

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

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3525.0200 DEFINITIONS FOR SPECIAL EDUCATION.

Subpart 1. **Scope.** As used in parts 3525 0200 to 3525 4770, the terms defined in this part have the meanings given them

[For text of subps 1a and 1b, see MR]

Subp 1c [Renumbered Subp. 2d]

[For text of subps 1d to 1g, see MR.]

Subp. 1h **Cultural liaison.** "Cultural liaison" means a person who is of the same racial, cultural, socioeconomic, or linguistic background as the pupil, and who

A. provides information to the IEP team about the pupil's race, cultural, socioeconomic, and linguistic background,

B assists the IEP team in understanding how racial, cultural, socioeconomic, and linguistic factors impact educational progress, and

C facilitates the pupil's parent's understanding and involvement in the special education process

If a person who is of the same racial, cultural, socioeconomic, or linguistic background as the pupil is not available, then a person who has knowledge of the pupil's racial, cultural, socioeconomic, and linguistic background may act as a cultural liaison

Subp 2 **Days.** "Days" means business day, calendar day, or school day as defined in Code of Federal Regulations, title 34, section 300.9

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[For text of subs 2a to 2c, see MR]

Subp 2d **Evaluation or reevaluation.** "Evaluation" or "reevaluation" means an appropriate individual educational evaluation of a pupil's performance or development conducted by appropriately licensed personnel according to recognized professional standards, parts 3525 2550 and 3525 2710.

Subp 2e **Extended school year (ESY) services.** "Extended school year (ESY) services" means special education instruction and related services for pupils who demonstrate the need for continued service on days when school is not in session for all students as a necessary component of a free appropriate public education

Subp 3a. **Functional behavioral assessment or FBA.** "Functional behavioral assessment" or "FBA" means a process for gathering information to maximize the efficiency of behavioral supports. An FBA includes a description of problem behaviors and the identification of events, times, and situations that predict the occurrence and nonoccurrence of the behavior An FBA also identifies the antecedents, consequences, and reinforcers that maintain the behavior, the possible functions of the behavior, and possible positive alternative behaviors An FBA includes a variety of data collection methods and sources that facilitate the development of hypotheses and summary statements regarding behavioral patterns

Subp 3b **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

[For text of subp 4a, see MR]

Subp 7a. [Repealed, 26 SR 657]

[For text of subs 8a to 8d, see MR]

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

Subp 8f. **Mechanical restraint.** "Mechanical restraint" means the use of devices, for example, mittens, straps, or restraint chairs, to limit a pupil's movement or hold a pupil immobile as an intervention precipitated by the pupil's behavior Mechanical restraint applies to uses intended to prevent injury with pupils who engage in behaviors, for example, 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 pupil's medical needs or to position a pupil with physical disabilities

[For text of subs 10 to 18a, see MR]

Subp 19a **Resident district.** "Resident district" means the district in which the pupil's parent, as defined by part 3525 0800, subpart 9, and Code of Federal Regulations, title 34, section 300.20, 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.

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[For text of subps 19b to 20b, see MR]

Subp. 24 **Teacher.** "Teacher" means a person licensed under parts 8710 5100 to 8710.5800 by the Board of Teaching to instruct pupils with specific disabling conditions

[For text of subps 25 to 25b, see MR]

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 and 3525 2710

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.0300 PROVISION OF FULL SERVICES.

Pupils with disabilities who are eligible for special education services based on an appropriate individual evaluation shall have access to free appropriate public education, as that term is defined by applicable law

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.0400 LEAST RESTRICTIVE ENVIRONMENT.

To the maximum extent appropriate, pupils with disabilities shall be educated with children who do not have disabilities and shall attend regular classes. A pupil with a disability 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: *L 1999 c 123 s 19,20*

History: *26 SR 657*

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, coordinating regular and special education programs, facilitating placement, and scheduling team meetings.

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.0700 PARENTAL INVOLVEMENT.

Parents of pupils 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 125A 05

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.0750 IDENTIFICATION OF PUPILS WITH DISABILITIES.

School districts shall develop systems designed to identify pupils with disabilities beginning at birth, pupils with disabilities attending public and nonpublic school, and pupils with disabilities who are of school age and are not attending any school.

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

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.0755 EXTENDED SCHOOL YEAR SERVICES.

Subpart 1 **Scope.** School districts are required to provide extended school year (ESY) services to a pupil if the IEP team determines the services are necessary during a break in instruction in order to provide a free appropriate public education.

Subp 2. **Definitions.** For the purposes of ESY, the terms in this subpart have the meanings given them

A. "Level of performance" means a pupil's progress toward annual IEP goals immediately prior to a break in instruction as seen in the progress measurements required by part 3525.2810, subpart 1, item A, subitem (9)

B. "Recoupment" means a pupil's ability to regain the performance of a skill or acquired knowledge to approximately the same level of performance just prior to the break in instruction

C "Regression" means a significant decline in the performance of a skill or acquired knowledge, specified in the annual goals as stated in the pupil's IEP, that occurs during a break in instruction

D "Self-sufficiency" means the functional skills necessary for a pupil to achieve a reasonable degree of personal independence as typically identified in the annual IEP goals for a pupil requiring a functional curriculum To attain self-sufficiency, a pupil must maintain skills consistent with the pupil's IEP goals in any of these skill areas

(1) basic self-help, including toileting, eating, feeding, and dressing;

(2) muscular control,

(3) physical mobility;

(4) impulse control,

(5) personal hygiene,

(6) development of stable relationships with peers and adults,

(7) basic communication, or

(8) functional academic competency, including basic reading and writing skills, concepts of time and money, and numerical or temporal relationships

Subp. 3 **Determination of ESY entitlement.** At least annually, the IEP team must determine a pupil is in need of ESY services if the pupil meets the conditions of item A, B, or C.

A. there will be significant regression of a skill or acquired knowledge from the pupil's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate;

B. services are necessary for the pupil to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal, the pupil's age and level of development, and the timeliness for teaching the skill, or

C the IEP team otherwise determines, given the pupil's unique needs, that ESY services are necessary to ensure the pupil receives a free appropriate public education.

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Subp 4. **Sources of information for IEP team determination.** The IEP team must decide the basis for determining whether a pupil is eligible for ESY services using information including:

A. prior observation of the pupil's regression and recoupment over the summer,

B. observation of the pupil's tendency to regress over extended breaks in instruction during the school year, and

C. experience with other pupils with similar instructional needs.

Subp 5 **Other factors to be considered.** In making its determination of ESY needs under subpart 3, item A, B, or C, the IEP team must consider the following factors, where relevant

A. the pupil's progress and maintenance of skills during the regular school year,

B. the pupil's degree of impairment;

C. the pupil's rate of progress,

D. the pupil's behavioral or physical problems,

E. the availability of alternative resources,

F. the pupil's ability and need to interact with nondisabled peers,

G. the areas of the pupil's curriculum which need continuous attention, or

H. the pupil's vocational needs

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.0800 RESPONSIBILITY FOR ENSURING PROVISION OF INSTRUCTION AND SERVICES.

Subpart 1 **Pupil's district of residence.** As provided in Minnesota Statutes, section 125A.05, 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 the 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 who reside in the district, it continues to be the responsibility of the school district, consistent with Minnesota Statutes and parts 3525.0200 to 3525.4770, 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 evaluation, 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.

[For text of subps 4 to 6, see MR.]

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 follows:

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 according to 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 3525.4770 including the notice and hearing provisions. The resident district is responsible for assuming the cost of the educational program when notified according to 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 125A.15. 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.

[For text of subp 8, see MR.]

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 pupil serves as the parent according to Code of Federal Regulations, title 34, section 300.20, for due process purposes.

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.1100 STATE AND DISTRICT RESPONSIBILITY FOR TOTAL SPECIAL EDUCATION SYSTEM.

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 total special education system (TSES) for compliance. Districts and programs shall also be monitored periodically by the Department of Children, Families, and Learning for their implementation of the TSES and all requirements in United States Code, title 20, chapter 33, sections 1400 et seq., Code of Federal Regulations, title 34, part 300, 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 be for a single district or 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 evaluation of students or other persons suspected of having a disability beginning at birth that include a plan for

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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 at 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. Operating procedures of interagency committees required in statute

E Interagency agreements the district has entered

The commissioner shall approve or implement appropriate procedures for modification of the district plan. The commissioner shall grant the district a reasonable time to make necessary modifications when the commissioner receives a satisfactory corrective action plan that complies with standards for the education of pupils

F 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 with disabilities 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: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.1310 STATE AID FOR SPECIAL EDUCATION PERSONNEL.

Salaries for essential personnel who are teachers and 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 evaluation shall be made,

[For text of items C to E, see MR]

F. school psychological services and school social worker services provided for pupils identified as emotional or behavioral disorders according to part 3525.1329 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 a pupil's IEP,

H paraprofessional services provided under the direction of a regular or special education teacher or a related services provider that.

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

(2) supplement instructional activities or 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, except for attorney costs for suit preparation

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

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.1325 AUTISM SPECTRUM DISORDERS (ASD).

Subpart 1 **Definition.** "Autism spectrum disorders (ASD)" means a range of pervasive developmental disorders, with onset in childhood, 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, including social interaction, communication, or the presence of restricted, repetitive, and stereotyped patterns of behavior, interests, and activities. These core features may present themselves in a wide variety of combinations that range from mild to severe, and the number of behavioral indicators present may vary. ASD may include Autistic Disorder, Childhood Autism, Atypical Autism, Pervasive Developmental Disorder Not Otherwise Specified, Asperger's Disorder, or other related pervasive developmental disorders.

Subp 3 **Criteria.** A multidisciplinary team shall determine that pupil is eligible and in need of special education instruction and related services if the pupil meets the criteria in items A and B. A determination of eligibility must be supported by information collected from multiple settings and sources.

A. An educational evaluation must address all three core features in subitems (1) to (3). The team must document that the pupil demonstrates patterns of behavior described in at least two of these subitems, one of which must be subitem (1).

The behavioral indicators demonstrated must be atypical for the pupil's developmental level. The team shall document behavioral indicators through 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, for example: 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, for example: 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, for example, 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 document and summarize in an evaluation report that ASD adversely affects a pupil's performance and that the pupil is in need of special education instruction and related services. Documentation must include

(1) an evaluation of 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 team must consider all other areas of educational concern related to the suspected disability,

(2) observations of the pupil in two different settings, on two different days, and

(3) a summary of the pupil's developmental history and behavior patterns.

Subp. 4. Team membership. The team determining eligibility and educational programming must include at least one professional with experience and expertise in the area of ASD 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 meet the criteria of ASD under subpart 3. However, a clinical or medical diagnosis is not required for a pupil to be eligible for special education services, and even with a clinical or medical diagnosis, a pupil must meet the criteria in subpart 3 to be eligible

Statutory Authority: *L. 1999 c 123 s 19,20*

History: *26 SR 657*

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 the pupil must meet the criteria for both visually impaired and deaf and hard of hearing to be eligible for special education and services under this category.

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 a medical or functional evaluation of the other sense (vision or hearing),

[For text of items B to D, see MR]

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

Statutory Authority: *L. 1999 c 123 s 19,20*

History: *26 SR 657*

3525.1329 EMOTIONAL OR BEHAVIORAL DISORDERS.

Subpart 1 Definition. "Emotional or behavioral disorders" means an established pattern of one or more of the following emotional or behavioral responses

A withdrawal or anxiety, depression, problems with mood, or feelings of self-worth;

B disordered thought processes with unusual behavior patterns and atypical communication styles, or

C aggression, hyperactivity, or impulsivity

The established pattern of emotional or behavioral responses must adversely affect educational or developmental performance, including intrapersonal, academic, vocational, or social skills, be significantly different from appropriate age, cultural, or ethnic norms; and be more than temporary, expected responses to stressful events in the environment. The emotional or behavioral responses must be consistently exhibited in at least three different settings, two of which must be educational settings, and one other setting in either the home, child care, or community. The responses must not be primarily the result of intellectual, sensory, or acute or chronic physical health conditions.

Subp 2 [Repealed, 26 SR 657]

Subp 2a **Criteria.** A pupil is eligible and in need of special education and related services for an emotional or behavioral disorder when the pupil meets the criteria in items A to C.

A A pupil must demonstrate an established pattern of emotional or behavioral responses that is described in at least one of the following subitems and which represents a significant difference from peers:

(1) withdrawn or anxious behaviors, pervasive unhappiness, depression, or severe problems with mood or feelings of self-worth defined by behaviors, for example isolating self from peers, displaying intense fears or school refusal, overly perfectionistic, failing to express emotion, displaying a pervasive sad disposition, developing physical symptoms related to worry or stress; or changes in eating or sleeping patterns;

(2) disordered thought processes manifested by unusual behavior patterns, atypical communication styles, or distorted interpersonal relationships, for example reality distortion beyond normal developmental fantasy and play or talk, inappropriate laughter, crying, sounds, or language; self-mutilation, developmentally inappropriate sexual acting out, or developmentally inappropriate self-stimulation, rigid, ritualistic patterning; perseveration or obsession with specific objects; overly affectionate behavior towards unfamiliar persons, or hallucinating or delusions of grandeur, or

(3) aggressive, hyperactive, or impulsive behaviors that are developmentally inappropriate, for example physically or verbally abusive behaviors; impulsive or violent, destructive, or intimidating behaviors; or behaviors that are threatening to others or excessively antagonistic.

The pattern must not be the result of cultural factors, and must be based on evaluation data which may include a diagnosis of mental disorder by a licensed mental health professional.

B The pupil's pattern of emotional or behavioral responses adversely affects educational performance and results in:

(1) an inability to demonstrate satisfactory social competence that is significantly different from appropriate age, cultural, or ethnic norms, or

(2) a pattern of unsatisfactory educational progress that is not primarily a result of intellectual, sensory, physical health, cultural, or linguistic factors, illegal chemical use, autism spectrum disorders under part 3525.1325, or inconsistent educational programming.

C The combined results of prior documented interventions and the evaluation data for the pupil must establish significant impairments in one or more of the following areas: intrapersonal, academic, vocational, or social skills. The data must document that the impairment:

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

(2) is consistently exhibited by occurrences in at least three different settings: two educational settings, one of which is the classroom, and one other setting in either the home, child care, or community, or for children not yet enrolled in kindergarten, the emotional or behavioral responses must be consistently exhibited in at least one setting in the home, child care, or community, and

(3) has been occurring throughout a minimum of six months, or results from the well-documented, sudden onset of a serious mental health disorder diagnosed by a licensed mental health professional

Subp 3. Evaluation.

A The evaluation findings in subpart 2a must be supported by current or existing data from:

(1) clinically significant scores on standardized, nationally normed behavior rating scales,

(2) individually administered, standardized, nationally normed tests of intellectual ability and academic achievement,

(3) three systematic observations in the classroom or other learning environment,

(4) record review,

(5) interviews with parent, pupil, and teacher;

(6) health history review procedures,

(7) a mental health screening; and

(8) functional behavioral assessment.

The evaluation may include data from vocational skills measures, personality measures; self-report scales, adaptive behavior rating scales; communication measures, diagnostic assessment and mental health evaluation reviews, environmental, socio-cultural, and ethnic information reviews, gross and fine motor and sensory motor measures, or chemical health assessments

B Children not yet enrolled in kindergarten are eligible for special education and related services if they meet the criteria listed in subpart 2a, items A, B, and C, subitems (2) and (3). The evaluation process must show developmentally significant impairments in self-care, social relations, or social or emotional growth, and must include data from each of the following areas: two or more systematic observations, including one in the home; a case history, including medical, cultural, and developmental information, information on the pupil's cognitive ability, social skills, and communication abilities; standardized and informal interviews, including teacher, parent, caregiver, and child care provider; and standardized adaptive behavior scales.

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.1333 DEVELOPMENTAL COGNITIVE DISABILITY.

Subpart 1. Definition. "Developmental cognitive disability (DCD)" means a condition resulting in significantly below average intellectual functioning and concurrent deficits in adaptive behavior that adversely affects educational performance and requires special education and related services. DCD does not include conditions primarily due to a sensory or physical impairment, traumatic brain injury, autism spectrum disorders, severe multiple impairments, cultural influences, or inconsistent educational programming

Subp 2 Criteria. The team shall determine that a pupil is eligible as having a DCD and is in need of special education instruction and related services if the pupil meets the criteria in items A and B

A The pupil demonstrates below average adaptive behavior in school and home, and, if appropriate, community environments. For the purposes of this item, "below average" means

(1) a composite score at or below the 15th percentile on a nationally normed, technically adequate measure of adaptive behavior, and

(2) documentation of needs and the level of support required in at least four of the seven adaptive behavior domains across multiple environments. Systematic observation and parent input must be included as sources to document need and level of support. All of the following adaptive behavior domains must be considered

- (a) daily living and independent living skills,
- (b) social and interpersonal skills,
- (c) communication skills,
- (d) academic skills,
- (e) recreation and leisure skills,
- (f) community participation skills, and
- (g) work and work-related skills.

Other sources of documentation may include checklists; classroom or work samples, interviews, criterion-referenced measures, educational history, medical history, or pupil self-report

B The pupil demonstrates significantly below average general intellectual functioning that is measured by an individually administered, nationally normed test of intellectual ability. For the purposes of this subitem, "significantly below average general intellectual functioning" means:

(1) mild-moderate range: two standard deviations below the mean, plus or minus one standard error of measurement, and

(2) severe-profound range: three standard deviations below the mean, plus or minus one standard error of measurement

Significantly below average general intellectual functioning must be verified through a written summary of results from at least two systematic observations with consideration for culturally relevant information, medical and educational histories, and one or more of the following supplemental tests of specific abilities, criterion-referenced tests, alternative methods of intellectual assessment, clinical interviews with parents, including family members, if appropriate, or observation and analysis of behavior across multiple environments

Subp 3 [Repealed, 26 SR 657]

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.1335 OTHER HEALTH DISABILITIES.

Subpart 1 **Definition.** "Other health disability" means having limited strength, endurance, vitality, or alertness, including a heightened or diminished alertness to environmental stimuli, with respect to the educational environment that is due to a broad range of medically diagnosed chronic or acute health conditions that adversely affect a pupil's educational performance

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 criteria in items A and B

A There is

(1) written and signed documentation by a licensed physician of a medically diagnosed chronic or acute health condition, or

(2) in the case of a diagnosis of Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder (ADD or ADHD), there is written and signed documentation of a medical diagnosis by a licensed physician. The diagnosis of ADD or ADHD must include documentation that DSM-IV criteria in items A to E have been met. DSM-IV criteria documentation must be provided by either a licensed physician or a mental health or medical professional licensed to diagnose the condition

For initial evaluation, all documentation must be dated within the previous 12 months

B In comparison with peers, the health condition adversely affects the pupil's ability to complete educational tasks within routine timelines as documented by three or more of the following

- (1) excessive absenteeism linked to the health condition, for example, hospitalizations, medical treatments, surgeries, or illnesses,
- (2) specialized health care procedures that are necessary during the school day;
- (3) medications that adversely affect learning and functioning in terms of comprehension, memory, attention, or fatigue,
- (4) limited physical strength resulting in decreased capacity to perform school activities,
- (5) limited endurance resulting in decreased stamina and decreased ability to maintain performance,
- (6) heightened or diminished alertness resulting in impaired abilities, for example, prioritizing environmental stimuli, maintaining focus, or sustaining effort or accuracy,
- (7) impaired ability to manage and organize materials and complete classroom assignments within routine timelines, or
- (8) impaired ability to follow directions or initiate and complete a task.

Subp 3 **Evaluation.** The health condition results in a pattern of unsatisfactory educational progress as determined by a comprehensive evaluation documenting the required components of subpart 2, items A and B. The eligibility findings must be supported by current or existing data from items A to E

A an individually administered, nationally normed standardized evaluation of the pupil's academic performance,

B documented, systematic interviews conducted by a licensed special education teacher with classroom teachers and the pupil's parent or guardian;

C. one or more documented, systematic observations in the classroom or other learning environment by a licensed special education teacher,

D a review of the pupil's health history, including the verification of a medical diagnosis of a health condition, and

E records review

The evaluation findings may include data from an individually administered, nationally normed test of intellectual ability, an interview with the pupil, information from the school nurse or other individuals knowledgeable about the health condition of the pupil, standardized, nationally normed behavior rating scales, gross and fine motor and sensory motor measures, communication measures, functional skills checklists; and environmental, socio-cultural, and ethnic information reviews

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.1337 PHYSICALLY IMPAIRED.

[For text of subpart 1, see M.R.]

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

[For text of subitem (1), see M.R.]

(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 documented 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, nationally normed standardized evaluation of the pupil's academic achievement.

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

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 an evaluation as defined by part 3525 2710

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

A deaf or hard of hearing, part 3525 1331,

B physically impaired, part 3525 1337,

C developmental cognitive disability: severe-profound range, part 3525 1333;

D visually impaired, part 3525 1345,

E. emotional or behavioral disorders, part 3525.1329, or

F autism spectrum disorders, part 3525 1325

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.1341 SPECIFIC LEARNING DISABILITY.

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

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

[For text of items B and C, see MR]

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 must be 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, for example, 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

[For text of subitem (2), see MR]

[For text of item B, see MR.]

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, for example, 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, developmental cognitive disabilities, emotional or behavioral disorders, environmental, cultural, or economic influences; or a history of inconsistent educational programming

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

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 pupil; 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 pupil; 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.

[For text of item A, see M.R.]

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 subitem (2) or (3).

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

[For text of subitems (2) and (3), see M.R.]

Subp 4 Language disorder; definition and criteria.

[For text of item A, see M.R.]

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,

[For text of subitems (2) to (4), see MR]

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.1348 TRAUMATIC BRAIN INJURY (TBI).

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 pupil's educational performance and may 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, for example, impaired.

[For text of units (a) to (j), see MR.]

(2) academic, for example:

[For text of units (a) to (c), see MR]

(3) communication, for example

[For text of units (a) to (j), see MR.]

(4) motor, for example, impaired

[For text of units (a) to (d), see MR]

(5) sensory, for example, impaired

[For text of units (a) and (b), see MR]

(6) social-emotional-behavioral, for example

(a) impaired ability to initiate or sustain appropriate peer or adult relationships,

[For text of units (b) to (j), see MR]

(7) functional skills-adaptive behavior, for example, impaired:

[For text of units (a) to (h), see MR]

C The functional impairments are not primarily the result of previously existing

(1) visual, hearing, or motor impairments,

(2) emotional or behavioral disorders,

(3) mental retardation;

(4) language or specific learning disabilities,

(5) environmental or economic disadvantage,

(6) cultural differences

[For text of item D, see M R.]

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.1350 EARLY CHILDHOOD: SPECIAL EDUCATION.

[For text of subpart 1, see M R]

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, for example, 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),

[For text of units (b) and (c), see M R]

[For text of subitems (2) and (3), see M R]

[For text of subp 3, see M R]

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

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 with regular physical education.

Subp. 2. **Criteria.** A pupil is eligible for developmental adapted physical education special education if the team determines the pupil meets 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 spectrum disorders, deaf-blind, emotional or behavioral disorders, deaf or hard of hearing, specific learning disability, developmental cognitive disability, severely multiply impaired, other health disability, physically impaired, visually impaired, traumatic brain injury or part 3525 1350, subpart 3

[For text of item B, see M R]

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

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 according to 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 special instruction and related services 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 Because 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.

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.1510 [Repealed, 26 SR 657]

3525.1550 CONTRACTED SERVICES.

Subpart 1 **Licensure.** When contracting for evaluations 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

[For text of subp 2, see MR]

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

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 school days; or

B predicted to be absent from the normal school site for 15 consecutive school 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 school 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 1480 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:

[For text of subitems (1) to (8), see MR]

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.

[For text of item A, see MR]

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:

[For text of subitems (1) and (2), see MR]

(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 evaluation according to parts 3525.2550 and 3525.2710. It is not required that an appropriate evaluation 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 evaluation 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 evaluation is completed; or

(2) call a team meeting to revise the current IEP or develop an interim IEP while the pupil is undergoing additional evaluation 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 evaluation. An evaluation 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 evaluation must be conducted according to parts 3525.2550 and 3525.2710.

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 evaluated or was evaluated 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 evaluation or special education services for 15 or more school days, the providing district must prepare an exit report summarizing the regular education or special education evaluation 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 school days or its equivalent, exclusive of summer school, the district shall make available

[For text of item A, see MR.]

B preferably a normal school day in accordance with the pupil's IEP, as defined in part 3525.2810, subpart 1, item A,

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 school 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 parts 3525.2900 and 3525.2810, 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.

[For text of item B, see MR.]

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 3525.4770. 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

[For text of items A and B, see MR]

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

[For text of item D, see MR]

Statutory Authority: L 1999 c 123 s 19,20

History: 26 SR 657

3525.2335 EARLY CHILDHOOD PROGRAM SERVICES, ALTERNATIVES, AND SETTINGS.

Subp 2 **Program services, alternatives, and settings.** Appropriate program alternatives to meet the special education needs, goals, and objectives of a 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 must be written in the IEP. Program alternatives are comprised of the type of services provided, the setting in which services occur, and the amount of time and frequency in which special education services occur. A pupil may receive special education services in more than one alternative based on the IEP or IFSP.

A There are two types of special education services: direct and indirect.

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

(2) District ECSE classroom includes classrooms that are located in district schools or community center buildings housing elementary students or pre-school-aged children who do not have disabilities.

[For text of subitem (3), see MR]

Statutory Authority: L 1999 c 123 s 19,20

History: 26 SR 657

3525.2340 CASE LOADS.

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

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

(a) deaf-blind, autism spectrum disorders, developmental cognitive disability: severe-profound range, or severely multiply impaired, three pupils;

(b) deaf-blind, autism spectrum disorders, developmental cognitive disability: severe-profound range, or severely multiply impaired with one program support assistant, six pupils;

(c) developmental cognitive disability: mild-moderate range or specific learning disabled, 12 pupils;

(d) developmental cognitive disability: mild-moderate range or specific learning disabled with one program support assistant, 15 pupils;

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(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 direct special education for a full day:

(a) deaf-blind, autism spectrum disorders, developmental cognitive disability severe-profound range, or severely multiply impaired with one program support assistant, four pupils,

(b) deaf-blind, autism spectrum disorders, developmental cognitive disability: severe-profound range, 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 direct 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

[For text of subp 5, see MR]

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.2350 MULTIDISABILITY TEAM TEACHING MODELS.

[For text of subps 1 and 2, see MR]

Subp 3 **Team member responsibility.** The team member licensed in a pupil's disability shall be responsible for conducting the pupil's evaluation 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 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

[For text of subp 4, see MR.]

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

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

[For text of subpart 1, see MR]

Subp 2 **Special education reimbursement.** To be eligible for special education reimbursement for the employment of American Sign Language (ASL)/English interpreter/transliterator or cued speech transhterator 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

[For text of subps 3 and 4, see MR.]

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

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 A director may not be assigned direct instructional duties

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

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 and United States Code, title 20, chapter 22, sections 1400 et seq ,

B conflict of interest as referenced in Code of Federal Regulations, title 34, section 300 515(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 and related services

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

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

A a knowledge of state and federal requirements,

B a knowledge of district structure and procedures,

C an understanding of the nature of the pupil's disability and needs, and

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

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.2550 CONDUCT BEFORE EVALUATION.

Subpart 1 [Repealed, 26 SR 657]

Subp 2 **Team duties.** The team shall conduct an evaluation for special education purposes within a reasonable time not to exceed 30 school days from the date the district receives parental permission to conduct the evaluation or the expiration of the 14-calendar day parental response time in cases other than initial evaluation, unless a conciliation conference or hearing is requested.

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.2710 EVALUATIONS AND REEVALUATIONS.

Subpart 1 **Initial evaluations.** A school district shall conduct a full and individual initial evaluation according to this part before the initial provision of special education and related services to a pupil under this chapter The initial evaluation shall consist of procedures to determine whether a child is a pupil with a disability that adversely affects the child's educational performance as defined in Minnesota Statutes, section 125A 02, who by reason thereof needs special education and related services, and to determine the educational needs of the pupil The district proposing to conduct an initial evaluation to determine if the child qualifies as a pupil with a disability shall obtain an informed consent from the parent of the child before the evaluation is conducted Parental consent for evaluation shall not be construed as consent for

placement for receipt of special education and related services. If the parents of the child refuse consent for the evaluation, the district may continue to pursue an evaluation by utilizing mediation and due process procedures.

Subp 2 Reevaluations. A district shall ensure that a reevaluation of each pupil is conducted if conditions warrant a reevaluation or if the pupil's parent or teacher requests a reevaluation, but at least once every three years and in accordance with subparts 3 and 4.

Subp 3 Evaluation procedures. Evaluations and reevaluations shall be conducted according to the following procedures:

A The district shall provide notice to the parents of a pupil, according to Code of Federal Regulations, title 34, sections 300.500 to 300.505, that describes any evaluation procedures the district proposes to conduct.

B In conducting the evaluation, the district shall

(1) use a variety of evaluation tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that are designed to assist in determining whether the child is a pupil with a disability and the content of the pupil's individualized education program, including information related to enabling the pupil to be involved in and progress in the general curriculum or, for preschool pupils, to participate in appropriate activities,

(2) not use any single procedure as the sole criterion for determining whether a child is a pupil with a disability or determining an appropriate education program for the pupil, and

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

C Each district shall ensure that

(1) tests and other evaluation materials used to evaluate a child under this part are selected and administered so as not to be discriminatory on a racial or cultural basis, and are provided and administered in the pupil's native language or other mode of communication, unless it is clearly not feasible to do so,

(2) materials and procedures used to evaluate a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education and related services, rather than measure the child's English language skills,

(3) any standardized tests that are given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of such tests,

(4) the child is evaluated in all areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities,

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

(6) if an evaluation is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the evaluation report;

(7) tests and other evaluation materials include those tailored to evaluate specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient,

(8) tests are selected and administered so as best to ensure that if a test is administered to a child with unpaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory,

manual, or speaking skills, unless those skills are the factors that the test purports to measure, and

(9) in evaluating each pupil with a disability, the evaluation is sufficiently comprehensive to identify all of the pupil's special education and related services needs, whether or not commonly linked to the disability category in which the pupil has been classified

D Upon completion of administration of tests and other evaluation materials, the determination of whether the child is a pupil with a disability as defined in Minnesota Statutes, section 125A 02, shall be made by a team of qualified professionals and the parent of the pupil in accordance with item E, and a copy of the evaluation report and the documentation of determination of eligibility will be given to the parent

E. In making a determination of eligibility under item D, a child shall not be determined to be a pupil with a disability if the determinant factor for such determination is lack of instruction in reading or math or limited English proficiency, and the child does not otherwise meet eligibility criteria under parts 3525.1325 to 3525 1350

Subp. 4 Additional requirements for evaluations and reevaluations.

A As part of an initial evaluation, if appropriate, and as part of any reevaluation under this part, or a reinstatement under part 3525 3100, the IEP team and other qualified professionals, as appropriate, shall:

(1) review existing evaluation data on the pupil, including evaluations and information provided by the parents of the pupil, current classroom-based assessments and observations, and teacher and related services providers observation, and

(2) on the basis of the review, and input from the pupil's parents, identify what additional data, if any, are needed to determine whether the pupil has a particular category of disability, as described in Minnesota Statutes, section 125A 02, or, in case of a reevaluation of a pupil, whether the pupil continues to have such a disability, the present levels of performance and educational needs of the pupil, whether the pupil needs special education and related services, or in the case of a reevaluation of a pupil, whether the pupil continues to need special education and related services, and whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the individualized education program of the pupil and to participate, as appropriate, in the general curriculum

B. The district shall administer such tests and other evaluation materials as may be needed to produce the data identified by the IEP team under item A, subitem (2)

C. Each district shall obtain informed parental consent, in accordance with subpart 1, prior to conducting any reevaluation of a pupil, except that such informed parental consent need not be obtained if the district can demonstrate that it had taken reasonable measures to obtain such consent and the pupil's parent has failed to respond.

D If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the pupil continues to be a pupil with a disability, the district shall notify the pupil's parents of that determination and the reasons for it, and the right of such parents to request an evaluation to determine whether the pupil continues to be a pupil with a disability, and shall not be required to conduct such an evaluation unless requested to by the pupil's parents.

E A district shall evaluate a pupil in accordance with this part before determining that the pupil is no longer a pupil with a disability.

F Prior to using any conditional procedure, the IEP team must conduct a functional behavioral assessment (FBA) as defined in part 3525 0200, subpart 3a. The team must also document that it has ruled out any other treatable cause for the behavior, for example, a medical or health condition, for the interfering behavior

Subp 5 Procedures for determining eligibility and placement.

A In interpreting the evaluation data for the purpose of determining if a child is a pupil with a disability under parts 3525 1325 to 3525 1350 and the educational needs of the child, the school district shall

(1) draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior, and

(2) ensure that the information obtained from all of the sources is documented and carefully considered

B If a determination is made that a child is a pupil with a disability who needs special education and related services, an IEP must be developed for the pupil according to part 3525 2810.

Subp 6 Evaluation report. An evaluation report must be completed and delivered to the pupil's parents within the specified evaluation timeline. At a minimum, the evaluation report must include

A a summary of all evaluation results,

B documentation of whether the pupil has a particular category of disability or, in the case of a reevaluation, whether the pupil continues to have such a disability,

C the pupil's present levels of performance and educational needs that derive from the disability;

D whether the child needs special education and related services or, in the case of a reevaluation, whether the pupil continues to need special education and related services, and

E whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the pupil's IEP and to participate, as appropriate, in the general curriculum.

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.2750 Subpart 1. [Repealed, 26 SR 657, item B Repealed, L 1998 c 398 art 2 s 63]

Subp 2 [Repealed, 19 SR 2432]

Subp 3 [Repealed, 26 SR 657]

3525.2810 DEVELOPMENT OF INDIVIDUALIZED EDUCATION PROGRAM PLAN.

Subpart 1. **Definitions.** As used in parts 3525.0200 to 3525 4770, the terms defined in this part have the meanings given them

A "Individualized education program" or "IEP" means a written statement for each pupil that is developed, reviewed, and revised in a meeting in accordance with this part and that includes.

(1) a statement of the pupil's present levels of educational performance, including how the pupil's disability affects the pupil's involvement and progress in the general curriculum, or for preschool pupils, as appropriate, how the disability affects the pupil's participation in appropriate activities,

(2) a statement of measurable annual goals, including benchmarks or short-term objectives, related to meeting the pupil's needs that result from the pupil's disability to enable the pupil to be involved in and progress in the general curriculum, and meeting each of the pupil's other educational needs that result from the pupil's disability,

(3) a statement of the special education and related services and supplementary aids and services to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided for the pupil to advance appropriately toward attaining the annual goals, to be involved and progress in the general curriculum in accordance with subitem (1) and to

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participate in extracurricular and other nonacademic activities, and to be educated and participate with other pupils and students in the activities described in this paragraph,

(4) an explanation of the extent, if any, to which the pupil will not participate with students in the regular class and in the activities described in subitem (3);

(5) a statement of any individual modifications in the administration of state or districtwide assessments of student achievement that are needed in order for the pupil to participate in such assessment. If the IEP team determines that the pupil will not participate in a particular state or districtwide assessment of student achievement or part of such an assessment, a statement of why that assessment is not appropriate for the pupil, and how the pupil will be assessed,

(6) the projected date for the beginning of the services and modifications described in subitem (3), and the anticipated frequency, location, and duration of those services and modifications,

(7) beginning at age 14, and updated annually, a statement of the transition service needs of the pupil in accordance with part 3525 2900, subpart 4,

(8) when a pupil reaches the age of 18, unless a guardian or conservator has been appointed for the pupil by a court of competent jurisdiction, the following shall occur and be documented in the pupil's IEP

(a) the district shall provide any notice required under this chapter to the pupil and the pupil's parents, and

(b) all other rights accorded to the parents under this chapter and Part B of IDEA 1997, Code of Federal Regulations, title 34, chapter 300, transfer to the pupil, even if the pupil is incarcerated in an adult or juvenile state or local correctional institution

Beginning at least one year before the pupil reaches the age of 18, the pupil and the pupil's parents must be informed of those rights under this chapter that will transfer to the pupil at age 18,

(9) a statement of how the pupil's progress toward the annual goals described in subitem (2) will be measured, how the pupil's parents will be regularly informed by such means as periodic report cards, at least as often as parents are informed of their nondisabled student's progress, of the pupil's progress toward the annual goals described in subitem (2), and the extent to which that progress is sufficient to enable the pupil to achieve the goals by the end of the year,

(10) a statement of the pupil's need for and the specific responsibilities of a paraprofessional, and

(11) any documentation required in part 3525 2900, subpart 5

B "Individualized education program team" or "IEP team" means a group of individuals that must include

(1) the parents of the pupil,

(2) at least one regular education teacher of the pupil, if the pupil is, or may be, participating in the regular education environment,

(3) at least one special education teacher or, where appropriate, at least one special education provider of the pupil,

(4) an administrative designee, as defined in part 3525 0200, subpart 1a, who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of pupils with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the district,

(5) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in subitems (2) to (6),

(6) at the discretion of the parent or the district, other individuals who have knowledge or special expertise regarding the pupil, according to Code of Federal Regulations, title 34, section 300 344(c), including related services personnel, as appropriate, and

(7) whenever appropriate, the pupil

Subp 2. Development of IEP.

A In developing each pupil's IEP, the IEP team shall consider the strengths of the pupil and the concerns of the parents for enhancing the education of the pupil, the results of the initial evaluation or most recent evaluation of the pupil, and, as appropriate, the results of the pupil's performance on any general state or districtwide assessment program

B The IEP team shall:

(1) in the case of a pupil whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions and supports to address that behavior,

(2) in the case of a pupil with limited English proficiency, consider the language needs of the pupil as such needs relate to the pupil's IEP,

(3) in the case of a pupil who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the pupil's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the pupil's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the pupil;

(4) consider the communication needs of the pupil, and in the case of a pupil who is deaf or hard of hearing, consider the pupil's language and communication needs, opportunities for direct communications with peers and professional personnel in the pupil's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the pupil's language and communication mode, and

(5) consider whether the pupil requires assistive technology devices and services

C If, in considering the special factors described in items A and B, the IEP team determines the pupil needs a particular device or service, including an intervention, accommodation, or other program modification, in order for the pupil to receive FAPE, the IEP team must include a statement to that effect in the pupil's IEP

D The regular education teacher of the pupil, as a member of the IEP team, shall, to the extent appropriate, participate in the development of the IEP of the pupil, including the determination of appropriate positive behavioral interventions and strategies and the determination of supplementary aids and services, program modifications, and support for school personnel consistent with subpart 1, item A, subitem (3).

Subp 3 Review and revision of IEP.

A The district shall ensure that the IEP team reviews the pupil's IEP periodically, but not less than annually to determine whether the annual goals for the pupil are being achieved, and revises the IEP as appropriate to address

(1) any lack of expected progress toward the annual goals and in the general curriculum, where appropriate,

(2) the results of any reevaluation conducted under part 3525.2710;

(3) information about the pupil provided to, or by, the parents, or

(4) the pupil's anticipated needs and other matters

B The regular education teacher of the pupil, as a member of the IEP team, shall, to the extent appropriate, participate in the review and revision of the IEP of the pupil

Subp 4. Failure to meet transition objectives. If a participating agency, other than the local school district, fails to provide the transition services described in the IEP in accordance with subpart 1, item A, subitem (7), the district shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the pupil set out in that program.

Subp. 5 **Construction.** Nothing in this part shall be construed to require the IEP team to include information under one component of a pupil's IEP that is already contained under another component of such IEP

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.2900 DEVELOPMENT AND CONTENT OF INDIVIDUAL EDUCATION PROGRAM PLAN.

Subpart 1 [Repealed, 26 SR 657]

Subp 3 [Repealed, 26 SR 657]

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 an evaluation of secondary transition needs and plan appropriate services to meet the pupil's transition needs. The areas of evaluation and planning must be relevant to the pupil's needs and may include work, recreation and leisure, home living, community participation, and postsecondary training and learning opportunities. To appropriately evaluate 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 evaluation results must be documented as part of an evaluation report. 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 **The IEP and regulated interventions.**

[For text of items A and B, see MR.]

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 evaluation 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

[For text of subitems (1) to (4), see MR]

(5) documentation of the length of time spent in each time-out procedure and the number of occurrences each school day;

[For text of subitems (6) to (10), see MR]

[For text of item E, see MR]

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.3010 EDUCATIONAL PLACEMENT.

Subpart 1 **Continuum of alternative placements.** Each district must ensure that a continuum of alternative placements is available to meet the needs of pupils for special education and related services. The continuum must:

A include instruction in regular classes, special classes, special schools, home instruction, and instruction in schools and hospitals, and

B make provision for supplementary services, including resource room or itinerant instruction, to be provided in conjunction with regular class placement.

Subp. 2 **General least restrictive environment requirements.** Each district must ensure that pupils are placed in the least restrictive environment according to part 3525 0400 and Code of Federal Regulations, title 34, section 300 552.

Subp 3 **Nonacademic settings.** In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in Code of Federal Regulations, title 34, section 300 306, each district must ensure that each pupil participates with nondisabled students in those services and activities to the maximum extent appropriate to the needs of that pupil.

Subp 4 **Educational placement.** Each district shall ensure that the parents of each pupil are members of any group that makes decisions on the educational placement of the pupil

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

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 pupil's present levels of performance are available and an evaluation had been conducted within three years pursuant to part 3525.2710, the district is not required to document two prereferral interventions or conduct a new evaluation

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

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 4770. Notices must inform the parents of their right and the procedure to receive interpretations of evaluation or reevaluation 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

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

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 4770 for pupils placed by the resident district if the providing district notifies the school district according to part 3525 0800, subpart 5.

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

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 defined in part 3525 0200, subpart 19b, the school district shall prepare and serve a notice that meets the requirements of Code of Federal Regulations, title 34, section 300 503.

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 2810, subpart 1, item A,

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 14 calendar days after the receipt of the notice

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.3700 CONCILIATION CONFERENCE.

Subpart 1. **When a conference must be offered.** When provided notice of the district's proposed action or refusal to act, a parent must be notified by the district that if the parent refuses to provide prior written consent for initial evaluation or initial placement, the parent objects in writing to any proposal, or the district refuses to initiate or change the identification, evaluation, or educational placement of the pupil or the provision of a free appropriate public education to the pupil, the parent may request a conciliation conference, mediation, or other form of alternative dispute resolution. The district must engage in a conciliation conference if one is requested by the parent.

Subp. 1a **When and where held; results.** A conciliation conference must be held in accordance with the following

A. a conciliation conference must be held within ten calendar days from the district's receipt of the parent's agreement to participate and at a time and place mutually convenient to the parent and school district representatives,

B a conciliation conference must not be used to unilaterally delay or deny a parent's right to a hearing,

C all discussion involving or concerning the contents of a conciliation conference must remain confidential and must not be permitted as evidence in a due process hearing, except as provided in item D,

D within seven calendar days after the final conciliation conference, the district must serve the parent with a written memorandum that conforms with the requirements of Code of Federal Regulations, title 34, section 300.503, and must provide the parent with any proposed IEP following the conciliation conference. The memorandum and IEP may be used in a subsequent proceeding as permitted by part 3525 4100 and Minnesota Statutes, section 125A.09, subdivision 4, and

E if the proposed action is an initial evaluation and initial placement, the district must proceed upon informed consent of the parents. For all other proposed actions, the district must proceed within seven calendar days after the memorandum is sent to the parents, unless the parent objects in writing to the proposed action within that time period.

Subp. 2 [Repealed, 26 SR 657]

Subp. 3. **Refusal to conciliate; request for hearing.** 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: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.3750 MEDIATION AND OTHER ALTERNATIVE DISPUTE RESOLUTION.

Pursuant to Minnesota Statutes, section 125A 09, and Code of Federal Regulations, title 34, section 300 506, districts must make mediation or other forms of alternative dispute resolution, including those developed by the commissioner, available to parents to encourage resolution of disputes about any matter described in Code of Federal Regulations, title 34, section 300 503(a)(1). Mediations and other forms of dispute resolution must be agreed to by both parties. A mediation or other form of alternative dispute resolution must not be used to unilaterally delay or deny a parent's right to a hearing. All discussion involving or concerning the contents of a mediation or other form of alternative dispute resolution must remain confidential and must not be permitted as evidence in a due process hearing. Mediation must be conducted in accordance with Code of Federal Regulations, title 34, section 300 506. Other forms of alternative dispute resolution must be conducted pursuant to the agreement of the parties.

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.3800 WHEN HEARING MUST BE HELD.

A hearing pursuant to Minnesota Statutes, section 125A 09, or Code of Federal Regulations, title 34, sections 300 500 to 300 514, 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: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.3900 NOTICE OF HEARING.

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

Upon receipt of the parent's written request for a hearing, or upon the district's initiation of 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. The notice must include a list of possible hearing officers and information on their backgrounds as maintained by the state. 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 the parent will receive notice of the time, date, and place of the hearing at least ten calendar days in advance of the hearing which must be held within 30 calendar days after the written request.

C Of the parent's right to receive a list of persons who will testify on behalf of the district concerning the issues within five business days of the date the district receives the parent's written request for the list of persons testifying.

D Of the parent's responsibility, within five business 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 issues.

E Consistent with Code of Federal Regulations, title 34, section 300.509, that 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 or refusal is justified on the basis of the pupil's educational needs,

current educational performance, or progress, 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 calendar days from the receipt of the request for the hearing and that the proposed action or refusal will be upheld only upon showing by the school district by a preponderance of the evidence

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 Code of Federal Regulations, title 34, section 300.514

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.4000 HEARING OFFICERS.

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.

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.4100 PREHEARING REVIEW BY HEARING OFFICER.

Subpart 1 **Information received before hearing.** Five business days before the hearing, the hearing officer shall receive copies of

A. the district's due process notices prepared pursuant to parts 3525.3600 and 3525.3900 and Code of Federal Regulations, title 34, section 300.503, to the parents,

B written information concerning the district's educational evaluation or reevaluation and copies of any parties' tests, evaluations, or other admissible reports or written information relating to the evaluation or reevaluation, or the proposed action or refusal,

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

D. information about relevant progress made by the pupil, and

E 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.

Items B and C need not apply when the hearing concerns a proposed action under part 3525.2710

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

A shall review the same for compliance with parts 3525.0200 to 3525.4770 and Code of Federal Regulations, title 34, part 300,

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 may arrange for an independent educational evaluation, which must be at district expense,

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E may require the district to propose an alternative IEP,

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 4770 and Code of Federal Regulations, title 34, part 300,

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

I may grant specific extensions of time beyond the 45-calendar day period established in Code of Federal Regulations, title 34, section 300.511, at the request of either party for good cause shown on the record

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.4200 [Repealed, 26 SR 657]

3525.4210 HEARING RIGHTS OF RESPECTIVE PARTIES.

Subpart 1 **Basic hearing rights.** The hearing rights of the respective parties are those in Code of Federal Regulations, title 34, section 300.509

Subp. 2 **Additional hearing rights.** At least five business days after the request for hearing is made, or as directed by the hearing officer, the objecting party shall provide the other party with a brief statement of the particulars of the objection, the reasons for the objection, and the specific remedies sought. The other party must provide the objecting party with a written response to the statement of objections within five business days of receipt of the objecting party's statement. Any request to compel the attendance of witnesses must be made in writing to the appropriate school district or to the person whose attendance is compelled at least five business days in advance of the hearing. The written requests shall also be filed with the hearing officer at the time of hearing.

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.4300 HEARING PROCEDURES.

The hearing officer shall preside over and conduct the hearing and shall rule on procedural and evidentiary matters. The district bears the burden of proof as to all facts and the grounds for the proposed action or refusal. The hearing officer must ensure that issues for hearing are appropriately identified and that evidence is limited to that which is relevant to the issues and is not incompetent, immaterial, cumulative, or irrelevant. The hearing officer must limit the hearing to the amount of time necessary for each party to present its case and must establish the means for doing so. The hearing officer has unlimited authority to question witnesses and request information.

A tape recording, stenographic record, or other record of the hearing shall be made.

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.4400 [Repealed, 26 SR 657]

3525.4410 DECISIONS OF HEARING OFFICER.

Not more than 45 calendar 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:

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 apprise the parties and the commissioner of the basis and reasons for the decision,

B be based upon a preponderance of the evidence, and

C be based on the standards and principles in this chapter, Minnesota Statutes, and Code of Federal Regulations, title 34, part 300

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

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 shall 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 under part 3525.4600

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.4600 EFFECTIVE DATE OF ACTION AND APPEALS.

The hearing officer's decision is final according to Code of Federal Regulations, title 34, sections 300.510, 300.511, and 300.514(c). Notices of appeal may be on the appeal form but must be in writing and sent by mail to all parties to the hearing when the appeal is filed with the commissioner. The notice of appeal must identify the specific parts of the hearing decision being appealed. The notice of appeal must be received by the commissioner within 30 days of the receipt of the final decision by the appealing party.

The hearing review officer's final decision must be issued within 30 calendar days after the filing of the appeal, and be based on a review of the local decision and the entire record, and any additional evidence obtained. A written transcript of the hearing shall be made by the district, the transcript and entire record shall be provided to the parties and 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 calendar days of the filing of the appeal, the district shall request an extension of the time beyond the 30-calendar day period equal to the number of days which exceeded the five-calendar 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-calendar day period at the request of any party for good cause shown on the record.

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

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 this chapter; Minnesota Statutes, and Code of Federal Regulations, title 34, part 300.

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 pursuant to Code of Federal Regulations, title 34, section 300.512.

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 through the special education complaint process. In accordance with

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Minnesota Statutes, section 127A 42, the commissioner of Children, Families, and Learning shall impose sanctions necessary to correct any failure

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

3525.4750 EXPEDITED HEARINGS, WHO MAY REQUEST.

[For text of subps 1 and 2, see MR]

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

Statutory Authority: *L 1999 c 123 s 19,20*

History: *26 SR 657*

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, and a list of approved hearing officers

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;

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

D a list of approved hearing officers

Subp. 3 **Hearing officer appointment.** The parties may agree upon a hearing officer, but 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. Within two business days of receipt of the notice, if the parties have not agreed to a hearing officer, the commissioner shall appoint a hearing officer. If the parties agree upon a hearing officer, the hearing officer must be from the roster maintained by the department. The district must contact the agreed upon hearing officer, and the hearing officer, if available to hear the matter, must notify the commissioner, who will then assign a hearing case number. If the agreed upon hearing officer is unavailable, the district shall inform the parent and the commissioner of that fact, and the commissioner must appoint 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. The same hearing officers shall be used for the expedited hearings as for hearings under parts 3525 3800 to 3525.4500

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Subp 4 **Removal of hearing officer.** In an expedited hearing, a party may only remove a hearing officer on an affirmative showing of prejudice under Minnesota Statutes, section 125A 09.

[For text of subp 5, see MR.]

Subp 6 **Prehearing conference.** Within two business 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 relating 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. Any 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. The hearing officer may establish procedures necessary to ensure the timely and fair resolution of the dispute.

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 this chapter and Code of Federal Regulations, title 34, sections 300.510 and 300.511, 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 receipt of the hearing records. A time extension of up to five business 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 business 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: *L 1999 c 123 s 19,20*

History: *26 SR 657*