

CHAPTER 3525
DEPARTMENT OF CHILDREN, FAMILIES,
AND LEARNING
CHILDREN WITH A DISABILITY

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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.

Subp. 1b. **Aids.** "Aids" means equipment, devices, and materials and curriculum adaptations which enable a pupil to achieve satisfactorily in the regular classroom.

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Subp. 1c. **Evaluation or re-evaluation.** "Evaluation" or "re-evaluation" means an appropriate individual educational evaluation of a pupil's performance or development conducted by appropriately licensed personnel according to recognized professional standards and parts 3525.2550 to 3525.2750.

Subp. 1d. **Aversive procedure.** "Aversive procedure" means the planned application of an aversive stimulus: (1) contingent upon the occurrence of a behavior identified for reduction or elimination in the IEP; or (2) in an emergency situation governed by subpart 2c.

Subp. 1e. **Aversive stimulus.** "Aversive stimulus" means an object that is used, or an event or situation that occurs immediately after a specified behavior in order to suppress that behavior.

Subp. 1f. **Community-based.** "Community-based" means a service, program, or environment located outside the district with nondistrict governance.

Subp. 1g. **Conditional procedures.** "Conditional procedures" means interventions that meet the definitions of aversive and deprivation procedures which are not prohibited. Conditional procedures include:

- A. the use of manual restraint;
- B. the use of mechanical or locked restraints;
- C. time out procedures for seclusion; and
- D. temporary delay or withdrawal of regularly scheduled meals or water not to exceed 30 minutes except as provided in subpart 2a.

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. 2a. **Deprivation procedure.** "Deprivation procedure" means the planned delay or withdrawal of goods, services, or activities that the pupil would otherwise receive: (1) contingent upon the occurrence of a behavior identified for reduction or elimination on the IEP; or (2) in an emergency situation governed by subpart 2c.

Subp. 2b. **Direct services.** "Direct services" means special education services provided by a teacher or a related service professional when the services are related to instruction, including cooperative teaching.

Subp. 2c. **Emergency.** "Emergency" means a situation in which immediate intervention is necessary to protect a pupil or other individual from physical injury, emotional abuse due to verbal and nonverbal threats and gestures, or to prevent severe property damage. The emergency intervention must be the least intrusive intervention possible to reasonably react to the emergency situation. This subpart does not prohibit staff persons from using reasonable force to protect themselves or other pupils or students as provided in Minnesota Statutes, section 609.379.

Subp. 3. [Repealed, 8 SR 596]

Subp. 3a. **Functional skills evaluation.** "Functional skills evaluation" means the use of test instruments and evaluation 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. 4. [Repealed, 8 SR 596]

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. 5. [Repealed, 8 SR 596]

Subp. 6. [Repealed, 8 SR 596]

Subp. 6a. [Repealed, 24 SR 1799]

Subp. 7. [Repealed, 8 SR 596]

Subp. 7a. **Initial formal evaluation.** “Initial formal evaluation” means the first formal evaluation by the district that addresses the specific problems as outlined on the notice to evaluate in accordance with parts 3525.2650 and 3525.3500.

Subp. 8. [Repealed, 8 SR 596]

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

Subp. 8b. [Repealed, 19 SR 2432]

Subp. 8c. **Indirect services.** “Indirect services” means special education services which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the pupil to monitor and observe. Indirect services may be provided by a teacher or related services professional to another regular education, special education teacher, related services professional, paraprofessional, support staff, parents, and public and nonpublic agencies to the extent that the services are written in the pupil’s IEP and IFSP.

Subp. 8d. **Individualized family service plan or IFSP.** “Individualized family service plan” or “IFSP” means a written plan for providing services to a pupil and the pupil’s family through interagency agreements. Procedural and program requirements for the IEP also apply to the educational components of the IFSP.

Subp. 8e. **Manual restraint.** “Manual restraint” means physical intervention intended to hold a person immobile or limit a person’s movement by using body contact as the only source of physical restraint.

Subp. 8f. **Mechanical restraint.** “Mechanical restraint” means the use of devices such as mittens, straps, or restraint chairs to limit a person’s movement or hold a person immobile as an intervention precipitated by the person’s behavior. Mechanical restraint applies to uses intended to prevent injury with persons who engage in behaviors such as head-banging, gouging, or other self-injurious actions that result in tissue damage and medical problems. Mechanical restraint does not apply to restraint used to treat a person’s medical needs or to position a person with physical disabilities.

Subp. 9. [Repealed, 8 SR 596]

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

Subp. 9b. [Repealed, 19 SR 2432]

Subp. 10. **Nondiscrimination.** “Nondiscrimination” means a requirement that districts shall comply with chapter 3535 and Minnesota Statutes, chapter 363.

Subp. 10a. **Paraprofessional.** “Paraprofessional” means a district employee who is primarily engaged in direct interaction with one or more pupils for instructional activities, physical or behavior management, or other purposes under the direction of a regular education or special education teacher or related services provider.

Subp. 11. [Repealed, 8 SR 596]

Subp. 11a. [Repealed, 24 SR 1799]

Subp. 12. [Repealed, 8 SR 596]

Subp. 13. [Repealed, 8 SR 596]

Subp. 14. [Repealed, 8 SR 596]

Subp. 15. [Repealed, 8 SR 596]

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. 16. [Repealed, 8 SR 596]

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Subp. 16a. **Pupil.** "Pupil" means a student or other person who is eligible for special education according to Minnesota Statutes, sections 125A.02 and 125A.03 to 125A.24.

Subp. 17. [Repealed, 8 SR 596]

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

Subp. 18. [Repealed, 8 SR 596]

Subp. 18a. **Regular education program.** "Regular education program" means the program in which the pupil would be enrolled if the pupil did not have disabilities.

Subp. 18b. [Repealed, 19 SR 2432]

Subp. 19. [Repealed, 8 SR 596]

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 commissioner as provided in Minnesota Statutes, sections 125A.03 to 125A.24. 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. 19b. **Significant change in program or placement.** "Significant change in program or placement" means:

- A. the IEP goals have been completed or require modification based on a progress report;
- B. there is a need to add or delete a service based on a progress report or evaluation;
- C. there is a change in the type of site or setting in which the pupil receives special education;
- D. the amount of time a pupil spends with nondisabled peers is changed;
- E. the amount of special education to accomplish the goals or objectives needs to be increased or decreased; or
- F. the team determines there is a need for a conditional intervention procedure.

Subp. 20. [Repealed, 8 SR 596]

Subp. 20a. **Special education.** "Special education" means any specially designed instruction and related services to meet the unique cognitive, academic, communicative, social and emotional, motor ability, vocational, sensory, physical, or behavioral and functional needs of a pupil as stated in the IEP.

Subp. 20b. **Surrogate parent.** "Surrogate parent" means a person appointed by the providing district to intervene on behalf of a pupil, to help ensure 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.

Subp. 21. [Repealed, 8 SR 596]

Subp. 22. [Repealed, 8 SR 596]

Subp. 23. [Repealed, 16 SR 1543]

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Subp. 24. **Teacher.** "Teacher" means a person licensed under parts 8700.5501 to 8700.5511 by the Board of Teaching to instruct pupils with specific disabling conditions.

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

Subp. 25a. **Time out for exclusion.** "Time out for exclusion" involves procedures which remove a pupil from the regularly scheduled education program for brief periods not to exceed 30 minutes. Time out for exclusionary purposes is not regulated by this chapter.

Subp. 25b. **Time out for seclusion.** "Time out for seclusion" involves procedures which place the pupil in a specially designated isolation room or similar space.

Subp. 26. **Vocational evaluation.** "Vocational evaluation" 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 evaluation is one component of the ongoing special education multidisciplinary evaluation described in parts 3525.2550 to 3525.2750.

Statutory Authority: *MS s 14.389; 120.17; 121.11; L 1994 c 647 art 3 s 23; L 1999 c 123 s 19*

History: *8 SR 596; 14 SR 281; 16 SR 1543; L 1991 c 265 art 3 s 38; 19 SR 974; 19 SR 2432; L 1998 c 397 art 11 s 3; 24 SR 1799*

POLICIES

3525.0300 PROVISION OF FULL SERVICES.

Children and youth with disabilities 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.

Statutory Authority: *MS s 120.17; 121.11; L 1994 c 647 art 3 s 23*

History: *14 SR 281; 19 SR 2432; L 1998 c 397 art 11 s 3*

3525.0400 LEAST RESTRICTIVE ENVIRONMENT.

To the maximum extent appropriate, children with disabilities shall be educated with children who do not have disabilities and shall attend regular classes. A person with disabilities shall be removed from a regular educational program only when the nature or severity of the disability is such that education in a regular educational program with the use of supplementary aids and services cannot be accomplished satisfactorily. Furthermore, there must be an indication that the pupil will be better served outside of the regular program. The needs of the pupil shall determine the type and amount of services needed.

Statutory Authority: *MS s 120.17; 121.11; L 1994 c 647 art 3 s 23*

History: *19 SR 2432; L 1998 c 397 art 11 s 3*

3525.0500 [Repealed, 8 SR 596]

3525.0550 PUPIL IEP MANAGER.

The district shall assign a teacher or licensed related service staff who is a member of the pupil's IEP team as the pupil's IEP manager to coordinate the instruction and related 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; communicating and coordinating 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; 16 SR 1543; L 1998 c 397 art 11 s 3*

3525.0600 [Repealed, 8 SR 596]

3525.0650 [Repealed, 19 SR 2432]

3525.0700 PARENTAL INVOLVEMENT.

Parents of children with disabilities 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. 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; 121.11; L 1994 c 647 art 3 s 23*

History: *14 SR 281; L 1991 c 265 art 3 s 38; 19 SR 2432; L 1998 c 397 art 11 s 3*

3525.0750 IDENTIFICATION OF CHILDREN WITH DISABILITIES.

School districts shall develop systems designed to identify persons with disabilities beginning at birth, pupils with disabilities attending public and nonpublic school, and persons with disabilities who are of school age and 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 14.389; 121.11; L 1994 c 647 art 3 s 23; L 1999 c 123 s 19*

History: *19 SR 2432; L 1998 c 397 art 11 s 3; 24 SR 1799*

3525.0800 RESPONSIBILITY FOR ENSURING PROVISION OF INSTRUCTION AND SERVICES.

Subpart 1. **Pupil's district of residence.** As provided in Minnesota Statutes, sections 125A.05 and 125A.06, 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 pupil 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 pupils with disabilities 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 pupils 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 may appoint a member of the providing district as its representative.

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, mediation, 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 125A.11.

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, sections 125A.15 and 125A.16, 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 125A.15 and 127A.47. 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 127A.47, subdivision 5. 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 through 21. For a pupil who is age 18 through 21 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

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pupil serves as the parent according to part 3525.0200, subpart 11a, for due process purposes.

Statutory Authority: *MS s 120.17; 121.11; L 1994 c 647 art 3 s 23*

History: *14 SR 281; 19 SR 2432; L 1998 c 397 art 11 s 3*

3525.0850 BEHAVIOR INTERVENTIONS.

This policy is intended to encourage the use of positive approaches to behavioral interventions. The objective of any behavioral intervention must be that pupils acquire appropriate behaviors and skills. It is critical that behavioral intervention programs focus on skills acquisition rather than merely behavior reduction or elimination. Behavioral intervention policies, programs, or procedures must be designed to enable a pupil to benefit from an appropriate, individualized educational program as well as develop skills to enable them to function as independently as possible in their communities.

Statutory Authority: *MS s 121.11; L 1994 c 647 art 3 s 23*

History: *19 SR 2432; L 1998 c 397 art 11 s 3*

3525.0900 [Repealed, 8 SR 596]

3525.1000 [Repealed, 8 SR 596]

APPLICATIONS

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

Subpart 1. **State responsibility for all educational programs for pupils.** The Department of Children, Families, and Learning is responsible for ensuring that all pertinent requirements in the Code of Federal Regulations, 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 Department of Children, Families, and Learning.

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 Children, Families, and Learning 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, sections 125A.03 to 125A.24. 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 disability 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. The district shall have, as part of the district's TSES plan, a description of the full range of available educational service alternatives. The district's TSES plan shall include:

(1) a description of the sites available in which services may occur. Sites describe the building or other location where special education occurs; and

(2) a description of the available instruction and related services.

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. Specific programs for involving parents of children with disabilities and pupils in district policy-making and decision-making pursuant to federal regulations, including, but not limited to, a district or jurisdictional special education advisory council.

E. Operating procedures of interagency committees required in statute.

F. 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 receives a satisfactory corrective action plan that complies with standards for the education of pupils.

G. Policy describing the district's procedures for implementing the use of conditional interventions with pupils. Policies must be reviewed regularly and shall include, at a minimum, the following components:

(1) ongoing personnel development activities for all staff, contracted personnel, and volunteers who work with pupils who are disabled that:

(a) promote the use of positive approaches;

(b) provide an awareness of how to limit the use of aversive and deprivation procedures;

(c) provide an awareness of how to avoid abuse of such procedures;

(d) provide an awareness of specific cautions for the use of conditional procedures with specific populations of pupils or for the use of certain procedures; and

(e) provide staff training requirements for the design and use of all conditional interventions prior to their use;

(2) documentation procedures of the use of interventions and maintenance and retention of records of use; and

(3) description of the district's procedure for reviewing emergency situations where conditional procedures are used.

Statutory Authority: *MS s 120.17; 121.11; L 1994 c 647 art 3 s 23*

History: *8 SR 596; 14 SR 281; 16 SR 1543; 19 SR 2432; L 1995 1Sp3 art 16 s 13; L 1998 c 397 art 11 s 3*

3525.1150 [Repealed, 24 SR 1799]

3525.1200 [Repealed, 19 SR 2432]

3525.1300 [Repealed, 8 SR 596]

3525.1310 STATE AID FOR SPECIAL EDUCATION PERSONNEL.

Salaries for essential personnel who are teachers, related services, and support services staff members 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 disabling condition to determine whether referrals for assessments shall be made;

C. evaluation, progress reporting, and IEP planning for individual pupils;

D. instruction or related and support services to pupils who have an IEP;

E. parental involvement and due process;

F. school psychological services and school social worker services provided for pupils identified as emotional or behavioral disordered according to parts 3525.1329 and 3525.2900 alone or in conjunction with the instructional program outlined in any pupil's IEP;

G. other related services provided in conjunction with the instructional program as outlined in the pupil's IEP;

H. paraprofessional services provided under the direction of a regular or special education teacher or a related services provider. The services must be:

(1) to enhance the instruction provided by the teacher or related services staff; and

(2) to supplement instructional activities or to provide extended practice in instances in which the paraprofessional has had training and ongoing support from a special education teacher or related services staff;

I. program coordination; and

J. due process facilitation, not including attorney costs for suit preparation.

Ongoing services for at-risk students such as truancy, suicide prevention, child abuse, or protection are not reimbursable.

Statutory Authority: *MS s 14.389; 120.17; 121.11; L 1994 c 647 art 3 s 23; L 1999 c 123 s 19*

History: *8 SR 596; 14 SR 281; 16 SR 1543; 19 SR 2432; L 1998 c 397 art 11 s 3; 24 SR 1799*

3525.1320 [Repealed, 19 SR 2432]

ENTRANCE AND EXIT CRITERIA

3525.1325 AUTISM SPECTRUM DISORDERS (ASD).

Subpart 1. **Definition.** "Autism spectrum disorders (ASD)" means a range of pervasive developmental disorders that adversely affect a pupil's functioning and result in the need for special education instruction and related services. ASD is a disability category characterized by an uneven developmental profile and a pattern of qualitative impairments in several areas of development: social interaction, communication, or restricted repetitive and stereotyped patterns of behavior, interests, and activities, with onset in childhood. Characteristics can present themselves in a wide variety of combinations from mild to severe, as well as in the number of symptoms present, for example Autistic Disorder, Childhood Autism, Atypical Autism, Pervasive Developmental Disorder:Not Otherwise Specified, Asperger's Disorder, or other related pervasive developmental disorders.

Subp. 2. [Repealed, 24 SR 1799]

Subp. 3. **Criteria.** The multidisciplinary team shall determine that a pupil is eligible and in need of special education instruction and related services if the pupil demonstrates patterns of behavior consistent with those in item A and fulfills the requirements in item B.

A. An educational evaluation must address all three core features in subitems (1) to (3). For eligibility purposes, there must be documented evidence the student demonstrates the specific patterns of behavior described in at least two of these subitems, one of which must be subitem (1). The eligibility determination must be supported by information collected from multiple settings and sources.

Behavioral indicators of these core features must be atypical for the pupil's developmental level. Documentation of behavioral indicators must include the use of at least two of these methods: structured interviews with parents, autism checklists, communication and developmental rating scales, functional behavior assessments,

application of diagnostic criteria from the current Diagnostic and Statistical Manual (DSM), informal and standardized evaluation instruments, or intellectual testing.

(1) Qualitative impairment in social interaction, as documented by two or more behavioral indicators, such as: limited joint attention and limited use of facial expressions directed toward others; does not show or bring things to others to indicate an interest in the activity; demonstrates difficulties in relating to people, objects, and events; a gross impairment in ability to make and keep friends; significant vulnerability and safety issues due to social naivete; may appear to prefer isolated or solitary activities; misinterprets others' behaviors and social cues.

(2) Qualitative impairment in communication, as documented by one or more behavioral indicators, such as: not using finger to point or request; using others' hand or body as a tool; showing lack of spontaneous imitations or lack of varied imaginative play; absence or delay of spoken language; limited understanding and use of nonverbal communication skills such as gestures, facial expressions, or voice tone; odd production of speech including intonation, volume, rhythm, or rate; repetitive or idiosyncratic language or inability to initiate or maintain a conversation when speech is present.

(3) Restricted, repetitive, or stereotyped patterns of behavior, interest, and activities, as documented by one or more behavioral indicators, such as: insistence on following routines or rituals; demonstrating distress or resistance to changes in activity; repetitive hand or finger mannerism; lack of true imaginative play versus reenactment; overreaction or under-reaction to sensory stimuli; rigid or rule-bound thinking; an intense, focused preoccupation with a limited range of play, interests, or conversation topics.

B. The team shall verify that an ASD adversely affects a pupil's present level of performance and that the pupil is in need of special education instruction and related services. This verification is completed through the multidisciplinary team evaluation and summarized in the pupil's evaluation report. Documentation must be supported by data from each of the following components:

(1) The evaluation must identify the pupil's present levels of performance and educational needs in each of the core features identified by the team in item A. In addition, the evaluation process must give consideration to all other areas of educational concern consistent with the IEP process.

(2) The pupil's need for instruction and services must be documented and supported by evaluation and observations in two different settings, on two different days.

(3) A developmental history which summarizes developmental information and behavior patterns.

Subp. 4. **Team membership.** At least one professional with experience and expertise in the area of ASD must be included on the team determining eligibility and educational programming, due to the complexity of this disability and the specialized intervention methods. The team must include a school professional knowledgeable of the range of possible special education eligibility criteria.

Subp. 5. **Implementation.** Pupils with various educational profiles and related clinical diagnoses may be included as eligible if they meet the criteria of ASD. However, a clinical or medical diagnosis is not required to be eligible for special education services. Due to the wide variation in characteristics and needs, pupils with different educational profiles or a specific clinical diagnosis must also be determined as eligible following the criteria in subpart 3. Following this eligibility determination process is essential to identify and document individual strengths and weaknesses and the pupil's unique educational needs so that an effective individual educational program may be planned and implemented.

Statutory Authority: *MS s 14.389; 120.17; L 1999 c 123 s 19*

History: *16 SR 1543; L 1998 c 397 art 11 s 3; 24 SR 1799*

3525.1327 DEAF-BLIND.

Subpart 1. **Definition and criteria.** "Deaf-blind" means medically verified visual loss coupled with medically verified hearing loss that, together, interfere with acquiring information or interacting in the environment. Both conditions need to be present simultaneously and must meet the criteria for both visually impaired and deaf and hard of hearing.

Subp. 2. **Pupils at risk.** Pupils at risk of being deaf-blind include pupils who:

A. are already identified as deaf or hard of hearing or visually impaired but have not yet had medical or functional evaluation of the other sense (vision or hearing);

B. have an identified condition, such as Usher Syndrome or Optic Atrophy, that includes a potential deterioration of vision or hearing in the future;

C. have a medically or functionally identified hearing loss and a verified deficit in vision determined by a functional evaluation in the learning environment;

D. have a medically or functionally identified vision impairment and verified hearing loss determined by a functional evaluation in the learning environment; or

E. have an identified syndrome or condition such as CHARGE Syndrome that includes hearing and vision loss in combination with multiple disabilities.

Statutory Authority: *MS s 14.389; 120.17; L 1999 c 123 s 19*

History: *16 SR 1543; L 1998 c 397 art 11 s 3; 24 SR 1799*

3525.1329 EMOTIONAL OR BEHAVIORAL DISORDERS.

Subpart 1. **Definition.** "Emotional or behavioral disorder" means an established pattern characterized by one or more of the following behavior clusters:

A. severely aggressive or impulsive behaviors;

B. severely withdrawn or anxious behaviors, general pervasive unhappiness, depression, or wide mood swings; or

C. severely disordered thought processes manifested by unusual behavior patterns, atypical communication styles, and distorted interpersonal relationships.

This category may include children or youth with schizophrenic disorders, affective disorders, anxiety disorders, or other sustained disorders of conduct or adjustment when they adversely affect educational performance. The established pattern adversely affects educational performance and results in either an inability to build or maintain satisfactory interpersonal relations necessary to the learning process with peers, teachers, and others, or failure to attain or maintain a satisfactory rate of educational or developmental progress that cannot be improved or explained by addressing intellectual, sensory, health, cultural, or linguistic factors.

Subp. 2. **Criteria.** The team shall determine that a pupil is eligible as having an emotional or behavioral disorder and in need of special education and related services when the pupil meets the criteria in items A to D.

A. An established pattern must exist that is characterized by one or more of the following clusters:

(1) severely aggressive or impulsive behaviors that are developmentally inappropriate; physically or verbally abusive; impulsive or violent, destructive, or intimidating; threatening to others or excessively antagonistic;

(2) severely withdrawn or anxious behaviors, pervasive unhappiness, depression, or wide mood swings that include behaviors as: isolating self from peers; displaying intense fears or school phobia; overly perfectionistic; failing to express emotion, displaying a pervasive sad disposition; developing physical symptoms related to stress or eating problems; or

(3) severely disordered thought processes manifested by unusual behavior patterns, atypical communication styles, or distorted interpersonal relationships such as: reality distortion beyond normal developmental fantasy and play or talk; situationally

inappropriate laughter, crying, sounds and language; self-mutilation or self-stimulation; rigid, ritualistic patterning; perseveration or obsession with specific objects; overly affectionate behavior towards unfamiliar persons; or hallucinating or delusions of grandeur.

The condition involves behavioral or emotional responses in school that differ significantly from normative standards, taking into consideration ethnic or cultural variables, as supported by multiple data sources using two or more of the following: behavior checklists, personality or projective measures, interviews with the child or knowledgeable adults, case history, or an appropriate DSM-III-R diagnosis.

The team, when determining the existence of an emotional or behavioral disorder, must give due consideration to a diagnosis of an emotional disorder made by an appropriately licensed mental health professional.

B. The condition adversely affects educational performance to the degree it results in:

(1) a pattern of inability to build or maintain satisfactory interpersonal relations with peers, parents, teachers, and other significant adults necessary to the learning process; or

(2) a pattern of failure to attain or maintain a satisfactory rate of educational progress that cannot be improved or explained by addressing intellectual, sensory, health, cultural, linguistic factors, or a mismatch between the student, the teacher or the curriculum or classroom, or learning environment.

C. The combined results of prior documented interventions and the assessment data must establish significant impairments in one or more of the following areas: personal, social, academic, or vocational skills. This finding must be supported by data from two or more of the following procedures: adaptive behavior scales, sociometric or social skill measures, achievement or cognitive tests; grades, systematic behavioral checklists or observations, vocational skill inventories, or reports. The data must document that the impairment:

(1) severely interferes with the pupil's or other students' educational performance;

(2) is pervasive as evidenced by occurrences across educational settings, the home, or in community settings;

(3) has been in evidence for six months; or

(4) occurs suddenly as a crisis of such intensity it results in imminent danger or harm to the pupil or others.

D. The team verifies that:

(1) the established pattern may occur with, but is not primarily the result of, intellectual, sensory, health, cultural, linguistic factors, or stressors such as transient medical or psychosocial events, chemical use, abuse or addiction, or a history of an inconsistent educational program; and

(2) identification is not based solely on a conflict between the individual and a political entity, a governmental entity, or for purposes of disciplinary action.

E. Children not yet enrolled in kindergarten are eligible for special education and related services if they meet the criteria listed in items A; B; C, subitem (2), (3), or (4); and D. The behaviors of concern must be determined by the team to be significantly inappropriate for the age of the child being assessed. To establish item C, subitem (2), (3), or (4), data from the assessment process must find developmentally significant impairments in self-care, social relations, or social or emotional growth. The findings must be supported by data from two or more of the following procedures: adaptive behavior scales, sociometric or social skill measures, systematic behavioral checklists, systematic documented observations, interventions, or written reports.

Statutory Authority: *MS s 120.17*

History: *16 SR 1543; 17 SR 3361*

3525.1331 DEAF AND HARD OF HEARING.

Subpart 1. **Definition.** “Deaf and hard of hearing” means a diminished sensitivity to sound, or hearing loss, that is expressed in terms of standard audiological measures.

Hearing loss has the potential to affect educational, communicative, or social functioning that may result in the need for special education instruction and related services.

Subp. 2. **Criteria.** A pupil who is deaf or hard of hearing is eligible for special education instruction and related services if the pupil meets one of the criteria in item A and one of the criteria in item B, C, or D.

A. There is audiological documentation provided by a certified audiologist that a pupil has one of the following:

(1) a sensorineural hearing loss with an unaided pure tone average, speech threshold, or auditory brain stem response threshold of 20 decibels hearing level (HL) or greater in the better ear;

(2) a conductive hearing loss with an unaided pure tone average or speech threshold of 20 decibels hearing level (HL) or greater in the better ear persisting over three months or occurring at least three times during the previous 12 months as verified by audiograms with at least one measure provided by a certified audiologist;

(3) a unilateral sensorineural or persistent conductive loss with an unaided pure tone average or speech threshold of 45 decibels hearing level (HL) or greater in the affected ear; or

(4) a sensorineural hearing loss with unaided pure tone thresholds at 35 decibels hearing level (HL) or greater at two or more adjacent frequencies (500 hertz, 1000 hertz, 2000 hertz, or 4000 hertz) in the better ear.

B. The pupil’s hearing loss affects educational performance as demonstrated by:

(1) a need to consistently use amplification appropriately in educational settings as determined by audiological measures and systematic observation; or

(2) an achievement deficit in basic reading skills, reading comprehension, written language, or general knowledge that is at the 15th percentile or 1.0 standard deviation or more below the mean on a technically adequate norm-referenced achievement test that is individually administered by a licensed professional.

C. The pupil’s hearing loss affects the use or understanding of spoken English as documented by one or both of the following:

(1) under the pupil’s typical classroom condition, the pupil’s classroom interaction is limited as measured by systematic observation of communication behaviors; or

(2) the pupil uses American Sign Language or one or more alternative or augmentative systems of communication alone or in combination with oral language as documented by parent or teacher reports and language sampling conducted by a professional with knowledge in the area of communication with persons who are deaf or hard of hearing.

D. The pupil’s hearing loss affects the adaptive behavior required for age-appropriate social functioning as supported by:

(1) documented systematic observation within the pupil’s primary learning environments by a licensed professional and the pupil, when appropriate; and

(2) scores on a standardized scale of social skill development are below the average scores expected of same-age peers.

Statutory Authority: *MS s 14.389; 120.17; L 1999 c 123 s 19*

History: *16 SR 1543; L 1998 c 397 art 11 s 3; 24 SR 1799*

3525.1333 MENTALLY IMPAIRED: MILD-MODERATE/MODERATE-SEVERE.

Subpart 1. **Definition.** "Mentally impaired" refers to pupils with significantly subaverage general intellectual functioning resulting in or associated with concurrent deficits in adaptive behavior that may require special education instruction and related services.

Subp. 2. **Criteria for mild-moderate.** The team shall determine that a pupil is eligible as having a mild-moderate mental impairment and is in need of special education instruction and service if the pupil meets the criteria of both items A and B.

A. Performance that falls at or below the 15th percentile in the following adaptive behavior domains measured in both school and home or community on nationally-normed, technically adequate measures of adaptive behavior:

(1) personal or independent functioning includes competencies associated with looking after one's self. It identifies all the essential behaviors a person must exhibit in order to be regarded as at least minimally competent in a typical environment;

(2) personal or social functioning includes all those behaviors involving the individual with other people that must be exhibited at minimally competent levels in order for the individual to be considered acceptable and successful in interpersonal relations;

(3) functional academic competencies address basic fundamental literacy skills and knowledge of the basic concept of time and money. Functional academics refers to very basic reading and writing skills and to practical every day demands for knowledge of numerical and temporal relationships; or

(4) vocational or occupational competencies associated with this domain are not expected to develop until early school-age years. They become increasingly important at progressively higher grade levels. The vocational or occupational domain includes three subdomains: knowledge about careers and work; appropriate attitudes and values concerning careers and work; and specific skills associated with job or career.

This data is supported by written evidence drawn from two or more of the following sources:

- (a) documented, systematic observation;
- (b) checklist;
- (c) classroom or work samples;
- (d) interviews;
- (e) sociometric measures;
- (f) criterion-referenced measures;
- (g) educational history; or
- (h) medical history.

B. Significantly subaverage intellectual functioning as indicated by an intelligence quotient below 70 plus or minus 1 Standard Error of Measurement (using instruments with a reliability coefficient of .90 or greater) on an intelligence test that is standardized, nationally-normed, technically adequate, and individually administered.

Subp. 3. **Criteria for moderate-severe.** The team shall determine that a pupil is eligible as having a moderate-severe mental impairment and is in need of special education instruction and service if the pupil meets the criteria of both items A and B.

A. Performance that falls below the 10th percentile in the following adaptive behavior domains measured in both school and home or community on nationally-normed, technically adequate measures of adaptive behavior:

(1) personal or independent functioning, personal or social functioning, functional academic competencies, or vocational or occupational competencies; and

(2) the data is supported by written evidence drawn from two or more of the following sources:

- (a) documented, systematic observation;
- (b) checklist;
- (c) classroom or work samples;
- (d) interviews;
- (e) sociometric measures;
- (f) criterion-referenced measures;
- (g) educational history; or
- (h) medical history.

B. Significantly subaverage intellectual functioning as indicated by an intelligence quotient below 50 plus or minus 1 Standard Error of Measurement (using instruments with a reliability coefficient of .90 or greater) on an intelligence test that is standardized, nationally-normed, technically adequate, and individually administered.

Statutory Authority: *MS s 120.17*

History: *16 SR 1543; 17 SR 3361; L 1998 c 397 art 11 s 3*

3525.1335 OTHER HEALTH IMPAIRED.

Subpart 1. **Definition.** "Other health impaired" means a broad range of medically diagnosed chronic or acute health condition that may adversely affect academic functioning and result in the need for special education instruction and related services. The decision that a specific health condition qualifies as other health impaired will be determined by the impact of the condition on academic functioning rather than by the diagnostic label given the condition.

Subp. 2. **Criteria.** The team shall determine that a pupil is eligible and in need of special education instruction and services if the pupil meets the criterion in item A and one of the criteria in item B.

A. There is documentation of a medically diagnosed health impairment.

B. The pupil's:

(1) need for special education instruction and service is supported by evidence of inadequate academic progress attributable to excessive absenteeism as verified by attendance records, or impaired organizational and independent work skills as assessed by functional and other appropriate assessment procedures due to limited strength, endurance, alertness, or intrusive health procedures as verified by a minimum of two or more documented, systematic observations or structured interviews in daily routine settings, one of which is to be completed by a special education teacher; or

(2) need for special education instruction and service is supported by evidence of an inability to manage or complete classroom tasks within routine timelines due to excessive absenteeism as verified by attendance records, or limited strength, endurance, alertness, intrusive health procedures, or medications that affect cognitive functioning as verified by a minimum of two or more documented, systematic observations or structured interviews in daily routine settings, one of which is completed by a special education teacher; or

(3) health impairment interferes with educational performance as shown by an achievement deficit of 1.5 standard deviations or more below the mean on an individually administered reliable, valid, and adequately normed achievement test.

Statutory Authority: *MS s 120.17*

History: *16 SR 1543; L 1998 c 397 art 11 s 3*

3525.1337 PHYSICALLY IMPAIRED.

Subpart 1. **Definition.** "Physically impaired" means a medically diagnosed chronic, physical impairment, either congenital or acquired, that may adversely affect physical or academic functioning and result in the need for special education and related services.

Subp. 2. **Criteria.** A pupil is eligible and in need of special education instruction and services if the pupil meets the criterion in item A and one of the criteria in item B.

A. There must be documentation of a medically diagnosed physical impairment.

B. The pupil's:

(1) need for special education instruction and service is supported by a lack of functional level in organizational or independent work skills as verified by a minimum of two or more documented, systematic observations in daily routine settings, one of which is completed by a physical and health disabilities teacher;

(2) need for special education instruction and service is supported by an inability to manage or complete motoric portions of classroom tasks within time constraints as verified by a minimum of two or more systematic observations in daily routine settings, one of which is completed by a physical and health disabilities teacher;
or

(3) physical impairment interferes with educational performance as shown by an achievement deficit of 1.0 standard deviation or more below the mean on an individually administered reliable, valid, and adequately normed achievement test.

Statutory Authority: *MS s 14.389; 120.17; L 1999 c 123 s 19*

History: *16 SR 1543; L 1998 c 397 art 11 s 3; 24 SR 1799*

3525.1339 SEVERELY MULTIPLY IMPAIRED.

Subpart 1. **Definition.** "Severely multiply impaired" means a pupil who has severe learning and developmental problems resulting from two or more disability conditions determined by assessment under part 3525.2500.

Subp. 2. **Criteria.** The team shall determine that a pupil is eligible as being severely multiply impaired if the pupil meets the entrance criteria for two or more of the following disabilities:

- A. hearing impaired, part 3525.1331;
- B. physically impaired, part 3525.1337;
- C. moderate-severe mentally impaired, part 3525.1333, subparts 1 and 3;
- D. visually impaired, part 3525.1345;
- E. emotional or behavioral disorders, part 3525.1329; or
- F. autism, part 3525.1325.

Statutory Authority: *MS s 120.17*

History: *16 SR 1543; L 1998 c 397 art 11 s 3*

3525.1341 SPECIFIC LEARNING DISABILITY.

Subpart 1. **Definition.** "Specific learning disability" means a condition within the individual affecting learning, relative to potential and is:

A. manifested by interference with the acquisition, organization, storage, retrieval, manipulation, or expression of information so that the individual does not learn at an adequate rate when provided with the usual developmental opportunities and instruction from a regular school environment;

B. demonstrated by a significant discrepancy between a pupil's general intellectual ability and academic achievement in one or more of the following areas: oral expression, listening comprehension, mathematical calculation or mathematics reasoning, basic reading skills, reading comprehension, and written expression; and

C. demonstrated primarily in academic functioning, but may also affect self-esteem, career development, and life adjustment skills. A specific learning disability may occur with, but cannot be primarily the result of: visual, hearing, or motor impairment; cognitive impairment; emotional disorders; or environmental, cultural, economic influences, or a history of an inconsistent education program.

Subp. 2. **Criteria.** A pupil has a specific learning disability and is in need of special education and related services when the pupil meets the criteria in items A, B, and C. Information about each item must be sought from the parent and included as part of

the evaluation data. The evaluation data must confirm that the disabling effects of the pupil's disability occur in a variety of settings.

A. The pupil must demonstrate severe underachievement in response to usual classroom instruction. The performance measures used to verify this finding must be both representative of the pupil's curriculum and useful for developing instructional goals and objectives. The following evaluation procedures are required at a minimum to verify this finding:

(1) evidence of low achievement from sources such as cumulative record reviews, classwork samples, anecdotal teacher records, formal and informal tests, curriculum based evaluation results, and results from instructional support programs such as Chapter 1 and Assurance of Mastery; and

(2) at least one team member other than the pupil's regular teacher shall observe the pupil's academic performance in the regular classroom setting. In the case of a child served through an Early Childhood Special Education program or who is out of school, a team member shall observe the child in an environment appropriate for a child of that age.

B. The pupil must demonstrate a severe discrepancy between general intellectual ability and achievement in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, or mathematical reasoning. The demonstration of a severe discrepancy shall not be based solely on the use of standardized tests. The team shall consider these standardized test results as only one component of the eligibility criteria. The instruments used to assess the pupil's general intellectual ability and achievement must be individually administered and interpreted by an appropriately licensed person using standardized procedures. For initial placement, the severe discrepancy must be equal to or greater than 1.75 standard deviations below the mean of the distribution of difference scores for the general population of individuals at the pupil's chronological age level.

C. The team must agree that it has sufficient evaluation data that verify the following conclusions:

(1) the pupil has an information processing condition that is manifested by behaviors such as: inadequate or lack of expected acquisition of information, lack of organizational skills such as in following written and oral directions; spatial arrangements; correct use of developmental order in relating events; transfer of information onto paper; visual and auditory memory; verbal and nonverbal expression; and motor control for written tasks such as pencil and paper assignments, drawing, and copying;

(2) the disabling effects of the pupil's information processing condition occur in a variety of settings; and

(3) the pupil's underachievement is not primarily the result of: visual, hearing, or motor impairment; cognitive impairment; emotional or behavioral disorders; or environmental, cultural, economic influences, or a history of an inconsistent education program.

Statutory Authority: *MS s 14.389; 120.17; L 1999 c 123 s 19*

History: *16 SR 1543; 17 SR 3361; L 1998 c 397 art 11 s 3; 24 SR 1799*

3525.1343 SPEECH OR LANGUAGE IMPAIRMENTS.

Subpart 1. **Fluency disorder; definition and criteria.** "Fluency disorder" means the intrusion or repetition of sounds, syllables, and words; prolongations of sounds; avoidance of words; silent blocks; or inappropriate inhalation, exhalation, or phonation patterns. These patterns may also be accompanied by facial and body movements associated with the effort to speak. Fluency patterns that are attributed only to dialectical, cultural, or ethnic differences or to the influence of a foreign language must not be identified as a disorder.

A pupil has a fluency disorder and is eligible for speech or language special education when:

A. the pattern interferes with communication as determined by an educational speech language pathologist and either another adult or the child; and

B. dysfluent behaviors occur during at least five percent of the words spoken on two or more speech samples.

Subp. 2. Voice disorder; definition and criteria. "Voice disorder" means the absence of voice or presence of abnormal quality, pitch, resonance, loudness, or duration. Voice patterns that can be attributed only to dialectical, cultural, or ethnic differences or to the influence of a foreign language must not be identified as a disorder.

A pupil has a voice disorder and is eligible for speech or language special education when:

A. the pattern interferes with communication as determined by an educational speech language pathologist and either another adult or the child; and

B. achievement of a moderate to severe vocal severity rating is demonstrated on a voice evaluation profile administered on two separate occasions, two weeks apart, at different times of the day.

Subp. 3. Articulation disorder; definition and criteria.

A. "Articulation disorder" means the absence of or incorrect production of speech sounds or phonological processes that are developmentally appropriate. For the purposes of this subpart, phonological process means a regularly occurring simplification or deviation in an individual's speech as compared to the adult standard, usually one that simplifies the adult phonological pattern. Articulation patterns that are attributed only to dialectical, cultural, or ethnic differences or to the influence of a foreign language must not be identified as a disorder.

B. A pupil has an articulation disorder and is eligible for speech or language special education when the pupil meets the criteria in subitem (1) and either subitems (2) or (3):

(1) the pattern interferes with communication as determined by an educational speech language pathologist and either another adult or the child; and

(2) test performance falls 2.0 standard deviations below the mean on a technically adequate, norm-referenced articulation test; or

(3) a pupil is nine years of age or older and a sound is consistently in error as documented by two three-minute conversational speech samples.

Subp. 4. Language disorder; definition and criteria.

A. "Language disorder" means a breakdown in communication as characterized by problems in expressing needs, ideas, or information that may be accompanied by problems in understanding. Language patterns that are attributed only to dialectical, cultural, or ethnic differences or to the influence of a foreign language must not be identified as a disorder.

B. A pupil has a language disorder and is eligible for speech or language special education services when:

(1) the pattern interferes with communication as determined by an educational speech language pathologist and either another adult or the child; and

(2) an analysis of a language sample or documented observation of communicative interaction indicates the pupil's language behavior falls below or is different from what would be expected given consideration to chronological age, developmental level, or cognitive level; and

(3) the pupil scores 2.0 standard deviations below the mean on at least two technically adequate, norm-referenced language tests if available; or

(4) if technically adequate, norm-referenced language tests are not available to provide evidence of a deficit of 2.0 standard deviations below the mean in the area of language, two documented measurement procedures indicate a substantial difference from what would be expected given consideration to chronological age,

developmental level, or cognitive level. The documented procedures may include additional language samples, criterion-referenced instruments, observations in natural environments, and parent reports.

Statutory Authority: *MS s 14.389; 120.17; L 1999 c 123 s 19*

History: *16 SR 1543; 17 SR 3361; L 1998 c 397 art 11 s 3; 24 SR 1799*

3525.1345 VISUALLY IMPAIRED.

Subpart 1. **Definition.** "Visually impaired" means a medically verified visual impairment accompanied by limitations in sight that interfere with acquiring information or interaction with the environment to the extent that special education instruction and related services may be needed.

Subp. 2. **Criteria.** A pupil is eligible as having a visual disability and in need of special education when the pupil meets one of the criteria in item A and one of the criteria in item B:

A. medical documentation of a diagnosed visual impairment by a licensed eye specialist establishing one or more of the following conditions:

(1) visual acuity of 20/60 or less in the better eye with the best conventional correction;

(a) estimation of acuity is acceptable for difficult-to-test pupils; and

(b) for pupils not yet enrolled in kindergarten, measured acuity must be significantly deviant from what is developmentally age-appropriate;

(2) visual field of 20 degrees or less, or bilateral scotomas; or

(3) a congenital or degenerating eye condition including, for example, progressive cataract, glaucoma, or retinitis pigmentosa; and

B. functional evaluation of visual abilities conducted by a licensed teacher of the visually impaired that determines that the pupil:

(1) has limited ability in visually accessing program-appropriate educational media and materials including, for example, textbooks, photocopies, ditto copies, chalkboards, computers, or environmental signs, without modification;

(2) has limited ability to visually access the full range of program-appropriate educational materials and media without accommodating actions including, for example, changes in posture, body movement, focal distance, or squinting;

(3) demonstrates variable visual ability due to environmental factors including, for example, contrast, weather, color, or movement, that cannot be controlled; or

(4) experiences reduced or variable visual ability due to visual fatigue or factors common to the eye condition.

Statutory Authority: *MS s 14.389; 120.17; L 1999 c 123 s 19*

History: *16 SR 1543; L 1998 c 397 art 11 s 3; 24 SR 1799*

3525.1347 [Renumbered 3525.1354]

3525.1348 TRAUMATIC BRAIN INJURY (TBI) DEFINITION AND ENTRANCE CRITERIA.

Subpart 1. **Definition.** "Traumatic brain injury" means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that may adversely affect a child's educational performance and result in the need for special education and related services. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as: cognition, speech/language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, and information processing. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

Subp. 2. **Criteria.** The team shall determine that a pupil is eligible and in need of special education and related services if the pupil meets the criterion in item A and the criteria in items B and C as documented by the information gathered according to item D:

A. There is documentation by a physician of a medically verified traumatic brain injury.

B. There is a functional impairment attributable to the traumatic brain injury that adversely affects educational performance in one or more of the following areas: intellectual-cognitive, academic, communication, motor, sensory, social-emotional-behavioral, and functional skills-adaptive behavior. Examples of functional impairments which may adversely affect educational performance are:

- (1) intellectual-cognitive, such as, but not limited to, impaired:
 - (a) attention or concentration;
 - (b) ability to initiate, organize, or complete tasks;
 - (c) ability to sequence, generalize, or plan;
 - (d) insight/consequential thinking;
 - (e) flexibility in thinking, reasoning, or problem-solving;
 - (f) abstract thinking;
 - (g) judgment or perception;
 - (h) long-term or short-term memory;
 - (i) ability to acquire or retain new information;
 - (j) ability to process information;
- (2) academic, such as, but not limited to:
 - (a) marked decline in achievement from preinjury levels;
 - (b) impaired ability to acquire basic skills (reading, written language, mathematics);
 - (c) normal sequence of skill acquisition which has been interrupted by the trauma as related to chronological and developmental age;
- (3) communication, such as, but not limited to:
 - (a) impaired ability to initiate, maintain, restructure, or terminate conversation;
 - (b) impaired ability to respond to verbal communication in a timely, accurate or efficient manner;
 - (c) impaired ability to communicate in distracting or stressful environments;
 - (d) impaired ability to use language appropriately (requesting information, predicting, analyzing, or using humor);
 - (e) impaired ability to use appropriate syntax;
 - (f) impaired abstract or figurative language;
 - (g) perseverative speech (repetition of words, phrases, or topics);
 - (h) impaired ability to understand verbal information;
 - (i) impaired ability to discriminate relevant from irrelevant information;
 - (j) impaired voice production/articulation (intensity, pitch, quality, apraxia, or dysarthria);
- (4) motor, such as, but not limited to, impaired:
 - (a) mobility (balance, strength, muscle tone, or equilibrium);
 - (b) fine or gross motor skills;
 - (c) speed of processing or motor response time;
 - (d) sensory/perceptual motor skills;
- (5) sensory, such as, but not limited to, impaired:

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- (a) vision (tracking, blind spots, visual field cuts, blurred vision, or double vision);
 - (b) hearing (tinnitus, noise sensitivity, or hearing loss);
 - (6) social-emotional-behavioral, such as, but not limited to:
 - (a) ability to initiate or sustain appropriate peer or adult relationships;
 - (b) impaired ability to perceive, evaluate, or use social cues or context appropriately;
 - (c) impaired ability to cope with over-stimulating environments, low frustration tolerance;
 - (d) mood swings or emotional ability;
 - (e) impaired ability to establish or maintain self-esteem;
 - (f) denial of deficits affecting performance;
 - (g) poor emotional adjustment to injury (depression, anger, withdrawal, or dependence);
 - (h) impaired ability to demonstrate age-appropriate behavior;
 - (i) impaired self-control (verbal or physical aggression, impulsivity, or disinhibition);
 - (j) intensification of preexistent maladaptive behaviors or disabilities;
 - (7) functional skills-adaptive behavior, such as but not limited to, impaired:
 - (a) ability to perform developmentally appropriate daily living skills in school, home, leisure, or community setting (hygiene, toileting, dressing, eating);
 - (b) ability to transfer skills from one setting to another;
 - (c) orientation (places, time, situations);
 - (d) ability to find rooms, buildings, or locations in a familiar environment;
 - (e) ability to respond to environmental cues (bells, signs);
 - (f) ability to follow a routine;
 - (g) ability to accept change in an established routine;
 - (h) stamina that results in chronic fatigue.
- C. The functional impairments are not primarily the result of previously existing:
- (1) visual, hearing, or motor impairments;
 - (2) emotional-behavioral disorders;
 - (3) mental retardation;
 - (4) language or specific learning disabilities;
 - (5) environmental or economic disadvantage;
 - (6) cultural differences.
- D. Information/data to document a functional impairment in one or more of the areas in item B must, at a minimum, include one source from Group One and one source from Group Two:
- (1) GROUP ONE:
 - (a) checklists;
 - (b) classroom or work samples;
 - (c) educational/medical history;
 - (d) documented, systematic behavioral observations;
 - (e) interviews with parents, student, and other knowledgeable individuals;
 - (2) GROUP TWO:
 - (a) criterion-referenced measures;

- (b) personality or projective measures;
- (c) sociometric measures;
- (d) standardized assessment measures; (academic, cognitive, communication, neuropsychological, or motor).

Statutory Authority: *MS s 121.11; L 1994 c 647 art 3 s 23*

History: *19 SR 2432; L 1998 c 397 art 11 s 3*

3525.1349 [Renumbered 3525.1356]

3525.1350 EARLY CHILDHOOD: SPECIAL EDUCATION.

Subpart 1. **Definition.** 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.

Subp. 2. **Criteria for birth through two years of age.** The team shall determine that a child from birth through the age of two years and 11 months is eligible for early childhood special education if:

- A. the child meets the criteria of one of the disability categories; or
- B. the child meets one of the criteria for developmental delay in subitem (1) and the criteria in subitems (2) and (3):

(1) the child:

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

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

(c) 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 evaluation using technically adequate, norm-referenced instruments. These instruments must be individually administered by an appropriately trained professional;

(2) 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;

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

Subp. 3. **Criteria for three through six years of age.** The team shall determine that a child from the age of three years through the age of six years and 11 months is eligible for early childhood special education when:

- A. the child meets the criteria of one of the categorical disabilities; or
- B. the child meets one of the criteria for developmental delay in subitem (1) and the criteria in subitems (2) and (3). Local school districts have the option of implementing these criteria for developmental delay. If a district chooses to implement these criteria, it may not modify them.

(1) the child:

(a) 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

(b) has a delay in each of two or more areas of development that is verified by an evaluation 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;

(2) 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;

(3) corroboration of the developmental evaluation or the medical diagnosis with a developmental history and at least one other evaluation procedure in each area that is conducted on a different day than the medical or norm-referenced evaluation.

Other procedures which may be used here include parent report, language sample, criterion-referenced instruments, or developmental checklists.

Statutory Authority: *MS s 14.389; 121.11; L 1994 c 647 art 3 s 23; L 1999 c 123 s 19*

History: *19 SR 2432; L 1998 c 397 art 11 s 3; 24 SR 1799*

3525.1352 DEVELOPMENTAL ADAPTED PHYSICAL EDUCATION: SPECIAL EDUCATION.

Subpart 1. **Definition.** "Developmental adapted physical education: special education" means specially designed physical education instruction and services for pupils with disabilities who have a substantial delay or disorder in physical development. Developmental adapted physical education: special education instruction for pupils age three through 21 may include development of physical fitness, motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games, and sports.

Students with conditions such as obesity, temporary injuries, and short-term or temporary illness or disabilities are termed special needs students. Special needs students are not eligible for developmental adapted physical education: special education. Provisions and modifications for these students must be made within regular physical education as described in Minnesota Statutes, section 126.02.

Subp. 2. **Criteria.** A pupil is eligible for developmental adapted physical education: special education when the team determines the pupil has met the criteria in items A and B.

A. The pupil has one of the following disabilities in each respective criteria in parts 3525.1325 to 3525.1341, 3525.1345, and 3525.1354: autism, deaf/blind, emotional or behavioral disorders, hearing impaired, specific learning disability, mentally impaired, severely multiply impaired, other health impaired, physically impaired, visually impaired, traumatic brain injury or part 3525.1350, subpart 3.

B. The pupil is determined by the team to need specially designed physical education instruction because:

(1) the pupil's performance on an appropriately selected, technically adequate, norm-referenced psychomotor or physical fitness instrument is 1.5 standard deviations or more below the mean. The instrument must be individually administered by appropriately licensed teachers; or

(2) the pupil's development or achievement and independence in school, home, and community settings is inadequate to allow the pupil to succeed in the regular physical education program as supported by written documentation from two or

more of the following: motor and skill checklists; informal tests; criterion-referenced measures; deficits in achievement related to the defined curriculum; medical history or reports; parent and staff interviews; systematic observations; and social, emotional, and behavioral assessments.

Statutory Authority: *MS s 121.11; L 1994 c 647 art 3 s 23*

History: *19 SR 2432; L 1998 c 397 art 11 s 3*

3525.1354 TEAM OVERRIDE ON ELIGIBILITY DECISIONS.

Subpart 1. **Documentation required.** The team may determine that a pupil is eligible for special instruction and related services because the pupil has a disability and needs special instruction even though the pupil does not meet the specific requirement in parts 3525.1325 to 3525.1345 and 3525.2335. The team must include the documentation in the pupil's special education record in accordance with items A, B, C, and D.

A. The pupil's record must contain documents that explain why the standards and procedures used with the majority of pupils resulted in invalid findings for this pupil.

B. The record must indicate what objective data were used to conclude that the pupil has a disability and is in need of specialized instruction. These data include, for example, test scores, work products, self-reports, teacher comments, medical data, previous testings, observational data, ecological assessments, and other developmental data.

C. Since the eligibility decision is based on a synthesis of multiple data and not all data are equally valid, the team must indicate which data had the greatest relative importance for the eligibility decision.

D. The team override decision must be signed by the team members agreeing to the override decision. For those team members who disagree with the override decision, a statement of why they disagree and their signature must be included.

Subp. 2. [Repealed, 24 SR 1799]

Statutory Authority: *MS s 14.389; 120.17; 121.11; L 1994 c 647 art 3 s 23; L 1999 c 123 s 19*

History: *16 SR 1543; 19 SR 2432; L 1998 c 397 art 11 s 3; 24 SR 1799*

3525.1356 [Repealed, 24 SR 1799]

FACILITIES AND STAFF

3525.1400 FACILITIES, EQUIPMENT AND MATERIALS.

Classrooms and other facilities in which pupils receive instruction, related services, and supplementary aids and services shall: be essentially equivalent to the regular education program; provide an atmosphere that is conducive to learning; and meet the pupils' special physical, sensory, and emotional needs.

The necessary special equipment and instructional materials shall be supplied to provide instruction, related services, and supplementary aids and services.

Statutory Authority: *MS s 120.17; 121.11; L 1994 c 647 art 3 s 23*

History: *8 SR 596; 19 SR 2432; L 1998 c 397 art 11 s 3*

3525.1500 [Repealed, 19 SR 2432]

3525.1510 PERSONNEL VARIANCES.

A district may apply to the commissioner of Children, Families, and Learning for and the commissioner shall grant a variance from Minnesota Statutes, section 125.04, with regard to its employees for one year or less when:

A. the district has made attempts to employ an appropriately licensed person and no one who meets district qualifications is available; and

B. the person who will be employed holds any license issued by the Board of Teaching or the commissioner of Children, Families, and Learning.

Statutory Authority: *MS s 120.17; 121.11; L 1994 c 647 art 3 s 23*

History: *8 SR 596; 19 SR 2432; L 1995 1Sp3 art 16 s 13; L 1998 c 397 art 11 s 3; L 1998 c 398 art 5 s 55*

3525.1550 CONTRACTED SERVICES.

Subpart 1. **Licensure.** 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 commissioner of Children, Families, and Learning. If either the board or commissioner 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.

Subp. 2. **Community-based services.** 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 Department of Children, Families, and Learning rules.

Statutory Authority: *MS s 120.17; 121.11; L 1994 c 647 art 3 s 23*

History: *8 SR 596; 14 SR 281; 19 SR 2432; L 1998 c 398 art 5 s 55*

3525.1600 [Repealed, 14 SR 281]

3525.1700 [Repealed, 8 SR 596]

3525.1800 [Repealed, 8 SR 596]

3525.1900 [Repealed, 8 SR 596]

3525.2000 [Repealed, 8 SR 596]

3525.2100 [Repealed, 8 SR 596]

3525.2200 [Repealed, 8 SR 596]

3525.2300 [Repealed, 19 SR 2432]

3525.2320 [Repealed, 14 SR 281]

TREATMENT PROGRAMS AND LEVELS OF SERVICE

3525.2325 EDUCATION PROGRAMS FOR K-12 PUPILS AND REGULAR 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 disabled.

A. If a regular education student has been identified as disabled 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 disabled or if the providing district cannot determine if a student has been identified as disabled:

(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 3525.2550 to 3525.2750. 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 disabled 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 an interim IEP while the pupil is undergoing additional assessment to determine an appropriate program.

B. If the student has not been identified as disabled or if the providing district cannot determine if the student has been identified as disabled, 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 3525.2550 to 3525.2750.

If the student meets 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:

A. 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;

B. preferably a normal school day in accordance with part 3525.2900, subpart 3;

C. an average of at least two hours a day of one-to-one instruction; or

D. 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.

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 3525.2550 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 specific learning disability or an emotional or behavioral disorder. 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 121A.40 to 121A.56, 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 disabled and 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; 121.11; L 1994 c 647 art 3 s 23*

History: *14 SR 281; 16 SR 1543; 19 SR 2432; L 1998 c 397 art 11 s 3*

3525.2330 [Repealed, 19 SR 2432]

3525.2335 EARLY CHILDHOOD PROGRAM SERVICES, ALTERNATIVES, AND SETTINGS.

Subpart 1. [Repealed, 19 SR 2432]

Subp. 2. **Program services, alternatives, and settings.** 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 or IFSP.

A. There are two types of special education services: services provided directly and services provided indirectly.

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 licensed family child care setting in which the pupil is placed by the parent.

(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 children who do not have disabilities.

(3) Community-based programs include licensed public or private nonsectarian child care programs other than a family child care setting, licensed public or private nonsectarian early education programs, community cultural centers, Head Start programs, and hospitals. A school district must provide direct or indirect special education services by district special education staff to a pupil attending a community-based program.

Subp. 3. [Repealed, 19 SR 2432]

Subp. 4. [Repealed, 19 SR 2432]

Subp. 5. [Repealed, 19 SR 2432]

Statutory Authority: *MS s 14.389; 120.17; 121.11; L 1994 c 647 art 3 s 23; L 1999 c 123 s 19*

History: *14 SR 281; 16 SR 1543; L 1991 c 265 art 3 s 38; 19 SR 2432; L 1998 c 397 art 11 s 3; 24 SR 1799*

3525.2340 CASE LOADS.

Subpart 1. [Repealed, 19 SR 2432]

Subp. 2. [Repealed, 19 SR 2432]

Subp. 3. [Repealed, 19 SR 2432]

Subp. 4. **Case loads for school-age educational service alternatives.**

A. The maximum number of school-age pupils that may be assigned to a teacher:

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(1) for pupils who receive direct instruction from a teacher 50 percent or more of the instructional day, but less than a full day:

- (a) deaf-blind, autistic, or severely multiply impaired, three pupils;
- (b) deaf-blind, autistic, or severely multiply impaired with one program support assistant, six pupils;
- (c) mild-moderate mentally impaired or specific learning disabled, 12 pupils;
- (d) mild-moderate mentally impaired or specific learning disabled with one program support assistant, 15 pupils;
- (e) all other disabilities with one program support assistant, ten pupils; and
- (f) all other disabilities with two program support assistants, 12 pupils; and

(2) for pupils who receive special education for a full day:

- (a) deaf-blind, autistic, or severely multiply impaired with one program support assistant, four pupils;
- (b) deaf-blind, autistic, or severely multiply impaired with two program support assistants, six pupils; and
- (c) all other disabilities with one program support assistant, eight pupils.

B. For pupils who receive special education less than 50 percent of the instructional day, caseloads are to be determined by the local district's policy based on the amount of time and services required by pupils' IEP plans.

Subp. 5. **Case loads for early childhood program alternatives.** A teacher's case load must be adjusted downward based on pupils' 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 pupils are involved with other agencies. 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.

District early childhood special education (ECSE) classes must have at least one paraprofessional 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 is 16.

Statutory Authority: *MS s 14.389; 120.17; 121.11; L 1994 c 647 art 3 s 23; L 1999 c 213 s 19*

History: *8 SR 596; 16 SR 1543; 19 SR 2432; L 1998 c 397 art 11 s 3; 24 SR 1799*

3525.2345 [Repealed, 19 SR 2432]

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 educational service alternative.

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. Consultation and indirect services as defined in part 3525.0200 must be provided to the general or special

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education teacher providing instruction if not licensed in the disability. The frequency and amount of time for specific consultation and indirect services shall be determined by the IEP team.

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. [Repealed, 19 SR 2432]

Statutory Authority: *MS s 120.17; 121.11; L 1994 c 647 art 3 s 23*

History: *8 SR 596; 14 SR 281; 16 SR 1543; 19 SR 2432; L 1998 c 397 art 11 s 3*

3525.2360 [Repealed, 14 SR 281]

3525.2370 [Repealed, 16 SR 1543]

3525.2380 VARIANCES FROM RATIOS.

Subpart 1. **Variances.** The district may apply to the commissioner of Children, Families, and Learning or the commissioner's designee for a variance from the case loads in part 3525.2340. The commissioner or the commissioner's designee shall grant a variance for less than 90 days when it is demonstrated that unanticipated special education enrollment increases have occurred for students with severe disabilities.

Subp. 2. [Repealed, 16 SR 1543]

Subp. 3. [Repealed, 19 SR 2432]

Statutory Authority: *MS s 120.17; 121.11; L 1994 c 647 art 3 s 23*

History: *8 SR 596; 16 SR 1543; 19 SR 2432; L 1998 c 397 art 11 s 3; L 1998 c 398 art 5 s 55*

INTERPRETER/TRANSLITERATORS

3525.2385 STATE INTERPRETER/TRANSLITERATOR STANDARDS FOR THE DEAF AND HARD OF HEARING.

Subpart 1. **Definitions.** The terms used in this part have the following meanings:

A. "Cued speech" means a system that visually presents traditionally spoken languages. Handshapes representing groups of consonant phonemes and hand placements denoting groups of vowel phonemes are utilized in combination with nonmanual signals to present a visually distinct model of a traditionally spoken language. Whether through the visual channel via cued speech, it is the choice, assembly, and arrangement of linguistic units called phonemes, that comprises and conveys the words and grammatical structure of languages that are spoken and languages that are cued.

B. "Interpreter/transliterator" means a person who is able to interpret or transliterate the spoken word into sign language and interpret sign language into the spoken word by American Sign Language (ASL), Pidgin Signed English (PSE), Manually Coded English (MCE), cued speech, voice, oral, or tactile modalities.

Subp. 2. **Special education reimbursement.** By July 1, 2000, to be eligible for special education reimbursement for the employment of American Sign Language (ASL)/English interpreter/transliterator or cued speech transliterator of the Deaf and Hard of Hearing, the school board in each district shall employ persons who meet the requirements in subpart 3 or 4.

Subp. 3. **Interpreter/transliterator.** To qualify as a sign language interpreter/transliterator, a person shall have completed a training program affiliated with a state accredited educational institution and hold:

A. an interpreter and transliterator certificate awarded by the Registry of Interpreters for the Deaf (RID); or

B. a general level proficiency certificate at level 3 awarded by the National Association of the Deaf (NAD).

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Subp. 4. **Cued speech transliterator.** To qualify as a cued speech transliterator, a person shall hold a current applicable transliterator certificate awarded by Testing, Evaluation and Certification Unit, Inc. (TECUnit).

Statutory Authority: *MS s 121.11*

History: *21 SR 1855; L 1998 c 397 art 11 s 3*

3525.2400 [Repealed, 8 SR 596]

SUPERVISION

3525.2405 DIRECTORS.

Subpart 1. **Director requirement.** The school board in every district shall employ, either singly or cooperatively, a director of special education to be responsible for program development, coordination, and evaluation; in-service training; and general special education supervision and administration in the district's total special education system. Cooperative employment of a director may be through a host district, joint powers agreement, or a service cooperative.

Subp. 2. [Repealed, 24 SR 1799]

Subp. 3. [Repealed, 24 SR 1799]

Subp. 4. [Repealed, 19 SR 2432]

Statutory Authority: *MS s 14.389; 120.17; 121.11; L 1994 c 647 art 3 s 23; L 1999 c 123 s 19*

History: *8 SR 596; 19 SR 2432; L 1996 c 305 art 1 s 138; L 1998 c 397 art 11 s 3; 24 SR 1799*

3525.2410 [Repealed, 19 SR 2432]

3525.2415 [Repealed, 19 SR 2432]

3525.2420 [Repealed, 24 SR 1799]

3525.2430 [Repealed, 19 SR 2432]

SURROGATE PARENTS

3525.2435 EFFORT TO LOCATE PARENT.

Reasonable efforts shall be made to locate the parent. These may be made through documented phone calls, letters, certified letters with return receipts, and visits to the parent's last known address.

Statutory Authority: *MS s 120.17 subd 3*

History: *8 SR 596; L 1998 c 397 art 11 s 3*

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: *8 SR 596; 14 SR 281; L 1998 c 397 art 11 s 3*

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: *8 SR 596; L 1984 c 654 art 5 s 58; 14 SR 281; L 1998 c 397 art 11 s 3*

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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, part 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: 8 SR 596; 14 SR 281; L 1998 c 397 art 11 s 3

3525.2455 SURROGATE PARENT KNOWLEDGE AND SKILLS.

The district shall either make the information and training available to the surrogate parent or appoint a surrogate parent who has all of the following knowledge and skills:

A. state and federal requirements;

B. district structure and procedures;

C. nature of the pupil's disability and needs; and

D. an ability to effectively advocate an appropriate educational program for the pupil.

Statutory Authority: *MS s 120.17 subd 3*

History: 8 SR 596; L 1998 c 397 art 11 s 3

3525.2470 [Repealed, L 1999 c 123 s 21]

3525.2500 [Repealed, 19 SR 2432]

ASSESSMENT, NOTICE, AND HEARING

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 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 required by Minnesota Statutes, section 125A.56, conducted before referral for an assessment. Prereferral interventions are planned, systematic efforts by regular education staff to resolve apparent learning or behavioral problems.

Subp. 2. **Team duties.** 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; 121.11; L 1994 c 647 art 3 s 23*

History: *14 SR 281; 19 SR 2432; L 1998 c 397 art 11 s 3*

3525.2600 [Renumbered 3525.2750]

3525.2650 [Repealed, 24 SR 1799]

3525.2700 [Renumbered 3525.2550]

3525.2750 EDUCATIONAL ASSESSMENT.

Subpart 1. **Function of the assessment.** The assessment must reflect the person's present level of performance and shall be the basis for later educational planning. An assessment:

A. must be conducted when a person's academic, behavioral, emotional, social, physical, communication, or functional skill acquisition in the present educational placement indicates a disability and a need for a special educational placement, program, or service;

B. [Repealed, L 1998 c 398 art 2 s 63]

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

D. must be conducted if the parent or student over age 18 requests;

E. must be conducted by a multidisciplinary team in accordance with parts 3535.0900 to 3535.1200 together with an 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;

F. must 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 disability;

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

H. must 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;

I. must be conducted with 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 persons with disabilities 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; and

J. must include an analysis of purpose, effect, and seriousness of behavior when the use of a conditional intervention procedure is under consideration. The assessment team must document that it has ruled out any other treatable cause such as a medical or health condition for the interfering behavior.

Subp. 2. [Repealed, 19 SR 2432]

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 results and interpretation of the assessment, the person's present level of performance in the areas assessed, and the team's judgments regarding eligibility for services. The assessment summary report shall contain the team members' names, titles, and date of report.

Statutory Authority: *MS s 120.17; 121.11; L 1994 c 647 art 3 s 23*

History: *14 SR 281; 16 SR 1543; L 1991 c 265 art 3 s 38; 19 SR 2432; L 1998 c 397 art 11 s 3; L 1998 c 398 art 2 s 63*

3525.2800 [Renumbered 3525.2650]

3525.2850 [Repealed, L 1993 c 224 art 12 s 39]

3525.2900 DEVELOPMENT AND CONTENT OF INDIVIDUAL EDUCATION PROGRAM PLAN.

Subpart 1. **General requirement to develop an IEP for pupils who are disabled.** Following an initial assessment, and annually thereafter, an IEP must be developed and implemented for each pupil determined to be disabled under parts 3525.1325 to 3525.1354. The responsible district shall:

A. Designate a team of persons responsible for determining the IEP and authorizing expenditures to implement the IEP of pupils through age 21, which, at a minimum, shall include:

- (1) one or both parents;
- (2) the pupil, if appropriate. In cases when transition needs are being considered, the pupil must be invited to the meeting. If the pupil fails to attend, the district must implement procedures to determine pupil preferences;
- (3) the pupil's special education teacher;
- (4) a teacher or other representative of the general education program where the pupil is enrolled or expected to enroll;
- (5) a representative of the school district, other than the pupil's teacher, who is qualified to provide or supervise the provision of special education services;
- (6) for the pupil's initial evaluation, at least one member of the assessment team or a person knowledgeable of the evaluation procedures used and the results;
- (7) other individuals at the discretion of the parent or district;
- (8) when a regulated procedure is being considered, one person on the team who is knowledgeable about ethnic and cultural issues relevant to the pupil's behavior and education; and
- (9) if appropriate, someone who is a member of the same minority or cultural background or who is knowledgeable concerning the racial, cultural, or disabling differences of the pupil.

B. Document which team members attended the IEP meeting.

C. Schedule the IEP team meeting at a time and place that is mutually acceptable to the school, parents, and pupil according to part 3525.0700. The district shall proceed if the parents do not respond to the district's efforts for the parent to participate.

D. Prepare an IEP in writing before an initial out-of-district placement, ensuring that both districts have representatives participating in the meeting. When the responsible district is not the resident district for subsequent IEPs, a copy of the IEP must be sent to the resident district.

E. Provide notice according to parts 3525.3200 to 3525.3600, whenever the responsible school district proposes to initiate or change or refuse to initiate or change

the educational placement. For the purposes of this part, the terms "initiate" or "change" must be construed to include the proposals in Minnesota Statutes, section 125A.09, paragraph (d), clauses (2) to (5); "significant change" is defined in part 3525.0200, subpart 19b.

F. Ensure that the duration of the IEP does not exceed 12 calendar months. For a team to determine the appropriateness of the placement or to resolve questions regarding the content of the IEP including instructional goals and objectives, an interim IEP may be written for a period of no more than 60 school days.

G. Provide extended school year services for those pupils when it is determined:

(1) that the pupil will experience "significant regression" in the absence of an educational program;

(2) the time required to relearn the skills lost is excessive; or

(3) the effects of the breaks in programming are such to prevent the student from attaining the state of self-sufficiency that the student would otherwise reasonably be expected to reach.

The amount and type of service for summer must be appropriate to maintain performance on IEP goals.

H. The educational components of an individual family services plan (IFSP) must meet all requirements of an IEP.

I. Prepare an IEP when contracting for special education services from a public, private, or voluntary agency.

Subp. 2. [Repealed, 16 SR 1543]

Subp. 3. **Content of individual educational program plan.** In preparing the IEP, the district shall include the following:

A. for the areas identified in part 3525.2550, subpart 1, item A, where there are presenting problems, a statement of the pupil's present levels of educational performance;

B. a statement of annual goals, including short-term instructional objectives;

C. a statement of the specific special education and related services to be provided to the pupil and the extent that the pupil will be able to participate in regular educational programs;

D. the projected dates for initiation of each service and the anticipated duration of services;

E. alterations of the pupil's school day, when needed, which must be based on student needs and not administrative convenience;

F. a transition plan, as required by subpart 4;

G. conditional intervention procedures to be used;

H. appropriate evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved; and

I. the pupil's need for and the specific responsibilities of a paraprofessional shall be described in the pupil's IEP.

Subp. 4. [Repealed, 16 SR 1543]

Subp. 4. **Transition planning.** By grade nine or age 14, whichever comes first, 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 post-secondary 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.

Subp. 5. [Repealed, 16 SR 1543]

Subp. 5. **The IEP and regulated interventions.**

A. There are two types of regulated interventions: conditional procedures and prohibited procedures.

(1) Conditional procedures may only be used when included as part of the pupil's IEP or in an emergency situation according to part 3525.0200. In order to utilize a conditional procedure, the IEP team must:

(a) identify the frequency and severity of target behaviors for which the conditional procedure is being considered;

(b) identify at least two positive interventions implemented and the effectiveness of each; and

(c) design and implement regulated interventions based on present levels of performance, needs, goals and objectives, and document in the IEP.

(2) Prohibited procedures are interventions that are prohibited from use in schools by school district employees, contracted personnel, and volunteers. The procedures or actions listed in subitems (a) to (i) are prohibited:

(a) corporal punishment as defined in Minnesota Statutes, section 121A.58;

(b) requiring a pupil to assume and maintain a specified physical position, activity, or posture that induces physical pain as an aversive procedure;

(c) presentation of intense sounds, lights, or other sensory stimuli as an aversive stimulus;

(d) use of noxious smell, taste, substance, or spray as an aversive stimulus;

(e) denying or restricting a pupil's access to equipment and devices such as hearing aids and communication boards that facilitate the person's functioning except temporarily when the pupil is perceived to be destroying or damaging equipment or devices;

(f) faradic skin shock;

(g) totally or partially restricting a pupil's auditory or visual sense not to include study carrels when used as an academic intervention;

(h) withholding regularly scheduled meals or water; and

(i) denying a pupil access to toilet facilities.

B. All behavioral interventions not covered in the IEP must be consistent with the district's discipline policy. Continued and repeated use of any element of a district's discipline policy must be reviewed in the development of the individual pupil's IEP.

C. If an emergency intervention is used twice in a month or a pupil's pattern of behavior is emerging that interferes with the achievement of the pupil's educational goals and objectives, a team meeting must be called to determine if the pupil's IEP is adequate, if additional assessment is needed, and, if necessary, to amend the IEP. Districts may use conditional procedures in emergencies until the IEP team meets, provided the emergency measures are deemed necessary by the district to protect the individual pupil or others from harm. The IEP team shall meet as soon as possible, but no later than five school days after emergency procedures have commenced. District administration and parents must be notified immediately when a regulated procedure is used in an emergency situation.

D. Time-out procedures that seclude a student in a specially designated isolation room or similar space must meet the following conditions:

- (1) specific criteria for returning the pupil to the routine activities and regular education environment;
- (2) an evaluation to determine whether seclusion is contraindicated for psychological or physical health reasons;
- (3) provision for the pupil to be continuously monitored by trained staff;
- (4) adequate access to drinking water and to a bathroom for a time-out that exceeds 15 minutes;
- (5) documentation of the length of time spent in each time-out procedure and the number of occurrences each day;
- (6) a safe environment for the pupil where all fixtures are tamper proof, walls and floors are properly covered, and control switches are located immediately outside the room;
- (7) an observation window or other device to permit continuous monitoring of the pupil;
- (8) a space that is at least five feet by six feet or substantially equivalent to these dimensions and be large enough to allow the pupil to stand, to stretch the pupil's arms, and to lie down;
- (9) be well-lighted, well-ventilated, adequately heated, and clean; and
- (10) all applicable fire and safety codes.

E. A parent has the right to withdraw consent for a behavior intervention plan at any time by notifying the program administrator or designee and the district must stop the procedure immediately. After parental consent is withdrawn and the procedure is stopped, the school must send written acknowledgment to the parent and request parental signature. If a parent's signature to withdraw consent cannot be obtained, the district must document its efforts to communicate and obtain the signature. Parents must be contacted within three school days to determine the need to convene the IEP team to consider a change in program or placement.

Statutory Authority: *MS s 120.17; 121.11; L 1994 c 647 art 3 s 23*

History: *16 SR 1543; 19 SR 974; 19 SR 2432; L 1998 c 397 art 11 s 3*

3525.2925 [Repealed, 19 SR 2432]

3525.2950 [Repealed, 19 SR 2432]

3525.3000 [Repealed, 24 SR 1799]

3525.3100 FOLLOW-UP REVIEW REQUIREMENTS.

Pupils who are discontinued from all special education services may be reinstated within 12 months. If data on the student's present levels of performance are available and an assessment had been conducted within three years pursuant to part 3525.2750, the district is not required to document two prereferral interventions or conduct a new assessment.

Statutory Authority: *MS s 120.17; 121.11; L 1994 c 647 art 3 s 23*

History: *8 SR 596; 14 SR 281; 16 SR 1543; 19 SR 2432; L 1998 c 397 art 11 s 3*

3525.3150 [Repealed, 24 SR 1799]

3525.3200 [Repealed, 24 SR 1799]

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:

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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 disability 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 compel 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.

V. Inform parents of a pupil's entitlement to special education until age 21 unless the team agrees the pupil no longer needs special education or the pupil is eligible for a high school diploma according to part 3525.3150.

Statutory Authority: *MS s 120.17; 121.11; L 1994 c 647 art 3 s 23*

History: *8 SR 596; 14 SR 281; 16 SR 1543; 19 SR 2432; L 1998 c 397 art 11 s 3*

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; L 1998 c 397 art 11 s 3*

3525.3500 [Repealed, 24 SR 1799]

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 1, item F, the 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 the educational placement and provision of services shall:

A. include a copy of the individual educational program plan as described in part 3525.2900, subpart 3;

B. 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

C. 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.

Statutory Authority: *MS s 120.17; 121.11; L 1994 c 647 art 3 s 23*

History: *14 SR 281; 16 SR 1543; L 1991 c 265 art 3 s 38; 19 SR 2432; L 1998 c 397 art 11 s 3*

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 3525.2750 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. After the parents and district agree the final conciliation conference was held, the district shall serve the parent with a written memorandum within seven days 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; 121.11; L 1994 c 647 art 3 s 23*

History: *14 SR 281; 19 SR 2432; L 1998 c 397 art 11 s 3*

3525.3800 WHEN A HEARING MUST BE HELD.

A hearing pursuant to Minnesota Statutes, section 125A.09 or United States Code, title 20, section 1415(b)(6) and (k) shall be held whenever a parent, as defined in Code of Federal Regulations, title 34, section 300.20, or district requests a hearing.

Statutory Authority: *MS s 14.389; 120.17; 121.11; L 1994 c 647 art 3 s 23; L 1999 c 123 s 19*

History: *14 SR 281; 16 SR 1543; 19 SR 2432; L 1998 c 397 art 11 s 3; 24 SR 1799*

3525.3900 NOTICE OF A HEARING.

Written notice of the time, date, and place of hearings shall be given to all parties by the hearing officer at least ten days in advance of the hearings; and the hearing shall be held at a time, date, and place determined by the hearing officer in the district responsible for assuring that an appropriate program is provided and that is reasonably convenient to the parents and child involved.

Upon 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 parties have not agreed upon a hearing officer, and the board has not requested that a hearing officer be appointed by the commissioner within four business days after the receipt of the request, the commissioner shall appoint a hearing officer upon the request of either party.

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. 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.

D. 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.

E. Consistent with Code of Federal Regulations, title 34, section 300.509, the hearing officer may prohibit evidence not disclosed five business days before a hearing.

F. 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, current educational performance, or presenting disabilities, 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.

G. 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 a regular education program may be sustained only when, and to the extent the nature or severity of the disability 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.

H. That the decision of the hearing officer is binding on all parties unless appealed to the commissioner by the parent or the district, except as provided in Code of Federal Regulations, title 34, section 300.514.

I. That unless the district and parents agree otherwise, the pupil shall not be denied initial admission to school and the pupil's education program shall not be changed in conformance with United State Code, title 20, section 1415(j).

Statutory Authority: *MS s 14.389; 120.17; 121.11; L 1994 c 647 art 3 s 23; L 1999 c 123 s 19*

History: *14 SR 281; L 1991 c 265 art 3 s 38; 19 SR 2432; L 1998 c 397 art 11 s 3; 24 SR 1799*

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 parties have not agreed upon a hearing officer, and the board has not requested that a hearing officer be appointed by the commissioner within four business days after the receipt of the request, the commissioner shall appoint a hearing officer upon the request of either party. The hearing officer shall not be a school board member or employee of the school district where the pupil 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 pupil, 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 evaluation of a child or regular education pupil, the cost of the evaluation shall be at district expense.

Statutory Authority: *MS s 14.389; 120.17; L 1999 c 123 s 19*

History: *14 SR 281; L 1998 c 397 art 11 s 3; 24 SR 1799*

3525.4100 PREHEARING REVIEW BY THE HEARING OFFICER.

Subpart 1. **Information received before the hearing.** Five business 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 evaluation or re-evaluation and copies of any parties' tests, evaluations, or other admissible reports or written information relating to the evaluation or re-evaluation, 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 3525.2750.

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 subpoena any person or paper considered necessary for an adequate review of the appropriateness of the proposed action that is the subject of the hearing;

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

D. may require the district to perform an additional educational evaluation or re-evaluation;

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

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

G. may do the additional things necessary to comply with parts 3525.0200 to 3525.4700;

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

I. may grant specific extensions of time beyond the 45-day period established in part 3525.3900, item E, at the request of either party for good cause shown on the record.

Statutory Authority: *MS s 14.389; 120.17; 121.11; L 1994 c 647 art 3 s 23; L 1999 c 123 s 19*

History: *14 SR 281; 16 SR 1543; 19 SR 2432; L 1998 c 397 art 11 s 3; 24 SR 1799*

3525.4200 HEARING RIGHTS OF 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 least five business days before the hearing, the parties or their representatives 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 evaluation or re-evaluation, upon which the proposed action may be based.

At least five business 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 3525.3700, subpart 2. Any party to the hearing may prohibit the introduction of any evidence that has not been disclosed to that party at least five business days before the hearing. 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 have the right to compel 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 cross-examine any witness. Any request must be made to the appropriate school district or to the person whose attendance is compelled 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 attendance 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 14.389; 120.17; 121.11; L 1994 c 647 art 3 s 23; L 1999 c 123 s 19*

History: *14 SR 281; 16 SR 1543; 19 SR 2432; L 1998 c 397 art 11 s 3; 24 SR 1799*

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 apparent disabilities of the person as it relates to the need for the proposed action. Consistent with the rights and procedures in parts 3525.3300 to 3525.4770, nothing in parts 3525.0200 to 3525.4770 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 14.389; 120.17; 121.11; L 1994 c 647 art 3 s 23; L 1999 c 123 s 19*

History: *14 SR 281; L 1991 c 265 art 3 s 38; 19 SR 2432; L 1998 c 397 art 11 s 3; 24 SR 1799*

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 apparent disabilities, 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 125A.08, 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 disability 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 125A.08, and subparts 2 and 3.

Statutory Authority: *MS s 120.17; 121.11; L 1994 c 647 art 3 s 23*

History: *14 SR 281; L 1991 c 265 art 3 s 38; 19 SR 2432; L 1998 c 397 art 11 s 3*

3525.4500 FILING AND MAILING THE DECISION.

All decisions shall be filed with the commissioner of Children, Families, and Learning and shall be sent by mail to the parties. The decision(s) shall also include information detailing the right to appeal the decision, the procedure and time in which to do so, and an appeal form on which to indicate the desire to appeal as set forth in part 3525.4600.

Statutory Authority: *MS s 120.17 subd 3*

History: *L 1995 1Sp3 art 16 s 13; L 1998 c 397 art 11 s 3*

3525.4600 EFFECTIVE DATE OF ACTION AND APPEALS.

The decision of the hearing officer is binding on all parties unless appealed to the commissioner by the parent or the district, except as provided in Code of Federal Regulations, title 34, section 300.514(c). 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 commissioner within 30 days of that written decision in the following manner: 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 notice of appeal must identify the specific parts of the hearing decision being appealed.

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 14.389; 120.17; L 1999 c 123 s 19*

History: *14 SR 281; L 1998 c 397 art 11 s 3; 24 SR 1799*

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 125A.08, 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 and effective upon issuance. Any party aggrieved by the findings and decisions made by a hearing review officer shall have the right to bring a civil action regarding the complaint and decision in any state court of competent jurisdiction or in a district court of the United States without regard to the amount in controversy.

If the district fails to implement the hearing officer's or hearing review 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 127A.42, the commissioner of Children, Families, and Learning shall impose sanctions necessary to correct any failure.

Statutory Authority: *MS s 14.389; 120.17; L 1999 c 123 s 19*

History: *14 SR 281; L 1998 c 397 art 11 s 3; L 1998 c 398 art 5 s 55; 24 SR 1799*

3525.4750 EXPEDITED HEARINGS, WHO MAY REQUEST.

Subpart 1. **Parent request for a hearing.** A parent of a pupil with a disability may request an expedited due process hearing if the pupil's parent disagrees:

A. with the determination that the pupil's behavior subject to disciplinary action was not a manifestation of the pupil's disability;

B. with any decision regarding a change of the pupil's placement to an interim alternative educational setting for a weapon, controlled substance, or drug violation; or

C. with any decision regarding a change of the pupil's placement under Code of Federal Regulations, title 34, sections 300.520 to 300.528, that is based upon a district contention that the move is for disciplinary or safety reasons.

Subp. 2. **Local education agency request for a hearing.** The local education agency may request an expedited hearing if school personnel maintain that the current placement of the pupil is substantially likely to result in injury to the pupil or to others.

Subp. 3. **Continued placement.** When a district proposes that an interim alternative placement should continue beyond 45 days, it must provide parents with a written statement of the reasons for this proposal.

Statutory Authority: *MS s 14.389; L 1999 c 123 s 19*

History: *24 SR 1799*

3525.4770 EXPEDITED HEARINGS, TIMELINES.

Subpart 1. **When parents request hearing.** When requesting an expedited hearing the parents shall provide the district with:

A. the address of the residence of the pupil;

B. the name of the school the pupil is attending;

C. a description of the nature of the problem of the pupil relating to the manifestation determination, interim placement, or proposed interim placement; and

D. a proposed resolution of the problem to the extent known and available to the parents at the time.

The district may not deny or delay a parent's right to an expedited hearing for failure to provide the notice required here.

Immediately upon receipt of the request for an expedited hearing by the district superintendent, or upon initiating an expedited hearing, the district shall serve the parents with a written notice of right and procedures relative to the hearing, including the availability of free or low-cost legal and other relevant legal services.

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Subp. 2. **When district requests hearing.** When the district requests an expedited hearing it shall provide the parents with a written notice of:

A. a description of the nature of the problem including the behavior for which the change of placement is requested;

B. a description of the interim placement or proposed interim placement; and

C. a proposed resolution of the problem to the extent known at the time.

Subp. 3. **Hearing officer appointment.** The district shall send a copy of the hearing request to the commissioner by facsimile by the end of the business day following receipt of the parent's notice to the district superintendent or initiation of an expedited hearing. Upon receipt of the notice, the commissioner shall appoint a hearing officer from the roster maintained by the department for that purpose. The parties may agree to a hearing officer other than the one appointed by the commissioner in which case the district shall send, by facsimile, notice of the hearing officer requested. If the agreed upon hearing officer is from the roster maintained by the department, the department shall appoint the hearing officer, if available, and assign a hearing case number. If the hearing officer is unavailable, the department shall inform both parties of that fact and the parties may mutually agree to another hearing officer by the end of the following business day. If the parties are unable to reach agreement, either party may inform the department of that fact and request the immediate appointment of the next available hearing officer. If the agreed upon hearing officer is not from the department's roster, the department shall inform the parties of the case number so that it can maintain a record of all hearing proceedings.

Subp. 4. **Strikes.** In an expedited hearing, a party may not strike the appointment of a hearing officer as of right, but a party may remove a hearing officer on an affirmative showing of prejudice under Minnesota Statutes, section 125A.09. A hearing officer must meet the qualifications under Minnesota Statutes, section 125A.09, subdivision 11.

Subp. 5. **Disclosure of data.** At least three business days prior to an expedited hearing, or longer, if ordered by the hearing officer, each party shall disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing. A hearing officer may bar any party who fails to comply with this subpart from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Subp. 6. **Prehearing conference.** Within two days of appointment, the hearing officer shall hold a prehearing conference, which may be by telephone. At that conference, or later, the hearing officer may take any appropriate action a court may take under Rule 16 of Minnesota Rules of Civil Procedure including, but not limited to, scheduling, jurisdiction, and listing witnesses, including expert witnesses. Specific pleadings including statements of objection under Minnesota Statutes, section 125A.09, subdivision 6, clause (5), and the statement of material allegations under part 3525.4200 shall be required; however the timelines for their exchange shall be established by the hearing officer. Issues not pled with specificity in an expedited due process hearing are not waived in subsequent proceedings. The exchange of witness lists, evidence, and any other information deemed necessary by the hearing officer shall be exchanged based on the timeline ordered by the hearing officer as required to allow the hearing officer to render a written decision within 20 business days of the request for the hearing. At the prehearing conference, and subsequently, the hearing officer may order either party to submit educational records, evaluations, and any other information to the hearing officer for prehearing review.

Subp. 7. **Appeal.** The final decision of a hearing officer in an expedited hearing may be appealed to a hearing review officer in the same manner as set forth in United States Code, title 20, section 1415, and Minnesota Rules except that the appeal must be made within five business days of the hearing officer's final decision. The hearing review officer's decision must be issued within ten business days of appointment and

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receipt of the hearing records. A time extension of up to five days may be granted for good cause shown on the record.

Subp. 8. **Decision.** A written decision for an expedited hearing shall be rendered by the hearing officer in 20 business days. An extension of up to five days may be granted by the hearing officer for good cause shown on the record. The decision is effective upon issuance consistent with Code of Federal Regulations, title 34, section 300.514.

Statutory Authority: *MS s 14.389; L 1999 c 123 s 19*

History: *24 SR 1799*

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]