilities must begin early
  - In Hubbard County, parents should contact social services to discuss guardianship – we guide only toward guardianship as needed, current legal guardian must do this themselves (suggested for DCD or others with severe disabilities that would prevent them from being in charge of their own life demands and they need supervision)
- LRE - Least Restricted Environment must be addressed. The student should be in the classroom with their nondisabled peers unless:
  - The student behaviors impede the learning of other students
  - The safety of the student or other students in the classroom is at risk
  - The student will not benefit academically or otherwise from the classroom experience
  - The student is better served outside of the regular program
- FAPE – Free Appropriate Public Education

- Copies of the complete IEP must be mailed within 10 days of the meeting. Initial copies may be made front to back and will be mailed at no cost to:
  - Parent
  - Resident district
  - Original filed in school records
  - PAWN office
  - Agencies involved
  - Classroom teachers may read the IEP by request, they are not given a copy
- Additional parent copies will be made, but a charge will be billed to the parent
- Parents need to sign whether they agree with the IEP
- This is a legal document
- All paperwork must be shredded when being discarded

## **Case Load Determination**

- No more than 25 students from all ability levels when federal settings I and II
- ECSE – 16 students for students ages 3-6
- Federal setting of III:
  - 3 pupils for DCD: S/P, ASD, SMI, DB
  - 6 pupils for DCD: S/P, ASD, SMI, DB with 1 EA
  - 12 pupils for DCD: M/M, SLD
  - 15 pupils for DCD: M/M, SLD with 1 EA
  - 10 pupils for all other disabilities with 1 EA
  - 12 pupils for all other disabilities with 2 EA

## **Student Files**

- All original copies will be kept in the school office
- Special Education files are kept separate from the student's cumulative file
- Any time a file reviewed is requested, you must sign in on the access log as looking at the file
- The only information that can be given to parents is that which has been generated by the school district
- Items required in the file include:
  - Documented pre-referral interventions
  - Notice of Proposed Evaluation/Re-evaluation plan that included:
    - Reason for the evaluation
    - Description of areas to be assessed
    - Where and by who the evaluation will be conducted
    - Materials and procedures and if appropriate modifications to the evaluation process
  - Parental consent forms for initial evaluations and re-evaluations
  - Evaluations
  - IEP
  - Parental notices include
    - Description of action proposed
    - Explanation of why the district proposes or refuses to take the action
  - Consents for release of information
  - Manifestation determination
  - Behavior Intervention Plans (BIP)

## **General Information**

- December 1 is when the special education child count information is done
- October 1 is when the initial MARSS data is sent in
- All changes to the IEP (federal settings, drop/start dates, service minutes, and disability) must be reported to Marlene as it must be recorded on MARSS
- You will be informed from Marlene as to students being dropped/enrolled after stays at juvenile centers

## **Care and Treatment Facility**

- Students will be dropped from enrollment when they enroll in a treatment facility in state
  - Northwest Juvenile Center – Bemidji
  - ITASKIN – Grand Rapids
  - Thistledew – Togo
  - West Central Regional Juvenile Center – Moorhead
- Students will not be dropped when attending facilities outside the state
  - Prairie St. Johns - Fargo
- Check with Marlene to determine the dates to drop student

## Highly Qualified

- Paraprofessionals:
  - 60 semester credits
  - AA degree
  - Score of 460 or better on ParaPro test
- Teachers
  - Bachelors degree
  - Minnesota Licensure
  - Passed state tests:
    - Praxis I – PPST
    - Praxis II – PLT (principles or learning and teaching)
    - Content Area
  - Early Childhood Special Education ECSE – HQ does not apply
  - Elementary Special Education Teachers:
    - Pass the Elementary Content Test – can teach math and reading
  - High School Special Education Teachers:
    - Pass the Special Education Content Test
    - Pass the Math Content Test – if planning to teach Math, not just be a
    - Pass the English Content Test – if planning to teach

## Out of School Suspension – OSS

- Special education students will follow the district policies
- For suspensions totaling 10 days, an IEP team meeting is required
- After each suspension, a Manifestation Determination should be conducted

## Behavior Interventions

- Prohibited procedures – DO NOT USE:
  - Corporal punishment
  - Intense sounds, lights, or other sensory stimuli
  - Use of noxious smell, taste, substance or spray
  - Denying a student access to food
  - Denying a student access to hearing aids, communication devices, etc. except temporarily when the student is perceived to be destroying or damaging them
  - Denying student access to the bathroom facilities
  - Requiring a student to maintain a position that induces physical pain
- Allowable procedures:
  - Timeouts
  - Isolation
  - Restraint – after completed Crisis Prevention and Intervention Training (CPI)