

CHAPTER 3525

STATE BOARD OF EDUCATION

HANDICAPPED CHILDREN

STANDARDS AND PROCEDURES

3525 0200 DEFINITIONS FOR SPECIAL EDUCATION

POLICIES

- 3525 0300 PROVISION OF FULL SERVICES
- 3525 0550 PUPIL IEP MANAGER
- 3525 0650 INTERAGENCY COMMITTEES
- 3525 0700 PARENTAL INVOLVEMENT
- 3525 0800 RESPONSIBILITY FOR ENSURING THE PROVISION OF INSTRUCTION AND SERVICES

APPLICATIONS

- 3525 1100 STATE AND DISTRICT RESPONSIBILITY FOR TOTAL SPECIAL EDUCATION SYSTEM (TSES)
- 3525 1310 STATE AID FOR SPECIAL EDUCATION PERSONNEL FACILITIES AND STAFF
- 3525 1550 CONTRACTED SERVICES TREATMENT PROGRAMS AND LEVELS OF SERVICE
- 3525 2325 EDUCATION PROGRAMS FOR K-12 PUPILS AND REGULAR EDUCATION STUDENTS PLACED IN CENTERS FOR CARE AND TREATMENT
- 3525 2330 REQUIREMENT FOR EARLY CHILDHOOD SERVICES
- 3525 2335 EARLY CHILDHOOD CRITERIA FOR ELIGIBILITY AND PROGRAM ALTERNATIVES
- 3525 2350 MULTIDISABILITY TEAM TEACHING MODELS SURROGATE PARENTS
- 3525 2430 DEFINITION
- 3525 2440 SURROGATE PARENT APPOINTMENT
- 3525 2445 CONSULTATION WITH COUNTY SOCIAL SERVICES
- 3525 2450 REMOVAL OF SURROGATE PARENT

3525 2470 SUSPENSION, EXCLUSION, AND EXPULSION

ASSESSMENT, NOTICE, AND HEARING

- 3525 2500 IDENTIFICATION OF CHILDREN WHO ARE HANDICAPPED
- 3525 2550 CONDUCT BEFORE ASSESSMENT
- 3525 2650 NOTICE BEFORE ASSESSMENT
- 3525 2750 EDUCATIONAL ASSESSMENT
- 3525 2850 READING AND WRITING ASSESSMENT FOR PUPILS WHO ARE BLIND
- 3525 2950 SECONDARY TRANSITION PLANNING
- 3525 3000 PERIODIC REVIEWS
- 3525 3100 REQUIREMENTS FOR FOLLOW-UP REVIEW
- 3525 3150 REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA
- 3525 3300 CONTENTS OF NOTICE
- 3525 3400 NOTICE TO RESIDENT SCHOOL DISTRICT
- 3525 3500 NOTICE OF PERFORMANCE OR REFUSAL TO PERFORM ASSESSMENT
- 3525 3600 NOTICE OF CHANGE OR REFUSAL TO CHANGE EDUCATIONAL PLACEMENT OR PROGRAM
- 3525 3700 CONCILIATION CONFERENCE
- 3525 3800 WHEN A HEARING MUST BE HELD
- 3525 3900 NOTICE OF A HEARING
- 3525 4000 HEARING OFFICERS
- 3525 4100 PREHEARING REVIEW BY THE HEARING OFFICER
- 3525 4200 HEARING RIGHTS OF THE RESPECTIVE PARTIES
- 3525 4300 HEARING PROCEDURES
- 3525 4400 DECISIONS OF HEARING OFFICER
- 3525 4600 EFFECTIVE DATE OF ACTION AND APPEALS
- 3525 4700 FINAL DECISION

STANDARDS AND PROCEDURES

3525.0200 DEFINITIONS FOR SPECIAL EDUCATION.

Subpart 1. **Scope.** As used in parts 3525.0200 to 3525.4700, the terms defined in this part have the meanings given them.

Subp. 1a. **Administrator or administrative designee.** "Administrator" or "administrative designee" means a representative of the school district, other than the pupil's teacher, who is licensed to provide or supervise the provision of special education and who has the authority to make decisions about the appropriateness of the proposed program and who has the authority to commit the responsible district's resources. An administrator or an administrative designee must participate at each IEP meeting and must be identified at the meeting.

Subp. 1b. **Assessment or reassessment.** "Assessment" or "reassessment" means an appropriate individual educational evaluation of a pupil's performance or development conducted by appropriately licensed personnel in accordance with recognized professional standards and parts 3525.2500 to 3525.2850.

Subp. 2. **Days.** "Days" means the days school is in session when used in parts 3525.1100 to 3525.3600. "Days" means calendar days when used in parts 3525.3700 to 3525.4700.

Subp. 3a. **Functional skills assessment.** "Functional skills assessment" means the use of test instruments and assessment procedures to determine current levels of skill development and factors relevant to:

A. independence and self-sufficiency in school, home, and community settings;

B. freedom to participate in leisure activities; and

C. postsecondary and other life long learning opportunities.

Subp. 4a. Functional skills. "Functional skills" means skills to increase performance and independence at work, in school, in the home, in the community, for leisure time, and for postsecondary and other life long learning opportunities.

Subp. 6a. Individual education program plan or IEP. "Individual education program plan" or "IEP" means a written individualized educational plan annually developed for a pupil. It is based on an assessment of the pupil's performance, presenting problems and its effect on learning in appropriate settings. It shall include a description of:

A. the pupil's current level of performance;

B. the pupil's needs determined in a team process;

C. an identification of appropriate goals and objectives;

D. a description of special education services designed to help the pupil accomplish the goals and objectives;

E. a description of the environment in which the services will be provided;

F. a schedule for periodic review; and

G. criteria for evaluating the pupil's performance.

Subp. 7a. Initial formal assessment. "Initial formal assessment" means the first formal assessment by the district that addresses the specific problems as outlined on the notice to assess in accordance with parts 3525.2650 and 3525.3500.

Subp. 8a. Initial placement. "Initial placement" means the first special education placement and provision of special education services by the district.

Subp. 8b. Instruction. "Instruction" means the action or practice of a teacher.

Subp. 9a. [Repealed, 14 SR 281]

Subp. 9b. Program or pupil support assistant. "Program support assistant" or "pupil support assistant" means a district employee who is engaged in direct interaction with one or more pupils for instructional activities, physical or behavior management, or integration purposes under the direction of a regular education or special education teacher. A program or pupil support assistant shall only provide services to a pupil under the direction of a regular education or special education teacher or related services provider. The services must be:

A. to enhance the instruction provided by the teacher or related services staff in the areas of academic instruction, physical or behavior management programs, transition, and other integration activities; and

B. to supplement instructional activities or to provide extended practice in instances in which the support assistant has had training from a special education teacher or related services staff and continues to receive ongoing direction and support from a special education teacher.

The pupil's need for and the specific responsibilities of a pupil support assistant shall be described in writing on the pupil's IEP. A program support assistant is required in an early childhood special education center-based classroom as such classroom is described in part 3525.2335, subpart 2, and may be assigned to level 4, 5, and 6 programs described in part 3525.2340, subpart 2.

Subp. 10. Nondiscrimination. "Nondiscrimination" means a requirement that districts shall:

A. comply with Minnesota Statutes, chapter 363 and not discriminate in any manner in the full use of or benefit from any services rendered by an educational institution because of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, or disability; and

B. provide procedures that ensure that, in accordance with recognized professional standards, testing and evaluation materials and procedures used for the purposes of identification, assessment, classification, educational program plan development, educational placement including special education services, program implementation, review and evaluation, notice, and hearing are selected and administered so as not to be discriminatory including cultural discrimination. The procedures and materials shall take into account the special limitations of handicapped persons and the racial or cultural differences presented by persons and must be justified on the basis of their usefulness in making educational program decisions that serve the individual pupil.

Subp. 11a. Parent or parents. "Parent" or "parents" means the mother, father, guardian, conservator, or surrogate parent who has been appointed in accordance with parts 3525.2430 to 3525.2455 for a pupil under age 18. For a pupil over age 18, it means the pupil unless a guardian or conservator has been appointed, in which case it means the guardian or conservator. When the parents are separated or divorced, it means the parent who has the legal right, by court decree or agreement, to determine the pupil's education, even though the pupil may be living with the other parent.

Parents whose legal rights have not been terminated but who have not been granted legal custody have the right of access to, and to receive copies of important school records and the right to be informed by school officials about the child's welfare, educational progress, and status, and to attend school and parent-teacher conferences unless otherwise ordered by a court. The school need not hold a separate conference for each parent.

Subp. 15a. Providing district. "Providing district" means a district with the responsibility of providing special education services to a pupil according to part 3525.0800.

Subp. 16a. Pupil. "Pupil" means a student or other person who is eligible for special education according to Minnesota Statutes, sections 120.03 and 120.17. Students or other persons who are pregnant or chemically dependent and do not have a handicapping condition are not eligible for special education.

Subp. 17a. Recognized professional standards. "Recognized professional standards" means reasonable principles and concepts accepted by acknowledged experts that bear a direct relationship to the particular needs of the pupil.

Subp. 18a. Regular education program. "Regular education program" means the normal early childhood, elementary, secondary, gifted, or vocational education offerings, including instruction, training, aids, and services in the classroom or other appropriate places.

Subp. 18b. Related services. "Related services" means any specially designed services not provided by regular education or special education instruction to meet the unique needs of a pupil to benefit from the educational program. This includes psychological services, social worker services, occupational therapy, physical therapy, audiology, orientation and mobility training, health services, medical services for diagnostic purposes, music therapy, and other similar services.

Subp. 19a. Resident district. "Resident district" means the district in which the pupil's parent, as defined by parts 3525.0200, subpart 11a, and 3525.0800, subpart 9, resides. It does not mean the district in which a surrogate parent resides. If the parents of the pupil are separated or divorced and both maintain legal rights to determine the pupil's education, but are living in different districts, the district of residence is the district in which the pupil primarily resides for the greater part of the school year.

In those situations when a pupil is placed for care and treatment or foster care by an agency other than the school district, the district of residence is the district in which the pupil's parent resides or the district designated by the com-

missioner as provided in Minnesota Statutes, section 120.17, subdivisions 6 and 8a. If the parents of the pupil are separated or divorced and both maintain legal rights to determine the pupil's education, but are living in different districts, the district of residence is the district last responsible for education services when the pupil resided with either parent.

Subp. 20a. Special education. "Special education" means any specially designed instruction and related services or support services to meet the unique cognitive, affective, or psychomotor needs of a pupil as stated in the IEP.

Subp. 23. Support services. "Support services" means any specially designed services that assist in the delivery of instruction or related services to a pupil. This includes braillists, interpreter services, program or pupil support assistants, transportation, and other similar services.

Subp. 24. Teacher. "Teacher" means a person licensed under parts 8700.5400 to 8700.5502 by the Board of Teaching to instruct pupils with specific handicapping conditions.

Subp. 25. Technically adequate instrument. "Technically adequate instrument" means tests and assessment procedures for which recognized professional standards about construction, validity, reliability, and use have been met.

Subp. 26. Vocational assessment. "Vocational assessment" means an ongoing, comprehensive process used to assist the pupil and the team to determine the pupil's strengths, interests, abilities, and needed support to be successful in a vocational setting. A vocational assessment is one component of the ongoing special education multidisciplinary assessment described in parts 3525.2500 to 3525.2850.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

POLICIES

3525.0300 PROVISION OF FULL SERVICES.

Children and youth who are handicapped and who are eligible for special education services based on an appropriate individual assessment shall have access to free appropriate public education, as that term is defined by applicable law. The special education shall be suited to the pupil's individual needs including the special education based on an appropriate assessment and according to the IEP. School districts shall provide education suitable to pupils' individual needs regardless of the severity of the pupil's mental, physical, or emotional disability, or other impairment or handicap. The responsibility of the school district is not diminished by the availability of nonpublic schools or other services located within the district.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.0550 PUPIL IEP MANAGER.

The district shall assign a teacher who is a member of the pupil's IEP team as the pupil's IEP manager to coordinate the instruction, related and support services for the pupil. The IEP manager's responsibility shall be to coordinate the delivery of special education services in the pupil's IEP and to serve as the primary contact for the parent. A district may assign the following responsibilities to the pupil's IEP manager: assuring compliance with procedural requirements; communication and coordination among home, school, and other agencies; regular and special education programs; facilitating placement; and scheduling team meetings.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.0650 INTERAGENCY COMMITTEES.

Subpart 1. **Local participation.** A district shall establish or participate in a local interagency early intervention committee and a local community transition interagency committee according to Minnesota Statutes, section 120.17, subdivisions 12 and 16. The local committees shall:

- A. meet at least quarterly to fulfill the duties prescribed in statute; and
- B. report annually when directed to the Department of Education summarizing progress and recommendations.

Operating procedures fulfilling the requirements in each statute must be included in the district's total special education system plan.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.0700 PARENTAL INVOLVEMENT.

Parents of children with handicaps have a right to be involved by the school district in the education decision-making process by participating or being afforded the opportunity to participate at each IEP meeting to develop, review, or revise the IEP. School district staff members shall document efforts to contact and involve parents in developing a pupil's IEP including scheduling IEP meetings at a mutually agreed upon time and location. At the time of contact, the district shall inform the parents of their right to bring anyone of their choosing to accompany them to the meeting. The district shall inform the pupil's parents about the alternatives and methods of instruction as described in Minnesota Statutes, section 120.17, subdivision 2.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.0800 RESPONSIBILITY FOR ENSURING THE PROVISION OF INSTRUCTION AND SERVICES.

Subpart 1. **Pupil's district of residence.** As provided in Minnesota Statutes, section 120.17, subdivision 2, a pupil's district of residence is responsible for assuring that an appropriate program is provided for all eligible pupils placed by the district's team within the district or in an out-of-district placement regardless of the method or location of instruction used.

Subp. 2. **Purchased services.** The district shall not purchase special educational services for a child from a public or private agency when such service is available or can be made available and can be more appropriately provided as the least restrictive alternative within the district. Whenever it is appropriate for a district to purchase special education service for children who are handicapped and who reside in the district, it continues to be the responsibility of the school district, consistent with the provisions of Minnesota Statutes and parts 3525.0200 to 3525.4700, to assure and ascertain that such children and youth receive the education and related services and rights to which they are entitled.

Subp. 3. **Initial activities.** The resident district is responsible for the pupil's initial assessment, initial IEP, due process procedures, and initial placement regardless of whether the placement is within the district or outside the district, unless the pupil is placed for care and treatment or through one of the education choice options.

If the team determines that it may be appropriate to consider placement options outside of the resident district, representatives from the outside district, agency, or academy must be invited to attend a team meeting as a participant to complete an appropriate IEP for the pupil including the needs, goals, objectives, services, and placement of the pupil.

Subp. 4. **Resident district responsibilities; district initiated out-of-district**

placement. If the resident district places a pupil in an out-of-district placement, the resident district is still responsible to assure that an appropriate IEP is developed, that the pupil is placed in the least restrictive environment, and that due process procedures associated with these responsibilities are followed.

It is the responsibility of the providing district, agency, or academy to implement the IEP, conduct periodic and annual reviews, convene and facilitate the IEP team meeting, and assure that due process procedures associated with these responsibilities are followed.

The annual IEP must be developed jointly by the providing district, agency, or academy and resident district. The resident district must, at a minimum, involve a district administrator or an administrative designee according to part 3525.0200, subpart 1a, to assure that the pupil's educational needs and rights are met. The resident district may appoint a member of the providing district as its administrative designee.

Subp. 5. Responsibility for disagreements. The resident district is responsible for resolving disagreements between the pupil's parents and district, including conciliation and due process hearings when the placement has been made by the resident district. If the providing district, agency, or academy receives a request for a conciliation conference or due process hearing from the parent, the providing district, agency, or academy must notify the resident district of the parent's request within one school day.

Subp. 6. Tuition rate appeal. If the districts do not agree on the tuition rate, either district may appeal to the commissioner as provided in Minnesota Statutes, section 120.17, subdivision 4.

Subp. 7. Pupils placed for care and treatment. The educational and financial responsibilities of the resident and providing districts for pupils placed for care and treatment under Minnesota Statutes, section 120.17, subdivisions 6 and 7, are as follow:

A. District placements: If the resident district places a pupil for care and treatment, the resident district shall be responsible for providing and paying for an appropriate education program in accordance with part 3525.2320 and this part, either directly or through tuition agreement, and shall also be responsible for the costs associated with care and treatment.

B. Nondistrict placement:

(1) When the pupil is placed in a residential facility or foster care by someone other than the resident district, the district in which the facility is located is responsible for providing an appropriate education program as set forth in statutes and parts 3525.0200 to 3525.4700 including the notice and hearing provisions. The resident district is responsible for assuming the cost of the educational program when notified in accordance with Minnesota Statutes, sections 120.17, subdivision 6, and 124A.036. The district is not responsible for the cost of care and treatment.

(2) When the pupil is placed in a day treatment program by an agency other than the resident district, the resident district is responsible for determining the location of the special education services in accordance with the options outlined in Minnesota Statutes, section 120.17, subdivision 6. The resident district shall be responsible for ensuring that an appropriate program is provided in accordance with subparts 4 to 6, including all costs for the education program and any due process proceedings regardless of the method or locations of services selected.

Subp. 8. Pupils placed through education choice options. When a pupil is placed outside of the district residence by the parent or pupil for the purpose of education and in accordance with a statutory education choice enrollment act, the resident district shall be responsible for assuming the cost of the education program when notified in accordance with Minnesota Statutes, section 124A.036,

subdivision 3. The providing district shall be responsible for assuring that an appropriate program is available for the pupil including the notice and hearing provisions. Responsibility for transportation costs between the pupil's home and the providing school district shall be determined in accordance with Minnesota Statutes.

Subp. 9. Financial and legal responsibility for pupils 18-20. For a pupil who is age 18 through 20 years of age and is receiving special education, the district where the pupil's parents, legal guardian, or conservator lives shall be financially responsible for the cost of the special education program even in those cases where the pupil serves as the parent according to part 3525.0200, subpart 11a, for due process purposes.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

APPLICATIONS

3525.1100 STATE AND DISTRICT RESPONSIBILITY FOR TOTAL SPECIAL EDUCATION SYSTEM (TSES).

Subpart 1. State responsibility for all educational programs for pupils. The State Department of Education is responsible for ensuring that all requirements in Code of Federal Regulations, title 34, chapter III, and this part are carried out by the local education agencies. Each special education program within the state, including programs administered by any other public agency is under the general supervision of the persons responsible for special education in the State Department of Education.

This shall be done, in part, by reviewing each district's and program's TSES for compliance. Districts and programs will also be monitored periodically by the Department of Education for their implementation of the TSES and all requirements in Code of Federal Regulations, title 34, chapter III, Minnesota Statutes, and this part.

Subp. 2. District responsibility. A district shall submit to the commissioner the district's plan for providing instruction and related services upon request for all pupils as required by Minnesota Statutes, section 120.17. The plan may represent the plan of a single district or a plan for the member districts of a formal special education cooperative. The plan shall be considered as part of the annual school district application for program review, but will not be required to be resubmitted annually. If a cooperative changes administrative organization, it shall submit a revised plan. The new plan must be submitted before the beginning of the next school year. The plan shall include descriptions of the district's:

A. child study procedures for the identification and assessment of students or other persons suspected of having a handicap beginning at birth that include a plan for receiving referrals from parents, physicians, private and public programs, and health and human services agencies;

B. method of providing the special education services for the identified pupils;

C. administration and management plan to assure effective and efficient results of items A and B, including due process procedure assurances available to parents;

D. operating procedures of interagency committees required in statute; and

E. interagency agreements the district has entered.

The commissioner shall approve or implement appropriate procedures for modification of the district plan. The commissioner shall grant the district a reasonable time to make necessary modifications when the commissioner gets satisfactory assurances of compliance with standards for the education of pupils.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.1310 STATE AID FOR SPECIAL EDUCATION PERSONNEL.

Salaries for essential personnel who are teachers, related services and support services staff members, directors, and supervisors are reimbursable for the following activities:

- A. child find and pupil identification;
- B. necessary short-term indirect or consultative services that are provided in conjunction with regular education prereferral activities to an individual suspected of having a handicapping condition to determine whether referrals for assessments shall be made;
- C. assessment and IEP planning for individual pupils;
- D. instruction or related and support services to pupils who have an IEP;
- E. necessary follow-up activities after termination from special education;
- F. parental involvement and due process;
- G. personnel development;
- H. special education curriculum development;
- I. special education program evaluation;
- J. supervision and administration of the total special education system;
- K. school psychological services and school social worker services provided alone or in conjunction with the instructional program as outlined in the pupil's IEP; and
- L. other related or support services provided in conjunction with the instructional program as outlined in the pupil's IEP.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

FACILITIES AND STAFF

3525.1550 CONTRACTED SERVICES.

When contracting for assessments or special education services, a district shall contract with personnel who hold appropriate licenses issued by the Board of Teaching or State Board of Education. If either board does not issue a license for a necessary service, the district shall contract with personnel who are members in good standing of professional organizations that regulate the conduct of its members and set standards for that profession.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.1600 [Repealed, 14 SR 281]

TREATMENT PROGRAMS AND LEVELS OF SERVICE

3525.2320 [Repealed, 14 SR 281]

3525.2325 EDUCATION PROGRAMS FOR K-12 PUPILS AND REGULAR EDUCATION STUDENTS PLACED IN CENTERS FOR CARE AND TREATMENT.

Subpart 1. When education is required. The district in which the facility is located must provide regular education, special education, or both to a pupil or regular education student in kindergarten through grade 12 placed in a facility, or in the student's home for care and treatment. Education services must be provided to a pupil or regular education student who is:

A. prevented from attending the pupil's or student's normal school site for 15 consecutive days; or

B. predicted to be absent from the normal school site for 15 consecutive days according to the placing authority, such as a medical doctor, psychologist, psychiatrist, judge, or other court-appointed authority; or

C. health-impaired and in need of special education and predicted by the team to be absent from the normal school site for 15 intermittent days.

A pupil or regular education student shall begin receiving instruction as soon as practicable under treatment conditions.

Special education services must be provided as required by a pupil's IEP, and to the extent that treatment considerations allow the pupil to participate. Number of school days for determining due process procedures shall begin upon enrollment in an education program. Placement for care and treatment does not of itself require special education placement.

D. For those education programs run by the Department of Corrections, the district shall be the Department of Corrections for the purpose of this part. The district is responsible for ensuring that a cooperative agreement is reached with the care and treatment center facility which addresses all the requirements of Department of Human Services Rules, parts 9545.0900 to 9545.1090 and 9545.1400 to 9545.1500 which pertain to the provision of education services for students placed in centers for care and treatment. Provision of special education services requires implementation of all due process safeguards defined in state and federal law. Some procedures are modified to assure the pupil's access to education.

For purposes of this part, pupils and regular education students placed in the following facilities by someone other than the district are considered to be placed for care and treatment:

- (1) chemical dependency and other substance abuse treatment centers;
- (2) shelter care facilities;
- (3) home, due to accident or illness;
- (4) hospitals;
- (5) day treatment centers;
- (6) correctional facilities;
- (7) residential treatment centers; and
- (8) mental health programs.

Subp. 2. Education programs for students and pupils and regular education students placed in short-term programs for care and treatment. A placement for care and treatment is a short-term placement if the anticipated duration of the placement is less than 31 school days. The school district must begin to provide instruction to the pupil or regular education student immediately after the pupil or student is enrolled in the education program. If the student is enrolled in the educational program without an educational record or IEP, the district's procedures must include immediate phone contact with the home school to see if the regular education student has been identified as handicapped.

A. If a regular education student has been identified as handicapped and has a current IEP:

Initial due process procedures for previously identified pupils placed for care and treatment in a short-term facility may be accomplished by telephone; however, the required written documentation, including notices, consent forms, and IEP's, must follow immediately. If the pupil has a current IEP in the home school, the home school must give the providing agency an oral review of the IEP goals and objectives and services provided. The providing agency must contact the parents and together an agreement must be reached about continuing or modifying

special education services in accordance with the current IEP goals and objectives. If agreement is not reached over the phone, the providing district shall hold a team meeting as soon as possible. At least the following people shall receive written notice to attend: the person or agency placing the pupil, the resident district, the appropriate teachers and related services staff from the providing district, the parents, and, when appropriate, the pupil. This meeting may be held in conjunction with a meeting called by a placing agency. A copy of the documentation, including the modified IEP, must be provided to the parents with a copy of their rights, including a response form.

B. If a regular education student has not been identified as handicapped or if the providing district cannot determine if a student has been identified as handicapped:

(1) Regular education instruction must begin immediately upon enrollment in the education program.

(2) A screening must be conducted by education staff to determine the student's academic, social, and behavioral needs.

(3) Based on the documented results of the screening, a decision must be made about the need for prereferral interventions or an appropriate special education assessment according to parts 3525.2500 to 3525.2850, based on the providing district's criteria. It is not required that an appropriate assessment be started unless it appears that it can be completed.

(4) During the student's placement, regular education instruction must be provided.

Subp. 3. Education programs for pupils and regular education students placed in long-term programs for care and treatment. A placement made for care and treatment is long term if it is anticipated to extend beyond 30 school days. The pupil or regular education student must receive educational services immediately upon enrollment in the education program:

A. If the student has been identified as handicapped and has a current IEP:

If the education staff of the providing district decides that the pupil's current IEP can be implemented while the pupil is placed for care and treatment, the education staff must contact the parents to secure an agreement to continue to provide special education services according to the IEP. If the parents do not agree with the providing district's proposal, the district shall hold a team meeting as soon as possible.

If the education staff needs additional assessment information or the pupil's current IEP cannot be fully implemented while the pupil is placed for care and treatment, the education staff must:

(1) contact the parents to secure an agreement to provide special education on an interim basis while an assessment is being completed; or

(2) call a team meeting to revise the current IEP or develop a short-term IEP while the pupil is undergoing additional assessment to determine an appropriate program.

B. If the student has not been identified as handicapped or if the providing district cannot determine if the student has been identified as handicapped.

The student entering a residential facility for a long-term placement must be screened to determine if there is a need for an appropriate educational assessment. An assessment must begin with a review of screening and other information such as the parent or student interview, available educational and social history, and the purpose of the treatment placement. The assessment must be conducted according to parts 3525.2500 to 3525.2850.

If the student meets the providing district's entrance criteria for special education, an IEP must be developed. Special education services must be provided

by appropriately licensed staff in accordance with the IEP. If the student was not assessed or was assessed and does not meet entrance criteria for special education, regular education services must be provided in accordance with the student's education plan.

Subp. 4. When a student or pupil leaves the facility. If a student or pupil has received an assessment or special education services for 15 or more days, the providing district must prepare an exit report summarizing the regular education or special education assessment or service information and must send the report to the home school, the receiving facility, the parent, and any appropriate social service agency. For a pupil, this report must include a summary of current levels of performance, progress, and any modifications made in the pupil's IEP or services. Record transfers between anyone other than educational agencies and the parent require prior approval of the parents in accordance with data privacy laws.

Subp. 5. Minimum service required. The team must predict how long the pupil or regular education student must be placed for care and treatment. If the prediction is for a restricted period of more than 170 days or its equivalent, exclusive of summer school, the district shall make available:

(1) the instruction necessary for the student or pupil to make progress in the appropriate grade level for the successful completion of the courses, programs, or classes the student or pupil would have been enrolled in if the student or pupil were not placed for care and treatment;

(2) preferably a normal school day in accordance with part 3525.2300;

(3) an average of at least two hours a day of one-to-one instruction;

or
(4) a minimum of individualized instruction for one-half of the normal school day if it is justified in the pupil's IEP or student's education plan that none of these options are appropriate. The district shall apply for a variance from length of a normal school day in accordance with part 3525.2300.

If the predicted restricted period is fewer than 171 days, exclusive of summer school, the district shall make available at a minimum either small group instruction for one-half of the normal school day or at least an average of one hour a day of one-to-one instruction.

Provision of special educational services for pupils outside of the providing school district's regular calendar is optional unless the pupil has an extended year IEP.

Subp. 6. Placement, services, and due process requirements for pupils.

A. The IEP developed by the team must include the provisions of part 3525.2900, the location of the special education services, the projected duration of the special education services, and provisions for coordinating the care and treatment and the special education services.

B. The nature of and the restrictiveness of some long-term facilities require the pupils to remain on site. When a pupil's treatment and educational needs allow, integration shall be provided in a regular educational setting. The determination of the amount and site of integrated services must be a joint decision between parents, the treatment and education staff, and when possible final educational placement decisions must be made by the IEP team of the providing educational agency. If the IEP team concludes a pupil can benefit from an average of more than three hours of educational services, it must, in conjunction with care and treatment center staff, consider the feasibility and appropriateness of an education placement at a regular school site.

C. If a pupil is placed in a residential facility outside the resident district, the providing district must provide appropriate special education services. The placement of the pupil in a residential center for care and treatment outside the resident district is not an initial placement in the receiving district. The providing

district shall make every effort to implement the resident district's IEP, making the modifications necessary due to the restrictive care and treatment setting and based on agreements reached with the parent. The providing district shall comply with the due process procedures of parts 3525.2500 to 3525.4700. Districts shall develop alternative procedures for implementing the legal requirements for observing the student in a regular classroom and document previous interventions that have been tried before the student placed for care and treatment is identified as having a learning disability (LD) or an emotional/behavioral disorder (E/BD). These alternative procedures must be included in the district's entrance criteria. The district and facility shall cooperatively develop procedures to be used in emergency situations that comply with the Pupil Fair Dismissal Act according to Minnesota Statutes, sections 127.26 to 127.39, and the district's discipline policy.

Subp. 7. Student's and pupil's and regular education student's placement; aid for special education. Special education services provided to pupils and regular education students who have been placed for care and treatment are reimbursable in accordance with parts 3525.0800 and 3525.1310.

A. When regular education and special education services are provided, only the special education portion shall be reimbursed with special education aid.

B. The special education services provided to pupils in accordance with an IEP are reimbursable.

C. The indirect or consultative services provided in conjunction with regular education prereferral interventions and assessment provided to regular education students suspected of being handicapped who have demonstrated learning or behavioral problems in a screening are reimbursable.

D. Regular education, including screening, provided to students, pupils, and regular education students are not reimbursable with special education categorical aids.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.2330 REQUIREMENT FOR EARLY CHILDHOOD SERVICES.

Subpart 1. Special education services required. A district shall provide special education instruction and related services to pupils beginning at birth. Pupils who are handicapped and younger than seven years old on September 1 of any year shall be provided special education services in one or more early childhood program alternatives as determined by the team and written on the IEP.

Subp. 2. [Repealed, 14 SR 281]

Subp. 3. [Repealed, 14 SR 281]

Subp. 4. [Repealed, 14 SR 281]

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.2335 EARLY CHILDHOOD CRITERIA FOR ELIGIBILITY AND PROGRAM ALTERNATIVES.

Subpart 1. Definition and criteria for eligibility.

A. Early childhood special education must be available to pupils from birth to seven years of age who have a substantial delay or disorder in development or have an identifiable sensory, physical, mental, or social/emotional condition or impairment known to hinder normal development and need special education.

B. The team shall determine that a child from birth to the age of two years and 11 months is eligible for early childhood special education if:

(1) the child meets the criteria of one of the disability categories; or

(2) the child meets one of the criteria in unit (a) in addition to criteria in units (b) and (c):

(a) The child:

(i) has a medically diagnosed syndrome or condition that is known to hinder normal development including but not limited to cerebral palsy, chromosome abnormalities, fetal alcohol syndrome, maternal drug use, neural tube defects, neural muscular disorders, cytomegalovirus, grades III and IV intracranial hemorrhage, and bronchopulmonary dysplasia (BPD);

(ii) has a delay in overall development demonstrated by a composite score of 1.5 standard deviations or more below the mean on an assessment using at least one technically adequate, norm-referenced instrument that has been individually administered by an appropriately trained professional; or

(iii) is less than 18 months of age and has a delay in motor development demonstrated by a composite score of 2.0 standard deviations or more below the mean on an assessment using a technically adequate, norm-referenced instruments. These instruments must be individually administered by an appropriately trained professional.

(b) The child's need for instruction and services is supported by at least one documented, systematic observation in the child's daily routine setting by an appropriate professional. If observation in the daily routine setting is not possible, the alternative setting must be justified.

(c) Corroboration of the developmental or medical assessment with a developmental history and at least one other assessment procedure that is conducted on a different day than the medical or norm-referenced assessment. Other procedures may include parent report, language sample, criterion-referenced instruments, or developmental checklists.

C. The team shall determine that a child from the age of three years to the age of six years and 11 months is eligible for early childhood special education when:

(1) the child meets the criteria of one of the disability categories; or

(2) the child meets one of the criteria in unit (a) in addition to criteria in units (b) and (c).

(a) The child:

(i) has a medically diagnosed syndrome or condition that is known to hinder normal development including cerebral palsy, chromosome abnormalities, fetal alcohol syndrome, maternal drug use, neural tube defects, neural muscular disorders, cytomegalovirus, grades III and IV intracranial hemorrhage, and bronchopulmonary dysplasia (BPD); or

(ii) has a delay in each of two or more areas of development that is verified by an assessment using technically adequate, norm-referenced instruments. Subtests of instruments are not acceptable. 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.

(b) The child's need for special education is supported by at least one documented, systematic observation in the child's daily routine setting by an appropriate professional. If observation in the daily routine setting is not possible, the alternative setting must be justified.

(c) Corroboration of the developmental or medical assessment with a developmental history and at least one other assessment procedure in each area that is conducted on a different day than the medical or norm-referenced assessment. Other procedures may include parent report, language sample, criterion-referenced instruments, or developmental checklists.

D. If the team determines that a child is eligible for special education

services in an early childhood program alternative because the child has a handicap and needs special instruction even though the child does not meet the requirements in item C, the team must include the following documentation in the child's special education file:

(1) the objective data obtained in the evaluation of the educational functioning which support the presence of the handicap;

(2) additional data from the child's parents, other agency representatives, and, when appropriate, the student's regular education classroom teachers that support the presence of a handicap and the need for special education;

(3) documentation of the rationale used by the team to use an alternative criteria to substantiate the presence of a handicap; and

(4) a sign off by the team members agreeing to the variance decision; for those team members who disagree with the variance decision, a statement of why they disagree and their signature.

Subp. 2. Program alternatives. Appropriate program alternatives to meet the special education needs, goals, and objectives of the pupil must be determined on an individual basis. Choice of specific program alternatives must be based on the pupil's current levels of performance, pupil special education needs, goals, and objectives, and written in the IEP. Program alternatives are comprised of type of services, setting in which services occur, and 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. There are two types of special education services: services provided directly and services provided indirectly.

(1) Direct special education services are provided by a teacher or a related services professional when the services are related to instruction. Direct services occur when a teacher provides instruction directly to the pupil, or to the pupil, parent, or caregiver together in a center-based, home-based, or community-based setting. Direct services occur when a related services professional provides services related to instruction directly to the pupil, or to the pupil, parent, or caregiver together in a center-based, home-based, or community-based setting.

(2) Indirect special education services include ongoing progress review; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the pupil to monitor, observe, and follow up. Indirect services may be provided by a teacher or related services professional to another teacher, related services professional, support staff, parents, and public and non-public agencies to the extent that the services are written in the pupil's IEP.

B. There are three types of settings: home, district early childhood special education (ECSE) classroom, and community-based programs.

(1) Home includes the home of the pupil and parent or relative, or legal family day care setting in which the pupil is placed by the parent. Home is the preferred setting for pupils under age three to receive special education.

(2) District ECSE classroom includes classrooms that are located in one of the district's schools or community center buildings housing elementary students or preschool-aged nonhandicapped children. District ECSE classes must have at least one program support assistant employed while pupils are in attendance. The maximum number of pupils in an ECSE classroom at any one time with a teacher and a program support assistant is eight. The maximum number of pupils in an ECSE classroom at any one time with an early childhood team according to part 3525.2335, subpart 5, is 16. Class size must be adjusted downward based on age, severity of disabilities or delays, and amount of services necessary to meet the IEP goals and objectives.

(3) Community-based programs are any early childhood programs other than an ECSE classroom or district elementary school or community center

including early childhood family education, licensed public or private nonsectarian child care programs other than a family day care setting, licensed public or private nonsectarian early education programs, community cultural centers, Head Start programs, and hospitals.

C. Amount of time and frequency of special education services must be determined individually and written in the pupil's IEP for pupils who are not yet five years old on September 1. For pupils who are five years old as of September 1, requirements for amount of time and frequency of special education services must be determined individually, written on the pupil's IEP, and be consistent with part 3525.2300. Direct or indirect special education services must be provided a minimum of an average of one hour every week unless the parents request or the team recommends an alternative.

Subp. 3. Provision of special education in a community-based setting. A school district may provide direct or indirect special education services by district special education staff to a pupil attending a community-based program. A school district may contract for special education services with a community-based program if the program meets State Board of Education rules.

Subp. 4. Case loads for early childhood program alternatives. A teacher case load must be adjusted downward based on age, severity of disability or delay, travel time necessary to serve pupils in more than one program alternative, and if the pupils on the teacher's case loads are receiving services in more than one program alternative or the pupil is involved with a number of other agencies. The district shall reduce the teacher-to-pupil case load to the extent necessary to ensure the provision of services delineated in the pupil's IEP. The maximum number of pupils that can be assigned to a teacher in any early childhood program alternative is:

- A. birth through two years: 12 pupils per teacher;
- B. three through six years: 16 pupils per teacher; and
- C. birth through six years: 14 pupils per teacher.

Subp. 5. Early childhood teams.

A. A center-based team consists of an ECSE teacher, a program support assistant, and no more than two related services professionals whose combined assignment is equal to that of the teacher. A minimum of one teacher, the program support assistant, and one related services professional must be in a center-based class at all times. The maximum number of pupils that can be assigned to a full-time center-based team is 32. The team's caseload must be adjusted downward based on pupil's age, severity of disability or delay, and amount of services necessary to meet the IEP goals and objectives. Other appropriate related or support services must be provided.

B. A home- or community-based team consists of an ECSE teacher and no more than two related services professionals whose combined assignment is equal to that of the teacher. The ECSE teacher and assigned related services professionals shall function as a team to provide special education services through consultation, cooperative planning, and implementation of the IEP by consulting a minimum of once every two weeks to plan for the pupil. Direct or indirect special education services must be provided a minimum of an average of one hour every week with instruction by the teacher occurring a minimum of an average of once every two weeks unless the parents request or the team recommends an alternative. The maximum number of pupils that can be assigned to a full-time home- or community-based team is 24. The teams' caseloads must be adjusted downward based on pupil's age, severity of disability or delay, travel time necessary to serve pupils, and amount of services necessary to meet the IEP goals and objectives. Additional related or support services shall be provided as appropriate.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.2350 MULTIDISABILITY TEAM TEACHING MODELS.

Subpart 1. **Team staff.** A district may assign more than one teacher licensed in different areas or one or more teachers and related services staff as a team to provide instruction and related services to pupils in a school-age level of service.

Subp. 2. **License requirement.** There must be a teacher on the team who is licensed in the disability area of each pupil served by the team.

Subp. 3. **Team member responsibility.** The team member licensed in a pupil's disability shall be responsible for conducting the pupil's assessment and participating at team meetings when an IEP is developed, reviewed, or revised. At least weekly, consultation and indirect services as defined in part 3525.2340, subpart 2, item B, must be provided to the regular or special education teacher providing instruction if not licensed in the disability. The frequency, amount of time, and documentation of the specific consultation and indirect services shall be included in the pupil's IEP.

Subp. 4. **Implementation.** Pupils may receive instruction and related services from any or all of the team members with appropriate skills. The special education provided by each team member shall be included in the IEP.

Subp. 5. **Case loads.** If the team consists of one or more teachers and a related services professional whose assignment is equal to that of the teachers who work together in a program in the same location, the teachers' caseloads may be increased. A pupil or program support assistant may be a part of the team but must not be counted when determining caseloads for the multidisciplinary team.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.2360 [Repealed, 14 SR 281]

SURROGATE PARENTS**3525.2430 DEFINITION.**

A surrogate parent is a person appointed by the providing district to ensure, by intervening on behalf of a pupil, that the rights of the pupil to a free and appropriate education are protected. The surrogate parent shall not be a person who receives public funds to educate or care for the child. However, a foster parent may serve as a surrogate parent if appointed and if no conflict of interest exists.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.2440 SURROGATE PARENT APPOINTMENT.

The district shall appoint the surrogate parent when:

- A. the parent, guardian, or conservator is unknown or unavailable;
- B. the pupil is a ward of the commissioner of human services; or
- C. the parent requests in writing the appointment of a surrogate parent.

The request may be revoked in writing at any time.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.2445 CONSULTATION WITH COUNTY SOCIAL SERVICES.

The district shall consult the county social services office before appointing the surrogate parent when a pupil is the ward of the commissioner of human services.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.2450 REMOVAL OF SURROGATE PARENT.

A surrogate parent may be removed by majority vote of the school board. The surrogate parent must be notified of the time and place of the meeting at which a vote is to be taken and of the reasons for the proposed removal. The surrogate parent shall be given the opportunity to be heard. Removal may be for any of the following reasons:

A. failure to perform the duties required in the team meeting and IEP process and those cited in Code of Federal Regulations, title 34, section 300, a federal regulation to implement part B of the Education of the Handicapped Act;

B. conflict of interest as referenced in Code of Federal Regulations, title 34, section 300.514 (c)(2);

C. actions that threaten the well-being of the assigned pupil;

D. failure to appear to represent the pupil; or

E. the pupil no longer needs special education.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.2470 SUSPENSION, EXCLUSION, AND EXPULSION.

Subpart 1. Pupil Fair Dismissal Act. The Pupil Fair Dismissal Act, Minnesota Statutes, sections 127.26 to 127.39, applies to all pupils. For the purpose of this part, the definitions in Minnesota Statutes, section 127.27, apply.

Subp. 2. Team meeting required. A team meeting shall be held before exclusion or expulsion of a pupil. Within five school days of a suspension, a team meeting shall occur. If a pupil is placed on in-school suspension status according to the district policy established for all students for all or part of the day for two or more consecutive days or three times in one month, a team meeting must be held. The team shall:

A. determine whether the misconduct is related to the handicapping condition;

B. review any assessments and determine the need for further assessment; and

C. review the IEP and amend the goals and objectives or develop an alternative IEP program.

Subp. 3. Exclusion and expulsion. A pupil shall not be excluded or expelled when the misconduct is related to the pupil's handicapping condition. When it is determined in a team meeting or a Pupil Fair Dismissal Act proceeding that a pupil's misconduct is related to the pupil's handicapping condition, then the assessment, IEP, and least restrictive alternative shall be reviewed according to parts 3525.0200 to 3525.4700.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

ASSESSMENT, NOTICE, AND HEARING**3525.2500 IDENTIFICATION OF CHILDREN WHO ARE HANDICAPPED.**

School districts shall develop systems designed to identify persons who are handicapped beginning at birth, students with handicaps attending school, and persons who are handicapped and are of school age who are not attending any school.

The district's identification system shall be developed in accordance with the requirement of nondiscrimination and included in the district's total special education system plan.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.2550 CONDUCT BEFORE ASSESSMENT.

Subpart 1. **Student performance review.** After a referral is submitted and before conducting an assessment, the team shall conduct a review of the person's performance in the following areas: intellectual functioning, academic performance, communicative status, motor ability, vocational potential, sensory status, physical status, emotional and social development, and behavior and functional skills. The referral review must be documented and used as the basis to plan the assessment to ensure that the person is assessed in areas of the presenting problems. The referral review shall:

A. Include a review of any additional screening, referral, or other data about the person and select licensed special education personnel and others as appropriate to conduct the assessment including licensed special education personnel and others who may have the responsibility for implementing the educational program for the person.

B. Include a review of the regular education-based prereferral interventions conducted before referral for an assessment. Prereferral interventions are planned, systematic efforts by regular education staff to resolve apparent learning or behavioral problems. The design and outcome of these interventions must be documented.

Subp. 2. **Team duties after review.** Based on the referral review, the team shall:

A. Plan to conduct the educational assessment preferably at the home, school, or community setting which the person attends. When the district determines that the assessment or a portion of the assessment cannot be performed utilizing the personnel resources of the district, the district shall make arrangements elsewhere for that portion of the assessment and shall assume all costs for such assessment.

B. Give due consideration to assessment results provided by outside sources but need not implement recommendations unless agreed to by the team.

C. Conduct the assessment within a reasonable time not to exceed 30 days from the date the district receives parental permission to conduct the assessment or the expiration of the ten-day parental response time in cases other than initial assessment, unless a conciliation conference or hearing is requested.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.2600 [Renumbered 3525.2750]

3525.2650 NOTICE BEFORE ASSESSMENT.

Subpart 1. **When required.** Notice before assessment must be provided in accordance with parts 3525.3200 to 3525.3500 before conducting an educational assessment or reassessment or when the district receives a parent's written request to conduct an educational assessment or reassessment. When a district receives a parent's written request to conduct a formal assessment or reassessment, the district shall serve notice of its decision within ten days of their receipt of the written request.

Subp. 2. **When not required.** Notice before assessment is not required for actions which are components of the district's identification system including large group screening, individual student observation within the regular classroom, informal inventories, and consultation between regular and special education personnel.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.2700 [Renumbered 3525.2550]

3525.2750 EDUCATIONAL ASSESSMENT.

Subpart 1. **Assessment.** An assessment:

A. must be conducted when a person's needs are considered by the local school district to be interfering with or affecting the person's academic or functional skill acquisition in the present educational placement and the person is thought to be in need of a possible initiation or change in the person's educational placement, program, or services;

B. must be conducted at least every three years;

C. may be conducted if the parent, student, or other agency requests.

Subp. 2. **Function of the assessment.** The assessment must reflect the person's current level of performance and shall be the basis for later educational planning. The assessment must:

A. Be conducted by a multidisciplinary team in accordance with the assessment plan developed as part of the referral review. The team shall conduct a comprehensive assessment in those areas of suspected disability using technically adequate instruments and procedures.

B. Include a review of the person's functioning in current and anticipated environments. The environmental review must address classroom performance based on the specific instructional strategies used in the classroom, performance in other daily routine environments, and information reported by parents, classroom teachers, and others involved regularly with the person. Specific instructional strategies include curriculum and curriculum modifications, classroom grouping patterns, and supports such as adaptive devices, materials and equipment available, and staff members.

C. Make reasonable efforts to obtain information from the parents and others with knowledge of the person and about the person's functioning in current and anticipated environments when the team determines it to be necessary because of cultural or other differences presented by the person or due to the nature of the person's presenting handicapping condition.

D. Be provided and administered in the person's primary language or mode of communication unless it clearly is not feasible to do so.

E. Be performed in accordance with recognized professional standards which include recognition or accommodation for persons whose differences or conditions cause standardized instruments to be invalid and otherwise in accordance with the requirements of nondiscrimination.

Subp. 3. **Assessment summary report.** For the person assessed, results of any or all assessments shall be summarized in a report. The summary report shall include the reason for referral, summary of instruments and procedures used, results and interpretation of the assessment including the review of the person's functioning in current and anticipated environments, and, the person's current level of performance, and the team's judgments and recommendations. The assessment summary report shall contain the team's signature, title, and date of report.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.2800 [Renumbered 3525.2650]**3525.2850 READING AND WRITING ASSESSMENT FOR PUPILS WHO ARE BLIND.**

A. Pupils who are blind shall receive a reading and writing assessment at least once every three years to determine whether or not instruction in braille should begin or continue. An individual is blind if central visual acuity does not exceed 20/200 in the better eye with correcting lenses, or if visual acuity is greater than 20/200 but is accompanied by a limitation in the fields of vision such that

the widest diameter of the visual field subtends an angle no greater than 20 degrees.

B. The reading and writing assessment must be conducted by a multidisciplinary team included in part 3525.2750. The team shall include a teacher who is licensed to teach pupils with visual handicaps and who is knowledgeable about braille as mutually agreed upon between the parents and the district.

C. The following age-appropriate factors shall be considered when conducting a reading and writing assessment to determine whether or not braille instruction must begin or continue:

- (1) reading readiness skills;
- (2) functional reading skills including reading level, print size, reading rate, comprehension, and stamina;
- (3) functional writing skills;
- (4) prognosis of eye condition for change in visual status;
- (5) functional communication skills and primary language of communication;
- (6) functional visual abilities; and
- (7) tactual discrimination.

D. It is recommended that braille instruction for a blind pupil begin under the following conditions if indicated by the assessment and:

(1) if a multidisciplinary team determines that a pupil cannot read standard sized print at a normal reading rate, holding it at a normal reading distance, and if the pupil cannot read for a sustained period of time without eye strain; or

(2) if the multidisciplinary team determines that braille would assist the pupil's academic achievement, transition from school to postsecondary education, training, employment, and community living.

E. Information about braille reading and writing shall be provided to parents of pupils who are blind. The information shall include a list of resources and advocacy organizations, including consumer organizations, that the parents may wish to contact.

F. Information about braille reading and writing methods must be provided to teachers who will be instructing pupils who use braille reading and writing.

G. The periodic review for a pupil who is blind shall include a review of the pupil's current and anticipated needs. If the review of the pupil's progress in reading and writing does not meet the expectations determined through the IEP goals and objectives, a reading and writing reassessment must be conducted to determine whether braille instruction must begin.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.2950 SECONDARY TRANSITION PLANNING.

By grade nine or age 14, the IEP plan shall address the pupil's needs for transition from secondary services to postsecondary education and training, employment, and community living.

A. For each pupil, the district shall conduct a multidisciplinary assessment of secondary transition needs and plan appropriate services to meet the pupil's transition needs. Areas of assessment and planning must be relevant to the pupil's needs and may include work, recreation and leisure, home living, community participation, and postsecondary training and learning opportunities. To appropriately assess and plan for a pupil's secondary transition, additional IEP team members may be necessary and may include vocational education staff members and other community agency representatives as appropriate.

B. Secondary transition assessment results must be documented as part of an assessment summary according to part 3525.2750. Current and secondary transition needs, goals, and instructional and related services to meet the pupil's secondary transition needs must be considered by the team with annual needs, goals, objectives, and services documented on the pupil's IEP.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.3000 PERIODIC REVIEWS.

The providing school district shall determine the effectiveness of the pupil's IEP by conducting periodic reviews of the pupil's program plan. The IEP team shall address the plan for, location of, and frequency of at least one periodic review and one annual review of the pupil's progress in achieving the prescribed educational goals and objectives and the appropriateness of the program and placement, and if only one periodic review is done, it must not be done at the same time as the annual review. The periodic review shall determine:

A. the degree to which the periodic review objectives as identified in the educational program plan are being achieved;

B. the appropriateness of the educational program plan as it relates to the pupil's current needs;

C. what modifications, if any, need to be made in the program plan.

The initial review shall be made when specified in the program plan, but at least once a year following placement.

These periodic reviews shall be made by those persons directly responsible for implementing the educational program and by other school district agents as may be needed to ensure an informed and adequate review.

The results of periodic reviews shall be included in the pupil's school records and a copy sent to the parent and to the resident district if different from the providing district. This copy shall inform the parents and the resident district that they may request a conference to review the pupil's program plan at any time and the procedure to do so.

The reviews shall be made in accordance with the requirements for nondiscrimination and recognized professional standards.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.3100 REQUIREMENTS FOR FOLLOW-UP REVIEW.

The responsible school district shall conduct a follow-up review of the student's current performance no later than 12 calendar months after special education services are discontinued to determine if progress is satisfactory.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.3150 REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA.

Beginning at grade nine or age 14 and annually thereafter, the IEP team shall address the graduation requirements for a high school diploma for a pupil.

A. The team must determine those courses, programs, or classes that must be successfully completed by regular education students in the regular education program which are needed to attain a high school diploma and are appropriate and attainable by the pupil.

B. The team must determine those courses, programs, or classes which are needed to attain a high school diploma that cannot be successfully attained by the pupil without special education or are not appropriate for the pupil. These requirements must be modified on the IEP or waived by the team.

C. The standard for a pupil's attainment of a high school diploma shall be:

- (1) those courses, programs, or classes identified in item A;
- (2) those modified and waived courses, programs, or classes determined in item B; and
- (3) the pupil's goals and objectives on the IEP.

D. The IEP team shall determine the criteria for satisfactory achievement of the IEP goals and objectives including modified courses, programs, or classes.

A pupil shall receive an identical high school diploma granted to all regular education students upon graduation or termination of special education services at age 21, with satisfactory attainment of the program plan objectives.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.3300 CONTENTS OF NOTICE.

Notices must be sufficiently detailed and precise to constitute adequate notice for hearing of the proposed action and contain a full explanation of the procedural safeguards available to parents under parts 3525.0200 to 3525.4700. Notices must:

A. Inform the parents of their right and the procedure and time for them to participate as a team member in developing and determining their child's educational program, including special education services and to provide information relative to the child's assessment and the development of the program plan.

B. Inform the parents of their right and the procedure to receive interpretations of assessment or reassessment procedures, instruments and data or results and of the program plan from a knowledgeable school employee and for that conference to be held in private.

C. Inform the parents of their right and the procedure to have included on the team that interprets the assessment data and develops the individual program plans, the persons described in part 3525.2900, subpart 1, including a person who is a member of the same minority or cultural background or who is knowledgeable concerning the racial, cultural, or handicapping differences of the student.

D. Inform the parents that they may:

- (1) Obtain an independent assessment at their own expense.
- (2) Request from the district information about where an independent assessment may be obtained.
- (3) Obtain an independent assessment at public expense if the parent disagrees with an assessment obtained by the district. The district shall initiate conciliation and a due process hearing if necessary when refusing a parent's request for an independent assessment at public expense. If the hearing officer determines that the district's assessment is appropriate, the parents still have the right to an independent assessment, but not at public expense. When an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria the district uses when it initiates an evaluation.

E. Inform the parents that the district will not proceed with proposed actions defined in part 3525.0200, subparts 7a and 8a, without prior written consent.

F. Inform the parents that if they notify the district in writing that they do not agree with the proposed assessment or placement, they will be requested to attend a conciliation conference at a mutually convenient time and place. If

this is not an initial assessment or an initial placement being proposed by the district, the district must proceed with its proposal after ten school days of the parent's receipt of the notice and response form unless the parent objects in writing.

G. Inform the parents that if they do not wish to participate in a conciliation conference they have a right to proceed directly to an impartial due process hearing and bypass the informal conciliation conference. Even if they do attend a conciliation conference, if they do not agree with action proposed by the district, they have a right to proceed to a due process hearing. The conciliation process cannot be used to delay or deny the parents' rights to a due process hearing.

H. Inform the parents that they have the right to be represented by counsel or another person of their choosing at the conciliation conference or the impartial due process hearing.

I. Include a statement assuring that their child's educational program will not be changed as long as the parent objects to the proposed action, in the manner prescribed by parts 3525.0200 to 3525.4700.

J. Inform the parents of their right to be represented in preparation of and at the hearing by legal counsel or other representative of their choice.

K. Inform the parents of their right, in accordance with laws relating to confidentiality, to examine and receive copies of the child's school records before the hearing, including tests, assessments, reports, or other information concerning the educational assessment or reassessment upon which the proposed action may be based.

L. Inform the parents of their right to call their own witnesses and to present evidence, including expert medical, psychological, and educational testimony and relevant records, tests, assessments, reports, or other information.

M. Inform the parents of their right to request the attendance of any official or employee of the providing or resident school district or any other person, who may have evidence relating to the proposed action and the manner and time in which to do so.

N. Inform the parents of their right to present evidence and cross examine any employee of the school district or other persons who present evidence at the hearing.

O. Inform the parents of any free or low cost legal services available in the area.

P. Inform the parents of their right to have the child who is the subject of the hearing present at the hearing.

Q. Inform the parents that the hearing shall be closed unless the parents request an open hearing.

R. Inform the parents that they have a right to obtain a record of the hearing including the written findings of fact and decisions whether or not they appeal.

S. Inform the parents that if a due process hearing is held and the parents' position is upheld, the parents may be awarded attorney's fees by the courts in certain situations.

T. Inform the parents that their consent for their child's program and placement including the use of aversive and deprivation procedures is voluntary and that they may revoke it at any time.

U. Include a response form on which the parents may indicate their approval of or objection to the proposed action and identify the district employee to whom the response form must be mailed or given and to whom questions may be directed.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.3400 NOTICE TO RESIDENT SCHOOL DISTRICT.

The resident school district, if different from the providing school district, shall receive notice of and will be responsible for any hearings or appeals provided under parts 3525.0200 to 3525.4700 for pupils placed by the resident district if the providing district notifies the school district according to part 3525.0800, subpart 5.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.3500 NOTICE OF PERFORMANCE OR REFUSAL TO PERFORM ASSESSMENT.

Before the performance of or refusal to perform an educational assessment or reassessment as provided in parts 3525.2550 to 3525.2850, the providing school district shall prepare and serve a notice that meets the requirements of parts 3525.3200 to 3525.3400. The portion of the notice which is specific to assessment or reassessment shall:

A. include the reasons for assessment or the refusal to assess and how the results may be used;

B. include a description of areas to be assessed and the procedures to be used;

C. state where and by whom the assessment will be conducted;

D. inform the parents that the district will not proceed with the initial formal assessment as defined in part 3525.0200, without prior written consent of the child's parents; and

E. inform the parents that except for the initial formal assessment, the district shall proceed with the proposed assessment unless the parent objects on the enclosed response form or otherwise in writing within ten days after receipt of the notice.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.3600 NOTICE OF CHANGE OR REFUSAL TO CHANGE EDUCATIONAL PLACEMENT OR PROGRAM.

Before the initiation or significant change or the refusal to initiate or significantly change a pupil's educational placement or special education services, as set forth in part 3525.2900, subpart 5, the school district shall prepare and serve a notice that meets the requirements of parts 3525.3200 to 3525.3400.

A. The portion of the notice which is specific to the educational placement and provision of services shall:

(1) include a copy of the individual educational program plan as described in part 3525.2900, subpart 3;

(2) inform the parents that the school district will not proceed with the initial placement and provision of services as defined in part 3525.0200 without prior written consent of the pupil's parents; and

(3) inform the parents that except for the initial placement and provision of services, the district will proceed with the proposed placement and provision of services unless the parents object in writing on the enclosed response form or otherwise in writing within ten days after the receipt of the notice.

B. For purposes of this part, a significant change in program or placement requiring a notice to parent and revision of the IEP shall occur when:

(1) the IEP goals have been completed or require modification based on a periodic review;

(2) there is a need to add or delete a service based on a periodic review or assessment;

(3) there is a change in the type of site or setting in which the pupil receives special education;

(4) the amount of time a pupil spends with nonhandicapped peers is changed; and

(5) the amount of special education to accomplish the goals or objectives needs to be increased or decreased.

Statutory Authority: *MS s 120 17*

History: *14 SR 281*

3525.3700 CONCILIATION CONFERENCE.

Subpart 1. When a conference must be offered. If the parent does not object in writing, to a proposed action as set forth in parts 3525.2550 to 3525.2850 or part 3525.2900, subpart 5, within 14 days after receipt of the notice, and the proposed action is not an initial action as defined in part 3525.0200, subparts 7a and 8a, the proposed action shall take place. If a written objection is made, the resident school district shall offer the parent an opportunity to conciliate the matter. If the parent is willing to enter conciliation, the district shall arrange for a conference with the parent to review the reasons for the proposed action and conciliating the matter. The conference shall be held at a time and place mutually convenient to the parent and the school district representatives and shall be held within ten days after receipt of the written objection. There may be more than one conference and the parent or district may request a hearing under part 3525.3800 at any time.

If the parent refuses to provide prior written consent for initial assessment and initial placement under parts 3525.3500, item D, and 3525.3600, item A, subitem (2), within ten days after the receipt of the notice and response form, the district shall offer the parent an opportunity to conciliate the matter. If the parent is willing to enter conciliation, the district shall arrange for a conference with the parent to review the parent's suggestions and concerns, and to conciliate the matter. The conference shall be held at a time and place mutually convenient to the parent and school district representatives. If no response is received in cases of initial assessment or placement, the school district shall offer a conciliation conference to be held within ten days after the expiration of the ten-day period for parent response. In cases where the parent fails to attend the initial conciliation conference, the district may choose to offer to schedule additional conciliation conferences.

Subp. 2. Memorandum. Within seven days of the final conciliation conference, the district shall serve the parent with a written memorandum that informs the parent:

A. Of the school district's proposed action following the conference.

B. That if they continue to object to the proposed action they have a right to object to the proposed action at an impartial due process hearing and the procedure and time in which to do so, including a request form on which the parent may request the hearing, and the identification of the district employee to whom the written request form or other written request for hearing should be mailed, and to whom questions and legal documents or requests relating to the hearing may be directed.

C. That if they do not request a hearing on the written request form or otherwise in writing pursuant to part 3525.3800 within seven days after receipt of the notice, the district will proceed with the proposed action; unless the proposed action is an initial action as defined in part 3525.0200, subparts 7a and 8a. In cases of proposed initial actions, when a parent continues to refuse to provide written permission, the district shall schedule a hearing within seven days after the expiration of the seven days allowed for parent response.

D. That if a hearing is scheduled, the district shall send a notice describing the rights and procedures available to the parents relative to the hearing.

Subp. 3. Right to a hearing without conciliation. The conciliation process must not be used to deny or delay a parent's right to a due process hearing. If the parent refuses efforts by the district to conciliate the dispute with the school district, the district's obligation to offer an opportunity for conciliation is satisfied.

When the parent refuses efforts by the district to conciliate the dispute and notifies the district of the intent to go to an impartial due process hearing, the district must provide the parent with the procedure and time in which to request the hearing, and the identification of the district employee to whom the written request form or other written request for a hearing must be mailed, and to whom questions and legal documents or requests about the hearing may be directed.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.3800 WHEN A HEARING MUST BE HELD.

A hearing regarding a proposed action under parts 3525.2550 to 3525.2850 or part 3525.2900, subpart 5, shall be held whenever the district receives the parents' request for a hearing. The district shall conduct a hearing whenever a parent refuses to provide written permission for the initial formal assessment or the initial placement and provision of special education services, within ten days after the receipt of the notice and response form, provided the district has made at least one offer to enter into conciliation in an attempt to obtain this written consent.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.3900 NOTICE OF A HEARING.

Written notice of the time, date, and place of hearings shall be given to all parties by the district at least ten days in advance of the hearings; and the hearing shall be held at a time, date, and place mutually convenient to all parties.

Within five days of receipt of the parent's written request for a hearing, the district shall serve the parent with a written notice of rights and procedures relative to the hearing that informs the parent:

A. That the hearing shall take place before an impartial hearing officer mutually agreed to by the school board and the parent. If the school board and parent cannot agree on a hearing officer, the school board shall request the commissioner to appoint a hearing officer.

B. That they will receive notice of the time, date, and place of the hearing at least ten days in advance of the hearing which will be held within 30 days after the written request.

C. Inform the parents:

(1) of their right to receive a list of persons who will testify on behalf of the district concerning the proposed action within five days of the date the district receives their written request for the list of persons testifying;

(2) of their responsibility, within five days after written request by the school district, to provide to the district a list of persons who will testify on the parent's behalf concerning the proposed action;

(3) of their right, at least five days before the hearing, to receive from the district, a brief resume of additional material allegations referring to conduct, situations, or conditions which are discovered to be relevant and which were not contained in the original notice or memorandum; any party to a hearing has the right to prohibit evidence not disclosed five days before a hearing.

D. That at the hearing the burden of proof is on the district to show that the proposed action is justified on the basis of the person's educational needs or the person's current educational performance, or presenting handicapping condi-

tions taking into account the presumption that placement in a regular public school class with special education services is preferable to removal from the regular classroom.

E. That the hearing officer will make a written decision based only on evidence received and introduced into the record at the hearing not more than 45 days from the receipt of the request for the hearing and that the proposed action will be upheld only upon showing by the school district by a preponderance of the evidence. A proposed action that would result in the pupil being removed from regular education program may be sustained only when, and to the extent the nature or severity of the handicap is such that a regular education program would not be satisfactory and the pupil would be better served in an alternative program. Consideration of alternative educational programs must also be given.

F. That the decision of the hearing officer is binding on all parties unless appealed to the commissioner by the parent or the district.

G. That unless the district and parents agree otherwise, the student shall not be denied initial admission to school and that the student's education program shall not be changed, as long as the parents object to the proposed action in the manner prescribed by parts 3525.0200 to 3525.4700.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.4000 HEARING OFFICERS.

The hearing shall take place before an impartial hearing officer mutually agreed to by the school board and the parents. If the school board and the parents cannot agree on a hearing officer, the school board shall request the commissioner to appoint a hearing officer. The hearing officer shall not be a school board member or employee of the school district where the student or child resides or of the child's school district of residence, an employee of any other public agency involved in the education or care of the child or regular education student, or any person with a personal or professional interest which would conflict with the person's objectivity at the hearing. A person who otherwise qualifies as a hearing officer is not an employee of the district solely because the person is paid by the district to serve as a hearing officer. If a hearing officer requests an independent educational assessment of a child or regular education student, the cost of the assessment shall be at district expense.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.4100 PREHEARING REVIEW BY THE HEARING OFFICER.

Subpart 1. Information received before the hearing. Five days before the hearing, the person conducting the hearing shall receive copies of:

A. the district's notices and memorandum prepared pursuant to part 3525.3700, subpart 2, to the parents;

B. written information concerning the district's educational assessment or reassessment and copies of any parties' tests, evaluations, or other admissible reports or written information relating to the assessment or reassessment, or the proposed action;

C. a copy of the pupil's current and proposed IEP; and

D. other information from the district or parent as the hearing officer may have requested at a prior date provided that a copy of the information is provided to all parties, and further provided that the information is made a part of the hearing record.

The provisions of items B and C need not apply when the hearing concerns a proposed action under parts 3525.2550 to 3525.2850.

Subp. 2. **Duties of hearing officers after receipt of the information.** Upon receipt of the information in subpart 1, the hearing officer:

A. shall review the same for compliance with parts 3525.0200 to 3525.4700;

B. may meet with the parties together before the hearing;

C. may require the district to perform an additional educational assessment or reassessment;

D. may require the district to propose an alternative IEP;

E. may require the district to send additional notice to the parents;

F. may do the additional things necessary to achieve compliance with parts 3525.0200 to 3525.4700;

G. may postpone the hearing for up to 15 days to achieve the purposes of this subpart; and

H. may grant specific extensions of time beyond the 45-day period established in part 3525.3900, item E, at the request of either party.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.4200 HEARING RIGHTS OF THE RESPECTIVE PARTIES.

The hearing shall be closed unless the parents request an open hearing. The parties shall have the right to representatives of their own choosing, including legal counsel.

At a reasonable time before the hearing, the parties or their representatives, as the case may be, shall be given access to the providing and resident school districts' records and such other records pertaining to the child that are authorized by law to be disclosed, including but not limited to all tests, evaluations, assessments, reports, and other written information concerning the educational assessment or reassessment, conducted pursuant to parts 3525.2550 to 3525.2850 upon which the proposed action may be based.

At least five days before the hearing the parents shall receive from the school districts, who are parties of the hearing, a brief resume of additional material allegations referring to conduct, situations, or conditions which are discovered and found to be relevant to the issues to be contested at the hearing and which are not contained in the original notice or memorandum provided pursuant to parts 3525.3200 to 3525.3600 or part 3525.3700, subpart 2. If the material allegation or information about the allegation is not disclosed, the person conducting the hearing must determine if the material allegation may be considered. Within five days after the written request is received, any party shall receive from the other parties a list of witnesses who may be called to testify at the hearing. The list must be filed with the person conducting the hearing. The lists may be modified at any time but each party should be notified immediately if possible. The parties or their representatives, as the case may be, have the right to request the attendance of any employee of the school district, or any other person who may have evidence relating to the proposed action, and to confront, and to cross examine any witness. Any request must be made to the appropriate school district or to the person whose attendance is requested at least five days in advance of the hearing. The written requests shall also be filed with the person conducting the hearing at the time of hearing.

If the person conducting the hearing determines at the conclusion of the hearing that there remain disputes of fact which, in the interest of fairness and the child's educational needs, require the testimony of additional witnesses, or if the hearing officer concludes that alternative educational programs and opportunities have not been sufficiently considered, the hearing officer may continue the hearing for not more than ten days, for the purpose of obtaining the atten-

dance of witnesses or considering alternative programs and opportunities. The parties' right to cross examination and confrontation and other applicable rights and procedures shall continue and be given full force and effect.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.4300 HEARING PROCEDURES.

The hearing officer shall preside over and conduct the hearing and shall rule on procedural and evidentiary matters, and the hearing officer's decision shall be based solely upon the evidence introduced and received into the record. The district shall bear the burden of proof as to all facts and as to grounds for the proposed action. One purpose of the hearing is to develop evidence of specific facts concerning the educational needs, current educational performance, or presenting handicapping conditions of the person as it relates to the need for the proposed action. Consistent with the rights and procedures in parts 3525.3300 to 3525.4700, nothing in parts 3525.0200 to 3525.4700 limits the right of the hearing officer to question witnesses or request information.

A tape recording, stenographic record, or other record of the hearing shall be made, and if an appeal is filed under parts 3525.4600 and 3525.4700, the hearing must be transcribed by the district and must be accessible to the parties involved within five days of the filing of the appeal.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.4400 DECISIONS OF HEARING OFFICER.

Subpart 1. Preparation of written decision. Not more than 45 days from the receipt of the request for a hearing, the hearing officer shall prepare a written decision based on evidence received and introduced into the record at the hearing. The decision must address itself to subparts 2 and 3.

Subp. 2. Decisions regarding assessment or reassessment. The hearing officer may sustain a proposed assessment or reassessment of the person as set forth in parts 3525.2550 to 3525.2750 upon a showing by the district by a preponderance of the evidence that demonstrates that there are facts, relating to the person's performance in the present education placement or presenting handicapping conditions, which indicate reasonable grounds to believe that the educational assessment or reassessment procedures are justified, as a step toward the possible initiation of or change in the person's educational placement or program, including special education services, which will provide an educational program, including special education services, appropriately suited to the person's needs.

Consistent with the standards, requirements, and principles in statute and parts 3525.0200 to 3525.4700, the hearing officer shall have the authority, based on the evidence received at the hearing, to modify the proposed assessment or reassessment instruments or procedures to ensure compliance with the requirement of nondiscrimination.

Subp. 3. Decisions regarding educational placement. Based on an application of the standards, requirements, and principles in Minnesota Statutes, section 120.17, subdivision 3a, and in parts 3525.0200 to 3525.4700, the proposed action regarding the person's educational placement or special education services in part 3525.2900, subpart 3, shall be sustained in whole or in part by the hearing officer only upon a showing of need by the district by a preponderance of the evidence. In deciding if the proposed action is to be sustained, in whole or in part, the educational needs of the child shall be determinative. However, there shall be a presumption that among alternative programs of education, that to the maximum extent appropriate, a primary placement in a regular public school class and program with appropriate special education services is preferable to removal from the regular classroom.

The hearing officer may sustain a proposed action that would result in the child being removed from a regular education program only when, and to the extent that, the nature or severity of the handicap is such that education in the program with the use of special education services cannot be accomplished satisfactorily, and there is indication that the child will be better served with an alternative program or services. This decision shall be made in accordance with the principle of least restrictive alternatives. The hearing officer shall also determine whether the district sufficiently considered alternative educational programs including special education services and opportunities and at the hearing, may receive any additional evidence presented by any interested party or person about the availability and suitability of reasonable and viable educational alternatives. If the hearing officer concludes that there are no reasonable or viable educational alternatives, the findings shall so state.

Subp. 4. Local decisions. A local decision must:

A. contain written findings of fact, and conclusions of law, including a statement of the controlling facts upon which the decision is made in sufficient detail to appraise the parties and the commissioner of the basis and reason for the decision;

B. state whether the special education services appropriate to the child's needs can be reasonably provided within the resources available to the district;

C. state the amount and source of any additional district expenditures necessary to implement the decision; and

D. be based on the standards and principles in Minnesota Statutes, section 120.17, subdivision 3a, and subparts 2 and 3.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.4600 EFFECTIVE DATE OF ACTION AND APPEALS.

The decision of the hearing officer is binding on all parties unless appealed to the hearing review officer by the parent or the district, and shall become effective 15 days after service of the decision unless the decision is appealed. The hearing officer's decision issued under part 3525.4400, subpart 2, 3, or 4, may be appealed by the parent or the district to the hearing review officer within 30 days of receipt of that written decision in the following manner: the appeal decision shall be based on a review of the local decision and the entire record; notices of appeal shall be on the appeal form or otherwise in writing and shall be sent by mail to all parties to the hearing when the appeal is filed.

The school board shall be a party to any appeal. The hearing review officer shall issue a final decision based on a review of the local decision and the entire records within 30 calendar days after the filing of the appeal. A written transcript of the hearing shall be made by the district; the transcript and entire record shall be accessible to the parties and provided to the hearing review officer within five calendar days after the filing of the appeal. If the transcript and record are not provided to the hearing review officer within five days of the filing of the appeal, the district shall request an extension of the time beyond the 30-day period equal to the number of days which exceeded the five-day period for filing the transcript and entire record. The hearing review officer shall seek additional evidence if necessary and may afford the parties an opportunity for written or oral argument. A hearing held to seek additional evidence must be an impartial due process hearing but is not a contested case hearing. The hearing review officer may grant specific extensions of time beyond the 30-day period at the request of any party.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.4700 FINAL DECISION.

The hearing review officer's final decision must be in writing, include findings and conclusions, and be based on the standards in Minnesota Statutes, section 120.17, subdivision 3a, and the standards, requirements, and principles in parts 3525.4400, subparts 2 and 3, and 3525.0200 to 3525.4700.

The decision of the hearing review officer is final unless appealed by the parent or the school board to the district court of the county in which the school district, in whole or in part, is located. The scope of judicial review shall be as provided in Minnesota Statutes, chapter 14.

If the district fails to implement the hearing officer's decision, the parent shall have the right to bring the failure to the attention of the commissioner. In accordance with Minnesota Statutes, section 124.15, the State Board of Education shall impose sanctions necessary to correct any failure.

Statutory Authority: *MS s 120.17*

History: *14 SR 281*

3525.4800 [Repealed, 14 SR 281]

3525.4900 [Repealed, 14 SR 281]

3525.5000 [Repealed, 14 SR 281]

3525.5100 [Repealed, 14 SR 281]

3525.5200 [Repealed, 14 SR 281]

3525.5300 [Repealed, 14 SR 281]

3525.5400 [Repealed, 14 SR 281]

3525.5500 [Repealed, 14 SR 281]

3525.5600 [Repealed, 14 SR 281]

3525.5700 [Repealed, 14 SR 281]

3525.5800 [Repealed, 14 SR 281]

3525.5900 [Repealed, 14 SR 281]

3525.6000 [Repealed, 14 SR 281]

3525.6100 [Repealed, 14 SR 281]

3525.6200 [Repealed, 14 SR 281]

3525.6300 [Repealed, 14 SR 281]

3525.6400 [Repealed, 14 SR 281]

3525.6500 [Repealed, 14 SR 281]

3525.6600 [Repealed, 14 SR 281]

3525.6700 [Repealed, 14 SR 281]

3525.6800 [Repealed, 14 SR 281]

3525.6900 [Repealed, 14 SR 281]

3525.7000 [Repealed, 14 SR 281]

3525.7100 [Repealed, 14 SR 281]

3525.7200 [Repealed, 14 SR 281]

3525.7300 [Repealed, 14 SR 281]

3525.7400 [Repealed, 14 SR 281]

3525.7500 [Repealed, 14 SR 281]