

**CHAPTER 3525**  
**STATE BOARD OF EDUCATION**  
**HANDICAPPED CHILDREN**

<b>STANDARDS AND PROCEDURES</b>	
3525.0200	DEFINITIONS FOR SPECIAL EDUCATION.
<b>POLICIES</b>	
3525.0300	PROVISION OF FULL SERVICES.
3525.0400	LEAST RESTRICTIVE ALTERNATIVE.
3525.0700	PARENTAL INVOLVEMENT.
3525.0800	ACCOUNTABILITY FOR INSTRUCTION AND SERVICES.
<b>APPLICATIONS</b>	
3525.1100	DISTRICT SPECIAL EDUCATION PLAN.
3525.1200	ANNUAL APPLICATION FOR PROGRAMS AND BUDGET.
3525.1310	STATE AID FOR SPECIAL EDUCATION PERSONNEL.
3525.1320	EXPERIMENTAL PROPOSAL.
<b>FACILITIES AND STAFF</b>	
3525.1400	FACILITIES.
3525.1500	STAFF.
3525.1510	PERSONNEL VARIANCES.
3525.1550	CONTRACTED SERVICES.
3525.1600	STAFF FOR SPECIAL AND VOCATIONAL EDUCATION.
3525.2300	SCHOOL DAY.
<b>TREATMENT PROGRAMS AND LEVELS OF SERVICE</b>	
3525.2320	PUPILS PLACED FOR CARE AND TREATMENT.
3525.2330	EARLY CHILDHOOD PROGRAM ALTERNATIVES.
3525.2340	SCHOOL-AGE LEVELS OF SERVICE.
3525.2350	MULTIDISABILITY TEAM TEACHING.
3525.2360	SINGLE DISABILITY CASE MANAGEMENT SERVICES.
3525.2370	PUPIL PERFORMANCE PLAN.
3525.2380	CONSIDERATIONS WHEN DETERMINING RATIOS.
<b>SUPERVISION</b>	
3525.2405	DIRECTORS.
3525.2410	ASSISTANT DIRECTORS.
3525.2415	OTHER SUPERVISORY PERSONNEL.
3525.2420	VARIANCE.
<b>SURROGATE PARENTS</b>	
3525.2430	DEFINITION.
3525.2435	EFFORT TO LOCATE PARENT.
3525.2440	SURROGATE PARENT APPOINTMENT.
3525.2445	CONSULTATION WITH COUNTY WELFARE.
3525.2450	REMOVAL OF SURROGATE PARENT.
3525.2455	SURROGATE PARENT KNOWLEDGE AND SKILLS.
<b>STUDENT DISCIPLINARY PROCEEDINGS</b>	
3525.2470	SUSPENSION, EXCLUSION, AND EXPULSION.
<b>ASSESSMENT, NOTICE, AND HEARING</b>	
3525.2500	IDENTIFICATION OF HANDICAPPED CHILDREN.
3525.2600	FORMAL EDUCATIONAL ASSESSMENT.
3525.2700	CONDUCT PRIOR TO THE ASSESSMENT.
3525.2800	NOTICE BEFORE ASSESSMENT.
3525.2900	DEVELOPMENT AND CONTENT OF THE INDIVIDUAL EDUCATION PROGRAM PLAN.
3525.3000	PERIODIC REVIEWS.
3525.3100	REQUIREMENTS FOR REASSESSMENT AND FOLLOW-UP REVIEW.
3525.3200	FORMAL NOTICE TO PARENTS.
3525.3300	CONTENTS OF NOTICE.
3525.3400	NOTICE BY RESIDENT SCHOOL DISTRICT.
3525.3500	NOTICE OF PERFORMANCE OR REFUSAL TO PERFORM ASSESSMENT.
3525.3600	NOTICE OF CHANGE OR REFUSAL TO CHANGE EDUCATIONAL PLACEMENT.
3525.3700	CONCILIATION CONFERENCE.
3525.3800	WHEN A HEARING MUST BE HELD.
3525.3900	NOTICE OF A HEARING.
3525.4000	HEARING OFFICERS.
3525.4100	PREHEARING REVIEW BY THE HEARING OFFICER.
3525.4200	HEARING RIGHTS OF THE RESPECTIVE PARTIES.
3525.4300	HEARING PROCEDURES.
3525.4400	THE DECISION OF THE HEARING OFFICER.
3525.4500	FILING AND MAILING THE DECISION.
3525.4600	EFFECTIVE DATE OF THE ACTION AND APPEALS.
3525.4700	FINAL DECISION.
<b>REQUIREMENTS AND PROCEDURES CONCERNING THE STATE RESIDENTIAL ACADEMIES FOR DEAF, BLIND, AND MULTIPLE HANDICAPPED SENSORY IMPAIRED STUDENTS</b>	
3525.4800	DEFINITIONS.
3525.4900	REFERRAL AND APPLICATION PROCEDURES.
3525.5000	REFERRAL, REVIEW, AND ADMISSION MEETING.
3525.5100	ADMISSION PROCEDURES AND DEVELOPMENT OF PROGRAM.
3525.5200	DEVELOPMENT OF INDIVIDUAL PROGRAM.
3525.5300	DECISION TO DENY OR ADMIT STUDENT.
3525.5400	DECISION TO ADMIT.
3525.5500	DECISION TO DENY ADMISSION.
3525.5600	PERIODIC REVIEW AND ANNUAL REVIEW.
3525.5700	REASSESSMENT.
3525.5800	TRANSFER.
3525.5900	ADMISSION AND TRANSFER TEAM MEETING.
3525.6000	FORMAL NOTICES TO PARENTS.
3525.6100	FORMAL NOTICE REQUIRED FOR ADMISSION.
3525.6200	FORMAL NOTICE REQUIRED FOR DENIAL OF ADMISSION.
3525.6300	NOTICE REQUIRED FOR ASSESSMENT, SIGNIFICANT CHANGE, OR REFUSAL TO ASSESS OR CHANGE THE PROGRAM.
3525.6400	FORMAL NOTICE REQUIRED UPON TRANSFER.
3525.6500	NOTICE SENT TO DISTRICT OF RESIDENCE.
3525.6600	CONCILIATION CONFERENCE.
3525.6700	MEMORANDUM OF THE CONCILIATION CONFERENCE.
3525.6800	INITIATION OF THE HEARING.
3525.6900	NOTICE OF THE HEARING.
3525.7000	HEARING OFFICERS.
3525.7100	PREHEARING REVIEW BY THE HEARING OFFICER.
3525.7200	HEARING PROCEDURES.
3525.7300	EVIDENCE AT THE HEARING.

## STANDARDS AND PROCEDURES

## 3525.0200 DEFINITIONS FOR SPECIAL EDUCATION.

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

Subp. 1a. **Assessment.** "Assessment" means an individual educational evaluation of a pupil's performance or development conducted in accordance with recognized professional standards and the provisions of parts 3525.2500 to 3525.2800.

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

Subp. 3. [Repealed, 8 SR 596]

Subp. 4. [Repealed, 8 SR 596]

Subp. 5. [Repealed, 8 SR 596]

Subp. 6. [Repealed, 8 SR 596]

Subp. 6a. **Individual education program plan or IEP.** "Individual education program plan" or "IEP" means a written individualized educational plan developed for a pupil. It is based on an assessment of the pupil's performance utilizing licensed personnel, a determination of the pupil's needs in a team process, an identification of appropriate goals and objectives, a selection of teaching strategies designed to enhance learning, delivery of services in an environment which is conducive to learning, and periodic review and evaluation of the pupil's performance.

Subp. 7. [Repealed, 8 SR 596]

Subp. 7a. **Initial formal assessment.** "Initial formal assessment" means the first formal assessment of a pupil provided by the district proposing to conduct the assessment.

Subp. 8. [Repealed, 8 SR 596]

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

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

Subp. 9. [Repealed, 8 SR 596]

Subp. 9a. **Management aide or aide.** "Management aide" or "aide" means a person who assists in the provision of special education under the direct supervision of regular teachers, teacher, or related services staff. The primary responsibilities of an aide are to provide physical management and to implement pupil behavior management techniques as determined by the team staff. This person may also provide incidental follow-up instruction and training in conjunction with the primary responsibilities and under the direct supervision of a teacher.

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

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

B. provide procedures that ensure that, in accordance with recognized professional standards, testing and evaluation materials and procedures utilized

for the purposes of identification, assessment, classification, educational program plan development, educational placement including special education services, program implementation, review and evaluation, notice and hearing are selected and administered so as not to be discriminatory including cultural discrimination. All such procedures and materials shall take into account the special limitations of handicapped persons and the racial or cultural differences presented by persons and must be justified on the basis of their usefulness in making educational program decisions which will serve the individual pupil.

Subp. 11. [Repealed, 8 SR 596]

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

Subp. 12. [Repealed, 8 SR 596]

Subp. 13. [Repealed, 8 SR 596]

Subp. 14. [Repealed, 8 SR 596]

Subp. 15. [Repealed, 8 SR 596]

Subp. 15a. **Providing district.** "Providing district" means a district with the responsibility of providing instruction and related services to a pupil.

Subp. 16. [Repealed, 8 SR 596]

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

Subp. 17. [Repealed, 8 SR 596]

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

Subp. 18. [Repealed, 8 SR 596]

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

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

Subp. 19. [Repealed, 8 SR 596]

Subp. 19a. **Resident district.** "Resident district" means the district in which the pupil's parent resides, if living, or the guardian, or the district designated by the commissioner as provided in Minnesota Statutes, section 120.17, subdivisions 6 and 8a. It does not mean the district in which a surrogate parent resides.

Subp. 20. [Repealed, 8 SR 596]

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

Subp. 21. [Repealed, 8 SR 596]

**3525.0200 HANDICAPPED CHILDREN**

2940

Subp. 22. [Repealed, 8 SR 596]

Subp. 23. **Support services.** "Support services" means any specially designed services which assist in the delivery of instruction or related services to a pupil. This includes braillists, interpreter services, management aides, transportation, and other similar services.

Subp. 24. **Teacher.** "Teacher" means a person licensed according to parts 8700.5400 to 8700.5502, or successor rules, by the Board of Teaching to instruct pupils with specific handicapping conditions.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

**POLICIES****3525.0300 PROVISION OF FULL SERVICES.**

All children and youth who are handicapped and who are eligible for special education services shall have access to free appropriate public education, as that term is defined by applicable law, suited to each child's individual needs including the special education appropriate to his or her development. All school districts shall provide for such education suitable to students' individual needs regardless of the severity of the child's mental, physical, or emotional disability, or other impairment or handicap. The responsibility of the school district is not diminished by the availability of nonpublic schools or other services which may be located within the district.

**Statutory Authority:** *MS s 120.17 subd 3*

**3525.0400 LEAST RESTRICTIVE ALTERNATIVE.**

To the extent that there are no detrimental effects, children who are handicapped shall be educated with children who do not have handicaps and shall attend regular classes. A handicapped person shall be removed from a regular educational program only when the nature or severity of the handicap is such that education in a regular educational program cannot be accomplished satisfactorily. Furthermore, there must be an indication that the person will be better served outside of the regular program. The needs of the person shall determine the type and amount of services needed.

**Statutory Authority:** *MS s 120.17 subd 3*

**3525.0500** [Repealed, 8 SR 596]

**3525.0600** [Repealed, 8 SR 596]

**3525.0700 PARENTAL INVOLVEMENT.**

Parents of handicapped children have a right to be involved by the school district in the education decision-making process. Only by consistent and direct involvement of parents will the school receive sufficient input to design and implement an effective program for the handicapped student. Parents and schools are encouraged to cooperate in an open and objective manner, utilizing periodic conferences when possible so that formal hearings are necessary only when substantive disagreements exist between the parties.

**Statutory Authority:** *MS s 120.17 subd 3*

**3525.0800 ACCOUNTABILITY FOR INSTRUCTION AND SERVICES.**

As provided in Minnesota Statutes, section 120.17, subdivision 2, the district of residence is responsible for maintaining an appropriate program for all eligible handicapped persons regardless of the method or location of instruction utilized. However, if the handicapped person lives outside of his district of residence under the provisions of Minnesota Statutes, section 120.17, subdivisions 6 and 7, the district where the child lives is responsible for providing an

appropriate program for the child as set forth in state statutes and parts 3525.0200 to 3525.4700 including the notice and hearing provisions. In such cases the district of residence is responsible for assuming the cost of the educational program. If the districts do not agree on the tuition rate, either district may appeal to the commissioner as provided in Minnesota Statutes, section 120.17, subdivision 4. The district shall not purchase special educational services for a child from a public or private agency when such service is available or can be made available and can be more appropriately provided as the least restrictive alternative within the district. Whenever it is appropriate for a district to purchase special education service for children who are handicapped and who reside in the district, it continues to be the responsibility of the school district, consistent with the provisions of Minnesota Statutes and parts 3525.0200 to 3525.4700, to assure and ascertain that such children and youth receive the education and related services and rights to which they are entitled.

**Statutory Authority:** *MS s 120.17 subd 3*

**3525.0900** [Repealed, 8 SR 596]

**3525.1000** [Repealed, 8 SR 596]

### APPLICATIONS

#### **3525.1100 DISTRICT SPECIAL EDUCATION PLAN.**

Each district shall submit to the commissioner the district's plan for providing instruction and related services for all pupils as required by Minnesota Statutes, section 120.17. The plan may represent the plan of a single district or a plan for all of 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 prior to the beginning of the next school year. The plan shall include descriptions of the district's:

- A. study procedures for the identification and assessment of pupils;
- B. method of providing the instruction and related services for the identified pupils; and
- C. administration and management plan to assure effective and efficient results of items A and B.

On or before January 1, 1978, and as soon as possible after receiving revised plans, the commissioner shall approve or implement appropriate procedures for modification of the district plan. The commissioner may grant the district a reasonable period of time to make necessary modifications of the plan if the commissioner has satisfactory assurances of compliance with standards for the education of pupils.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

#### **3525.1200 ANNUAL APPLICATION FOR PROGRAMS AND BUDGET.**

**Subpart 1. Regular school term.** Districts shall submit to the commissioner an annual application for the regular school term for program and budget approval necessary to determine the special education aids during the next school year. The commissioner shall approve, disapprove, or modify each application and notify each applying district of the action and the estimated level of education aid to be paid when the first aid payment is made.

**Subp. 2. Summer school term.** Districts shall submit separate applications for program and budget approval for summer school. The commissioner shall approve, disapprove, or modify each application and notify the district of the action and the estimated level of special education aid within 45 days.

Subp. 3. **Amended budget application.** Districts which desire to apply for additional state aid because program and budget modifications are necessary to meet changing needs of pupils shall make an amended application.

Subp. 4. **District compliance.** Districts shall assure that they are in compliance with state and federal statutes and rules relating to the education of pupils.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

**3525.1300 [Repealed, 8 SR 596]**

**3525.1310 STATE AID FOR SPECIAL EDUCATION PERSONNEL.**

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

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

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

**3525.1320 EXPERIMENTAL PROPOSAL.**

Subpart 1. **General requirements.** The State Board of Education shall approve or disapprove a district's experimental proposal for exemption from its rules. No exemption shall be given from federal regulations, Minnesota Statutes, part 3525.1500, subpart 1, and part 3525.2350, subpart 2. A proposal shall be designed to accomplish at least one of the following:

- A. improved instructional quality;
- B. increase cost effectiveness; or
- C. make better use of community resources or available technology.

Subp. 2. **Proposal requirements.** When a district applies for exemption it shall submit a proposal which sets forth:

- A. the proposal's goals and objectives;
- B. the method by which the proposal will improve effectiveness and efficiency;
- C. annual review procedures for up to three years;
- D. rules from which it seeks exemption;
- E. evidence that the district staff and parents, who would be affected, participated in the development and will participate in the annual review of the proposal, and that the proposal has the approval of the district school board;

F. evidence that the parents whose children would be involved will be fully informed at the team meeting and will have the opportunity to approve or disapprove placement in the experimental program; and

G. the annual evaluation procedures to be used to demonstrate attainment of the proposal goals and objectives, and the effectiveness of the proposal.

Subp. 3. **Three-year review.** The state board shall approve, disapprove, or modify continuation of the experimental proposal after three years.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

## FACILITIES AND STAFF

### 3525.1400 FACILITIES.

Classrooms and other facilities in which pupils receive instruction, related services, and support services shall: be accessible as defined in Code of Federal Regulations, title 34, section 104; be essentially equivalent to the regular education program; provide an atmosphere that is conducive to learning; and meet the pupils' special physical, sensory, and emotional needs.

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

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

### 3525.1500 STAFF.

Subpart 1. **Teachers.** Every teacher shall hold a license appropriate to the handicapping condition of the pupil taught except as designated in part 3525.2350.

Subp. 2. **Directors.** Every director and assistant director shall hold an appropriate supervisory license for general special education or supervisory license for one or more program areas.

Subp. 3. **Other supervisory personnel.** Every supervisor shall hold either an appropriate supervisory license for one or more program areas coordinated or supervised, or an appropriate license for general special education supervision.

Subp. 4. **Related services staff.** Every related services staff member shall hold an appropriate license issued by the Board of Teaching or the State Board of Education. When such license is not available, related services staff shall meet recognized professional standards which shall be documented by the district.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

### 3525.1510 PERSONNEL VARIANCES.

A district may apply to the commissioner of education for and the commissioner shall grant a variance from part 3525.1500, subparts 1 to 3 with regard to its employees for one year or less when:

A. the district has made documented attempts to employ an appropriately licensed person and none are available; and

B. the person who will be employed holds any license issued by the Board of Teaching or the State Board of Education.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

### 3525.1550 CONTRACTED SERVICES.

When contracting for assessments, instruction, or related services, a district shall contract with personnel who hold licenses issued by the Board of Teaching or State Board of Education. If either board does not issue a license for a

**3525.1550 HANDICAPPED CHILDREN**

2944

necessary related service, the district shall contract with personnel who are members in good standing of professional organizations which regulate the conduct of its members and set standards for that profession.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

**3525.1600 STAFF FOR SPECIAL AND VOCATIONAL EDUCATION.**

Staff responsible for vocational training of handicapped students shall meet the following criteria if the program is to qualify for special education approval:

- A. Coordinator of special needs:
  - (1) Licensure in special education.
  - (2) Licensed as a coordinator of special needs in vocational education.
- B. Support service manager:
  - (1) Licensure in any special education disability area.
  - (2) Licensed as a support service manager in vocational education.
- C. Vocational instructor of special needs students:
  - (1) Licensure in the appropriate disability area of special education or have a plan for working toward licensure.
  - (2) Licensed as a vocational instructor of special needs students in vocational education.
- D. Teacher/coordinator of work experience:
  - (1) A special education license appropriate for the type of handicapped students being taught.
  - (2) Licensed as an instructor/coordinator for work experience in vocational education.
- E. Teacher/coordinator of vocational education work experience:
  - (1) Must be coordinated with a special education director or coordinator/lead teacher licensed for the type of handicapped students being taught.
  - (2) Must be working cooperatively with a special education licensed teacher who is responsible for the nonvocational instruction.
  - (3) Licensed as an instructor/coordinator for work experience in vocational education.
- F. Vocational evaluator:
  - (1) Licensed as a vocational evaluator in vocational education.
  - (2) Working cooperatively with special education licensed personnel to insure that special consideration is related to the students handicapped condition are included in the evaluation and program plan.
- G. Vocational technical tutor:
  - (1) Licensed as a technical tutor in vocational education.
  - (2) Working cooperatively with a special education licensed teacher who is responsible for the nonvocational academic area of instruction.

**Statutory Authority:** *MS s 120.17 subd 3*

**3525.1700** [Repealed, 8 SR 596]

**3525.1800** [Repealed, 8 SR 596]

**3525.1900** [Repealed, 8 SR 596]

**3525.2000** [Repealed, 8 SR 596]

**3525.2100** [Repealed, 8 SR 596]



# MINNESOTA RULES 1987

2945

HANDICAPPED CHILDREN 3525.2320

3525.2200 [Repealed, 8 SR 596]

## 3525.2300 SCHOOL DAY.

Deviations from the normal school day for any type of handicapped children shall be approved by the commissioner of education.

**Statutory Authority:** *MS s 120.17 subd 3*

## TREATMENT PROGRAMS AND LEVELS OF SERVICE

### 3525.2320 PUPILS PLACED FOR CARE AND TREATMENT.

**Subpart 1. Handicapped pupil placement; when district services required.** A district must provide regular education, instruction, and related services in a facility or home to a pupil placed there for care and treatment. The services must be provided to a pupil who is:

A. prevented from attending the usual school site for 15 consecutive days; or

B. other health-impaired and predicted by the team to be absent from the usual school site for 15 intermittent days.

The services must be provided as required by the pupil's IEP, and to the extent that treatment considerations allow the pupil to participate. The services also must be provided for each day the pupil would otherwise attend the usual school site.

**Subp. 2. Handicapped pupil placement; minimum hours of service required.** The team must predict how long the pupil will be restricted because of treatment from leaving the facility or home on a daily basis. If the prediction is for a restricted period of more than 175 days or its equivalent, exclusive of summer school, an average of at least three hours of services must be provided. If the predicted restricted period is 175 days, or its equivalent, exclusive of summer school, or shorter, an average of at least one hour of services must be provided.

**Subp. 3. Handicapped pupil; consideration of school site placement.** If the team concludes a pupil can benefit from an average of more than three hours of services, it must consider placement at a school site.

**Subp. 4. Handicapped pupil placement; due process required.** The district shall comply with the due process procedures of parts 3525.2500 to 3525.4700.

**Subp. 5. Handicapped pupil placement; notice; team meeting.** The placing agency or the providing district shall hold a team meeting as soon as possible after a pupil has been placed for care and treatment. At least the following persons shall receive written notice to attend: the person or agency placing the pupil, the resident district, the appropriate teachers and related services staff from the providing district, the parents, and, when appropriate, the pupil. This team meeting may be held in conjunction with a meeting called by the placing agency according to Minnesota Statutes, section 124A.036.

**Subp. 6. Handicapped pupil placement; IEP required.** The IEP developed by the team shall include the provisions of part 3525.2900, the location of the instruction and related services, the projected duration of the instruction and related services, and provisions for coordinating the care and treatment and the instruction and related services.

**Subp. 7. Handicapped pupil placement; notice of anticipated return.** When possible, a notice of discharge from the facility and anticipated return to the resident district shall be given by the providing district to the resident district.

**Subp. 8. Handicapped pupil placement; aid for special education only.** When regular education, instruction, and related services are provided, only the special education portion shall be reimbursed with special education aid. When placement is made by a noneducational agency, the cost of care and treatment for which a child is placed shall not be reimbursed with special education aid, nor is such expense assessable against the resident district.

Subp. 9. **Nonhandicapped pupil placement.** Nonhandicapped pupils who are anticipated to be absent 15 consecutive or intermittent days or more and who are suspected to have a handicapping condition shall receive an assessment.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

**3525.2330 EARLY CHILDHOOD PROGRAM ALTERNATIVES.**

Subpart 1. **Instruction and related services required.** If a district provides permissive special education to pupils under four years old, the pupils shall be provided instruction and related services in one or more early childhood program alternatives. If pupils are four years old but less than seven years old on September 1 of any year, the district shall provide services in one or more early childhood program alternatives or in one or more school-age levels of service in part 3525.2340, subpart 2.

Subp. 2. **Program alternatives.** The following are early childhood program alternatives:

A. A consultation and indirect services program includes ongoing progress review, cooperative planning, demonstration teaching, modification and adaptation of the curriculum, supportive materials, and equipment. The services are provided to teachers, related services staff, support staff, parents, and public and nonpublic agencies to the extent that the services are related to the pupil's special education.

B. In a center-based program, a pupil is enrolled in a district-operated center and receives instruction and related services at the center.

C. In a home-based program, a pupil receives special education in the home.

Subp. 3. **Case loads for early childhood program alternatives.** The following table sets forth the maximum number of pupils that may be assigned to a teacher's case load for the early childhood program alternatives. "Case load" means the number of pupils taught.

Consultation and indirect services program	24
Center-based program	
Deaf/blind, autistic, or severely multiply handicapped	
One class, with one aide	4
One class, with two aides	6
More than one class, with one aide	8
More than one class, with two aides	12
All other disabilities	
One class, with one aide	8
More than one class, with one aide	16

Home-based program 12

Subp. 4. **Early childhood teams.** A district may assign one full-time teacher, one full-time related services staff member, and one full-time aide as a team per class in an early childhood center-based program. Other related and support services shall also be provided as appropriate. The district may assign for one class not more than an average of eight pupils per teacher and related services staff nor more than 16 pupils to an individual team.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

**3525.2340 SCHOOL-AGE LEVELS OF SERVICE.**

Subpart 1. **Instruction and related services required.** If a pupil is school-age

# MINNESOTA RULES 1987

2947

## HANDICAPPED CHILDREN 3525.2340

and is not provided instruction and related services in an early childhood program alternative, the pupil shall be provided instruction and related services in one or more levels of service.

**Subp. 2. Levels of service.** The following are levels of service:

A. In level 1 a nonhandicapped pupil is placed in a regular classroom and does not receive special education, or is not enrolled in school. This level includes assessment services, monitoring, observation, and follow-up.

B. In level 2 a pupil is placed in a regular classroom. Instruction and related services are provided indirectly through the regular teacher, teachers, parents, or other persons who have direct contact with the pupil. The consultation and indirect services include ongoing progress review; cooperative planning; demonstration teaching; modification and adaptation of the curriculum, supportive materials, and equipment; and direct contact with the pupil for monitoring, observation, and follow-up.

C. In level 3 a pupil receives direct instruction from a teacher, or related services from a related services staff member for less than one-half of the day. Consultation and indirect services are included.

D. In level 4 a pupil receives direct instruction from a teacher for one-half day to less than full time. Consultation and indirect services are included.

E. In level 5 a pupil receives full-time direct instruction from a teacher within a district building, day school, or special station or facility. Integrated activities solely for socialization or enrichment, and related services are excluded when determining full time. Consultation and indirect services are included.

F. In level 6 a pupil is placed in a residential facility and receives direct instruction from a teacher. Consultation and indirect services are included.

**Subp. 3. Case loads for school-age levels of service.** The following table sets forth by levels of service the maximum number of school-age pupils that may be assigned to a teacher. "Case load" means the number of pupils taught.

### Level 2

Speech and language handicapped and developmental adaptive physical education	60
All other disabilities	30

### Level 3

Speech and language handicapped and developmental adaptive physical education	40
All other disabilities	18

### Level 4

Deaf/blind, autistic, or severely multiply handicapped	3
With one aide	6
Mildly mentally handicapped or specific learning disabled	12
With one aide	15
All other disabilities	8
With one aide	10
With two aides	12

### Levels 5 and 6

Deaf/blind, autistic, or severely multiply handicapped	
With one aide	4
With two aides	6

## 3525.2340 HANDICAPPED CHILDREN

2948

All other disabilities

With one aide

8

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

## 3525.2350 MULTIDISABILITY TEAM TEACHING.

Subpart 1. **Team staff.** A district may assign one or more full-time teachers and up to an equal number of full-time related services staff as a team to provide instruction and related services to school-age pupils. Other related and support services shall also be provided as appropriate.

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

Subp. 3. **Team member responsibility.** The team member licensed in a pupil's disability shall be responsible for that pupil's reassessment, IEP development and coordination, periodic and annual reviews, and ongoing consultation and indirect services as defined in part 3525.2340, subpart 2, item B, to the teacher providing instruction. The frequency and progress documentation of the specific consultation and indirect services shall be included in the pupil's IEP.

Subp. 4. **Implementation.** Pupils may receive instruction and related services from any or all of the team members with appropriate skills. The instruction and related services provided by each team member shall be included in the IEP. Team teaching may be implemented in one or more levels of service.

Subp. 5. **Case loads.** The total case load assigned to the team shall not exceed the case loads at the appropriate level of service set forth in part 3525.2340, subpart 3, times the full-time teachers and related services staff members assigned to the team. In counting the total case load for the team, case loads for speech and language handicapped and developmental adaptive physical education shall be excluded. An aide or aides shall be a part of the team when designated in part 3525.2340, subpart 3, but shall not be counted when determining case loads for related services staff members.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

## 3525.2360 SINGLE DISABILITY CASE MANAGEMENT SERVICES.

Subpart 1. **Services included.** Case management may include: initial screening and assessment; development, coordination, and implementation of the individual IEP; compliance with procedural requirements; communication coordination among home, regular, and special education programs; placement facilitation; and coordination and scheduling of team meetings, periodic reviews, and follow-up reviews. It does not include direct instruction to pupils.

Subp. 2. **Teacher assignment.** A district may assign a teacher to perform case management for school-age pupils who are in levels 3, 4, 5, and 6 services and who all have the same disability.

Subp. 3. **Team assignment.** A district may assign one case management teacher and up to five teachers as a team. All teachers shall be licensed in the same disability.

Subp. 4. **Case load.** The total case load assigned to the team shall not exceed the case loads at the appropriate level of service set forth in part 3525.2340, subpart 3, times the full-time teachers assigned to the team.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

## 3525.2370 PUPIL PERFORMANCE PLAN.

A district shall be exempted from the case loads for levels 2, 3, and 4 services

# MINNESOTA RULES 1987

2949

## HANDICAPPED CHILDREN 3525.2405

when a pupil performance plan is established and approved by the State Board of Education or its designee. The plan must contain all of the following:

A. development of IEP's for all pupils in levels 2, 3, and 4 based on district-wide performance expectations for all handicapped and nonhandicapped pupils;

B. implementation of a system to measure ongoing pupil performance with individual pupil performance being reviewed at least monthly; and

C. criteria for the modification of instruction, related services, and support services to meet the changing pupil needs indicated in the pupil performance measurement system.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

### 3525.2380 CONSIDERATIONS WHEN DETERMINING RATIOS.

Subpart 1. **Variations.** The district may apply to the State Board of Education or its designee for a variance from the case loads in parts 3525.2330, 3525.2340, and 3525.2360. The state board or its designee shall grant a variance for less than 90 days when it is demonstrated that unanticipated special education enrollment increases have occurred.

Subp. 2. **Method of counting pupils.** For the purposes of the case loads in parts 3525.2330, 3525.2340, and 3525.2360, each pupil receiving instruction or level 2 services shall be counted as one pupil in the teacher's case load.

Subp. 3. **Reduction of ratios.** The district shall reduce the teacher to pupil case loads to the extent necessary, to ensure the provision of services delineated in each pupil's IEP, if a teacher;

A. is assigned to more than one early childhood program alternative;

B. is assigned to pupils in more than one level of service;

C. is serving pupils representing a significant range of severity of problems; or

D. is providing instruction at more than one building.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

3525.2400 [Repealed, 8 SR 596]

## SUPERVISION

### 3525.2405 DIRECTORS.

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

Subp. 2. **Reimbursement for full-time director.** Conditions for special education reimbursement of one full-time director of special education include:

A. enrollment of 5,000 or more in public and nonpublic schools within one district;

B. enrollment of 4,000 or more in public and nonpublic schools in a group of two or more districts cooperating to provide special education;

C. eight or more districts cooperating to provide special education through a host district, joint powers agreement, or educational cooperative service unit; or

D. districts numbered 287, 916, 917, or other similarly legislated multidistricts.

**Subp. 3. Reimbursement for part-time director.** Conditions for special education reimbursement of a part-time director of special education include an enrollment of 2,000 in public and nonpublic schools within a district or group of districts cooperating to provide special education or any cooperative having between five and seven districts cooperating to provide special education through a host district, joint powers agreement, or educational cooperative service unit. The maximum reimbursement shall equal the ratio of the actual enrollment to 5,000 within a district or 4,000 in a group of cooperating districts, as applicable, but not less than one-half. A part-time director must be assigned duties other than direct instruction for unreimbursed time.

**Subp. 4. Base years for reimbursement.** Reimbursement for the 1984-1985 through 1986-1987 school years shall be based on the 1982-1983 enrollment as reported to the State Department of Education. The enrollment year, as the basis for reimbursement, shall be changed every fourth year. When a district or cooperative has an increase or decrease in enrollment of ten percent or more, the district or cooperative shall have its reimbursement recalculated based on the actual enrollment for that year. The district must notify the State Department of Education of the increase by July 1 prior to the school year for which the adjustment is sought.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

### 3525.2410 ASSISTANT DIRECTORS.

Districts which employ full-time directors may employ and receive reimbursement for assistant directors of special education to assist in program supervision, development, coordination, and evaluation; and inservice training in the district's total special education system.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

### 3525.2415 OTHER SUPERVISORY PERSONNEL.

Districts may employ and receive reimbursement for supervisors to coordinate or supervise program development, evaluation, and implementation; and inservice training.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

### 3525.2420 VARIANCE.

A district may apply to the commissioner of education for a variance from the mandatory employment of a director and conditions for reimbursements. The commissioner shall grant a variance from part 3525.2405 when:

A. the growth patterns of a district or cooperative demonstrate that the public and nonpublic school enrollment will increase over the minimum in the next two years;

B. when districts cannot efficiently cooperate due to geographical isolation; or

C. the variance will result in a decrease in combined state and local costs and better delivery of instruction and related services to pupils.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

**SURROGATE PARENTS**

**3525.2430 DEFINITION.**

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

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** *8 SR 596*

**3525.2435 EFFORT TO LOCATE PARENT.**

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

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** *8 SR 596*

**3525.2440 SURROGATE PARENT APPOINTMENT.**

The district shall appoint the surrogate parent when:

- A. the parent, guardian, or conservator is unknown or unavailable;
  - B. parental rights have been terminated;
  - C. the pupil has reached the age of majority, continues to be eligible for public education, and is not represented by a parent; or
  - D. the parent requests in writing the appointment of a surrogate parent.
- The request may be revoked in writing at any time.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** *8 SR 596*

**3525.2445 CONSULTATION WITH COUNTY WELFARE.**

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

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** *8 SR 596; L 1984 c 654 art 5 s 58*

**3525.2450 REMOVAL OF SURROGATE PARENT.**

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

- A. failure to perform the duties required in the team meeting and IEP process and those cited in Code of Federal Regulations, title 34, section 300, a federal regulation to implement part B of the Education of the Handicapped Act;
- B. conflict of interest as referenced in Code of Federal Regulations, title 34, section 300.514 (c)(2);
- C. actions that threaten the well-being of the assigned pupil;
- D. failure to appear to represent the pupil; or
- E. change in eligibility for special education.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** *8 SR 596*

**3525.2455 SURROGATE PARENT KNOWLEDGE AND SKILLS.**

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

- A. state and federal requirements;
- B. district structure and procedures;
- C. nature of the pupil's disability and needs; and
- D. an ability to effectively advocate an appropriate educational program for the pupil.

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

**STUDENT DISCIPLINARY PROCEEDINGS****3525.2470 SUSPENSION, EXCLUSION, AND EXPULSION.**

Subpart 1. **Pupil Fair Dismissal Act.** The Pupil Fair Dismissal Act shall apply to all pupils.

Subp. 2. **Team meeting required.** A team meeting shall be held prior to exclusion or expulsion of a pupil. Within five school days of a suspension, a team meeting shall occur. The team shall:

- A. determine whether the misconduct is related to the handicapping condition;
- B. review any assessments and determine the need for further assessment; and
- C. review the IEP and amend the goals and objectives or develop an alternative IEP program.

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

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

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

School districts shall develop systems for locating all children residing within their jurisdiction who may be handicapped. Those systems shall be designed to identify preschool age handicapped children, handicapped persons attending school, and handicapped persons of school age who are not attending any school.

The district's identification system shall be developed in accordance with the requirement of nondiscrimination.

**Statutory Authority:** *MS s 120.17 subd 3*

**3525.2600 FORMAL EDUCATIONAL ASSESSMENT.**

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

- A. must be conducted when because of a person's performance in the present educational placement or presenting handicapping conditions, he or she is thought by the school district to be in need of possible initiation or change in the student's educational placement or program or special education services as set forth in part 3525.2900, subpart 5 which will provide an educational program, including special education services appropriately suited to the person's needs;



# MINNESOTA RULES 1987

2953

## HANDICAPPED CHILDREN 3525.2800

B. must be conducted at least every three years as required by part 3525.3100;

C. may be conducted if the parent requests.

**Subp. 2. Function of the assessment.** The assessment must reflect the person's current level of performance and shall:

A. Be appropriate to the presenting problem and may include observation, evaluation, and testing of the persons intellectual, academic, verbal, emotional, adaptive behavior, sensory, physical, and social development.

B. Include a review of the person's learning environment and learning modes. When the team determines it to be necessary because of racial, cultural, or other differences presented by the person or due to the nature of the student's presenting handicapping condition they shall make reasonable efforts to obtain information from the parents relating to the student's functioning in his or her total environment.

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

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

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

### **3525.2700 CONDUCT PRIOR TO THE ASSESSMENT.**

Prior to conducting an assessment the district shall:

A. Review the screening, referral, or other data about the person and select licensed special education personnel and others as appropriate to conduct the assessment.

B. Include on the assessment team licensed special education personnel and others who may have the responsibility for implementing the educational program for the person.

C. Conduct the educational assessment preferably at the school which the person attends. When the district determines that the assessment or a portion of the assessment cannot be performed utilizing the personnel resources of the district, the district shall make arrangements elsewhere for that portion of the assessment and shall assume all costs for such assessment.

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

**Statutory Authority:** *MS s 120.17 subd 3*

### **3525.2800 NOTICE BEFORE ASSESSMENT.**

Notice before assessment:

A. Must be provided in accordance with the provisions of parts 3525.3200 to 3525.3500 prior to conducting a formal educational assessment or reassessment or when the district receives a parent's written request to conduct a formal educational assessment or reassessment. In cases where a district receives a parent's written request to conduct a formal assessment or reassessment, the district shall serve notice of its decision within ten days of their receipt of the written request.

B. Is not required for actions which are components of the district's identification system including large group screening, individual student obser-

vation within the regular classroom, informal inventories, and consultation between regular and special education personnel.

**Statutory Authority:** *MS s 120.17 subd 3*

### 3525.2900 DEVELOPMENT AND CONTENT OF THE INDIVIDUAL EDUCATION PROGRAM PLAN.

**Subpart 1. Team and program needs determination.** Following the assessment, in order to determine if the person is in need of special education services, the district shall:

A. designate a team of persons responsible for determining the educational needs of the student which, at a minimum, shall include a school administrator or designee, the student's regular classroom teacher, appropriate special education personnel, other support personnel, the parent, and when appropriate, the student;

B. organize the assessment data and other relevant information and reports, including information supplied by the parents, review that data and determine the student's educational needs;

C. interpret the data consistent with the requirement of nondiscrimination;

D. upon request of the parent, determine whether it is appropriate to involve additional staff or other persons on the team including someone who is a member of the same minority or cultural background or who is knowledgeable concerning the racial, cultural, or handicapping differences of the student; and

E. schedule the student staffing at a time and place that is mutually acceptable to the school and parents; the district shall proceed if the parents do not respond to the request to participate.

**Subp. 2. Development of individual education program plan.** The development of the program plan must:

A. be prepared, in writing, by the providing district for each person in need of special education services; when the providing district is not the resident district, a copy of the program plan shall be sent to the resident district;

B. be developed in accordance with the requirement of nondiscrimination, the principle of the least restrictive alternative, and recognized professional standards;

C. be based on the assessment data and other relevant reports and information; and

D. be prepared, in writing, by the resident district when contracting for special education services from a public, private, or voluntary agency.

**Subp. 3. Content of individual educational program plan.** The program plan must be based on the assessment data and other information and be consistent with the requirement of nondiscrimination and the principle of least restrictive alternative and must include:

A. A description of the special education service needs of the student as determined by the staffing team and the names of the persons on the team.

B. A statement of annual goals and periodic review objectives for the special education services including the criteria for attainment.

C. The plan for, location of, and frequency of periodic review of the progress in reaching the prescribed educational goals and objectives.

D. The reasons for the type of education placement and program including type of special education services to be provided, the location, amount of time, starting date, anticipated special education service duration, names, and school telephone numbers of those personnel responsible for providing the special education services. In accordance with the principle of least restrictive alternatives, substantiate why the proposed action is the most appropriate in terms of the person's educational needs.

# MINNESOTA RULES 1987

2955

## HANDICAPPED CHILDREN 3525.3100

E. The changes in staffing, transportation, facilities, curriculum, methods, materials, and equipment and other educational services that will be made to permit successful accommodation and education of the student in the least restrictive alternative.

F. A description of the educational activities in which the student will participate in environments which include nonhandicapped students. This provision must be included in the plan only when the student's primary placement will be in a special education program.

**Subp. 4. Individual conference scheduled to interpret assessment.** At the request of the parent, the district shall schedule an individual conference with a knowledgeable school employee for the purpose of receiving interpretations of the assessment or reassessment data or procedures or for the purpose of explaining the individual educational plan or its development.

**Subp. 5. Notice to parents after completion of program plan and prior to placement.** Notice in accordance with the provisions of part 3525.3600 is required whenever the providing school district proposes to initiate or change or refuses to initiate or change the level of educational placement as defined in the "Continuum of Placement Model," or proposes to initiate or significantly change or refuses to initiate or significantly change the special education services for the child. For the purposes of this part the terms initiate or change shall be construed to include the proposals set forth in Minnesota Statutes, section 120.17, subdivision 3b, clauses (c) (2), (3), (4), and (5). The notice shall be served prior to the initiation or change or refusal to initiate or change the educational placement or special education services for the child. The notice shall be served within ten days after completion of the program plan and/or the refusal to initiate or change.

**Statutory Authority:** *MS s 120.17 subd 3*

### **3525.3000 PERIODIC REVIEWS.**

The providing school district shall conduct periodic reviews of the program plan and shall determine:

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

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

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

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

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

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

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

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

### **3525.3100 REQUIREMENTS FOR REASSESSMENT AND FOLLOW-UP REVIEW.**

When a pupil is continued in the primary placement in a special education program, the providing district shall conduct an educational reassessment accord-

**3525.3100 HANDICAPPED CHILDREN**

2956

ing to the procedures specified in parts 3525.2600 to 3525.2800, at least once every three years.

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

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

**3525.3200 FORMAL NOTICE TO PARENTS.**

The notice shall be in writing and shall be served on the parent. Every effort shall be made by the providing school district to assure that no person's rights are denied for lack of a parent, or surrogate parent, or duly appointed guardian. The notice shall be written in the primary language of the home and in English, and the district shall make reasonable provisions for such notice to nonreaders and non-English-speaking persons necessary to ensure that the information contained in the notice is understood. For parents who are handicapped persons because of a hearing, speech, or other communication disorder, or because of the inability to speak or comprehend the English language as provided in Minnesota Statutes, section 546.42 the school district shall cause all pertinent proceedings, including but not limited to the conciliation conference, the prehearing review, the hearing, and any appeal to be interpreted in a language the handicapped person understands by a qualified interpreter as provided in Minnesota Statutes, section 546.42.

**Statutory Authority:** *MS s 120.17 subd 3*

**3525.3300 CONTENTS OF NOTICE.**

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

A. Inform the parents of their right to review and receive copies of all records or other written information regarding their child in the school's possession.

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

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

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

E. Inform the parents that they may:

(1) Obtain an independent assessment at their own expense.

(2) Request from the district information about where an independent assessment may be obtained.

(3) Obtain an independent assessment at public expense if the parent disagrees with an assessment obtained by the district. However, a district may initiate a due process hearing to show that its assessment is appropriate after

# MINNESOTA RULES 1987

2957

## HANDICAPPED CHILDREN 3525.3300

at least one conciliation conference. If the final decision is that its assessment is appropriate, the parents still have the right to an independent assessment, but not at public expense. Whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the district uses when it initiates an evaluation.

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

G. Inform the parents that if they object to the proposed action in writing a conciliation conference will be held at a mutually convenient time and place, but that if the parents refuse to attend the conference and the proposed action is not an initial action as defined in part 3525.0200, subparts 7 and 8, the school district will proceed with the proposed action.

H. Inform the parents that if they still object to the proposed action at anytime after the first conciliation conference is convened, they have a right to voice that objection at an impartial due process hearing.

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

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

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

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

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

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

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

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

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

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

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

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

**Statutory Authority:** *MS s 120.17 subd 3*

**History:** 8 SR 596

**3525.3400 NOTICE BY RESIDENT SCHOOL DISTRICT.**

The resident school district, if different from the providing school district, shall receive notice of and may be a party to any hearings or appeals provided herein if the district notifies the parent and the providing school district of its intention to a party within seven days of receipt of notice of the hearing from the providing school district.

**Statutory Authority:** *MS s 120.17 subd 3*

**3525.3500 NOTICE OF PERFORMANCE OR REFUSAL TO PERFORM ASSESSMENT.**

Prior to the performance of or refusal to perform a formal educational assessment or reassessment as provided for in parts 3525.2600 to 3525.2800, the providing school district shall prepare and serve a notice which shall meet the requirements of parts 3525.3200 to 3525.3400. The portion of the notice which is specific to assessment or reassessment shall:

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

B. include a general description of the procedures to be used;

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

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

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

**Statutory Authority:** *MS s 120.17 subd 3*

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

Prior to the initiation or change or the refusal to initiate or change a child's educational placement or special education services, as set forth in part 3525.2900, subpart 5, the providing school district shall prepare and serve a notice which shall meet the requirements of parts 3525.3200 to 3525.3400. The portion of the notice which is specific to the educational placement and provision of services shall:

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

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

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

**Statutory Authority:** *MS s 120.17 subd 3*

**3525.3700 CONCILIATION CONFERENCE.**

**Subpart 1. When a conference must occur.** When a conciliation conference must occur: if the parent does not object in writing, to a proposed action as set forth in parts 3525.2600 to 3525.2800 or part 3525.2900, subpart 5, within 14 days after receipt of the notice, and the proposed action is not an initial action as defined in part 3525.0200, subparts 7 and 8, the proposed action shall take place. If such written objection is made, the providing school district shall arrange for a conference with the parent for the purpose of reviewing the reasons

# MINNESOTA RULES 1987

2959

## HANDICAPPED CHILDREN 3525.3900

for the proposed action and conciliating the matter. The conference shall be held at a time and place mutually convenient to the parent and the school district representatives and shall be held within ten days after receipt of the written objection. There may be more than one such conference and the parent or district may request a hearing under part 3525.3800 at anytime after the first conciliation conference is convened.

If the parent refuses to provide prior written consent as set forth in parts 3525.3500, item D and 3525.3600, item B within ten days after the receipt of the notice and response form, the providing school district shall arrange for a conference with the parent for the purposes of reviewing the reasons for the proposed action, reviewing the parent's suggestions and concerns, and conciliating the matter. Each conference shall be held at a time and place mutually convenient to the parent and school district representatives and the initial conference shall be held within ten days after the expiration of the ten day period for parent response. In cases where the parent fails to attend the initial conciliation conference, the district may choose to schedule additional conciliation conferences.

**Subp. 2. Memorandum.** Within seven days of the final conciliation conference the providing district shall serve the parent with a written memorandum which shall inform the parent:

A. Of the school districts proposed action following the conference.

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

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

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

**Statutory Authority:** *MS s 120.17 subd 3*

### **3525.3800 WHEN A HEARING MUST BE HELD.**

A hearing regarding a proposed action as set forth in parts 3525.2600 to 3525.2800 or part 3525.2900, subpart 5 shall be held whenever the providing district receives the parents' request for a hearing. This request must be in writing and must be made within seven days after the parents' receipt of the written memorandum pursuant to part 3525.3700, subpart 2. Provided, however, that no parent shall have a right to request a hearing unless at least one conciliation conference has been convened pursuant to part 3525.3700, subpart 1. A district shall conduct a hearing whenever a parent refuses to provide written permission for the initial formal assessment or the initial placement and provision of special education services, provided the district has made at least one attempt to obtain this written consent through at least one conciliation conference.

**Statutory Authority:** *MS s 120.17 subd 3*

### **3525.3900 NOTICE OF A HEARING.**

Written notice of the time, date, and place of all hearings shall be given to all parties by the providing district at least ten days in advance of such hearings;

and the hearing shall be held at a time, date, and place mutually convenient to all parties.

Within five days of receipt of the parent's written request for a hearing the providing school district shall serve the parent with a written notice of rights and procedures relative to the hearing which shall inform the parent:

A. That the hearing shall take place before an impartial hearing officer mutually agreed to by the school board and the parent. If the school board and parent are unable to agree on a hearing officer, the school board shall request the commissioner to appoint a hearing officer.

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

C. Inform the parents of the following rights and responsibilities:

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

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

(3) of their right, at least five days prior to the hearing, to receive from the providing or resident school district, a brief resume of "additional material allegations" referring to conduct, situations, or conditions which are discovered to be relevant and which were not contained in the original notice or memorandum; and that if such material allegations are not so disclosed, it shall be left to the discretion of the person conducting the hearing to determine if those material allegations may be introduced or considered.

D. That at the hearing the burden of proof is on the school district to show that the proposed action is justified on the basis of the child's educational needs or his or her current educational performance, or presenting handicapping conditions taking into account the presumption that placement in a regular public school class with special education services is preferable to removal from the regular classroom.

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

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

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

**Statutory Authority:** *MS s 120.17 subd 3*

### 3525.4000 HEARING OFFICERS.

The hearing shall take place before an impartial hearing officer mutually agreed to by the school board and the parents. If the school board and the parent are unable to agree on a hearing officer, the school board shall request the commissioner to appoint a hearing officer. The hearing officer shall not be a



school board member or employee of the school district where the 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 any person with a personal or professional interest which would conflict with his objectivity at the hearing. A person who otherwise qualifies as a hearing officer is not an employee of the district solely because the person is paid by the district to serve as a hearing officer. If a hearing officer requests an independent educational assessment of a child, the cost of the assessment shall be at district expense. All expenses of the hearing, except for the parents' and resident school district's attorney's fees or other expenses incidental to the parent or resident school district participation in the hearing, shall be paid by the providing school district.

**Statutory Authority:** *MS s 120.17 subd 3*

### **3525.4100 PREHEARING REVIEW BY THE HEARING OFFICER.**

**Subpart 1. Information received prior to the hearing.** Five days prior to the hearing, the person(s) conducting the hearing shall receive copies of:

A. the providing school district's notice(s) and memorandum prepared pursuant to part 3525.3700, subpart 2 to the parents;

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

C. a copy of the student's current and proposed individual educational program plan; and

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

The provisions of items B and C need not apply when the hearing concerns a proposed action as set forth in parts 3525.2600 to 3525.2800.

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

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

B. may at his or her discretion meet with the parties together prior to the hearing;

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

D. may require the providing school district to propose an alternative individual educational program plan;

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

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

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

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

**Statutory Authority:** *MS s 120.17 subd 3*

### **3525.4200 HEARING RIGHTS OF THE RESPECTIVE PARTIES.**

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

At a reasonable time prior to the hearing, the parent or their representa-

tive(s), as the case may be, shall be given access to all of the providing and resident school districts' records and such other records pertaining to the child that are authorized by law to be disclosed, including but not limited to all tests, evaluations, assessments, reports, and other written information concerning the educational assessment or reassessment, conducted pursuant to parts 3525.2600 to 3525.2800 upon which the proposed action may be based.

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

If the person conducting the hearing determines at the conclusion of the hearing that there remain disputes of fact which, in the interest of fairness and the child's educational needs, require the testimony of additional witnesses, or if the hearing officer concludes that alternative educational programs and opportunities have not been sufficiently considered, he or she may continue the hearing for not more than ten days, for the purpose of obtaining the attendance of such witnesses or considering such alternative programs and opportunities. The parties' right to cross examination and confrontation and other applicable rights and procedures set forth herein shall continue and be given full force and effect.

**Statutory Authority:** *MS s 120.17 subd 3*

### **3525.4300 HEARING PROCEDURES.**

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

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

**Statutory Authority:** *MS s 120.17 subd 3*

### **3525.4400 THE DECISION OF THE HEARING OFFICER.**

**Subpart 1. Preparation of written decision.** Not more than 45 days from the

# MINNESOTA RULES 1987

2963

## HANDICAPPED CHILDREN 3525.4400

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. Such decision shall address itself to subparts 2 and 3.

**Subp. 2. Decisions regarding assessment or reassessment.** The hearing officer may sustain a proposed assessment or reassessment of the person as set forth in parts 3525.2600 to 3525.2800 upon a showing by the school district(s) by a preponderance of the evidence which demonstrates that there are facts, relating to the person's performance in his or her present education placement or presenting handicapping conditions, which indicate reasonable grounds to believe that the educational assessment or reassessment procedures are justified, as a step toward the possible initiation of or change in the person's educational placement or program, including special education services, which will provide an educational program, including special education services, appropriately suited to the person's needs.

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

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

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

**Subp. 4. Local decisions.** All local decisions shall:

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

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

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

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

**Statutory Authority:** *MS s 120.17 subd 3*

**3525.4500 FILING AND MAILING THE DECISION.**

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

**Statutory Authority:** *MS s 120.17 subd 3*

**3525.4600 EFFECTIVE DATE OF THE ACTION AND APPEALS.**

The decision of the hearing officer shall be binding on all parties unless appealed to the commissioner by the parent or the school board where the child resides; and shall become effective 15 days after service of the decision unless the decision is appealed. The hearing officer's decision issued pursuant to part 3525.4400, subpart 2, 3, or 4, may be appealed by the parent or the school board where the child resides to the commissioner of education within 15 days of receipt of that written decision(s) in the following manner: the appeal decision shall be based on a review of the local decision(s) and the entire record; all notices of appeal shall be on the appeal form or otherwise in writing and shall be sent by mail to all parties to the hearing at the time the appeal is filed.

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

**Statutory Authority:** *MS s 120.17 subd 3*

**3525.4700 FINAL DECISION.**

The commissioner's final decision shall be in writing, include findings and conclusions, and be based on the standards set forth in Minnesota Statutes, section 120.17, subdivision 3a and the standards, requirements, and principles set forth in part 3525.4400, subparts 2 and 3 and parts 3525.0200 to 3525.4700.

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

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

**Statutory Authority:** *MS s 120.17 subd 3*

**REQUIREMENTS AND PROCEDURES CONCERNING THE STATE  
RESIDENTIAL ACADEMIES FOR DEAF, BLIND, AND MULTIPLE  
HANDICAPPED SENSORY IMPAIRED STUDENTS**

**3525.4800 DEFINITIONS.**

Subpart 1. **Scope.** The following terms used throughout parts 3525.4800 to 3525.7500 shall have the following meanings ascribed to them.

Subp. 2. **Defined in part 3525.0200.** The definitions of these terms shall be as stated in part 3525.0200:

- A. special education services;
- B. handicapped persons;
- C. least restrictive alternatives;
- D. recognized professional standards;
- E. proposed action;
- F. nondiscrimination;
- G. formal educational assessment; and
- H. individual educational program plan.

Subp. 3. **Additional terms.** In addition, these terms shall have the following meanings ascribed to them.

Subp. 4. **Admission and transfer team.** "Admission and transfer team" as referred to in parts 3525.4800 to 3525.7500 shall mean the individuals who are required to participate in a formal meeting to develop, review, or revise a handicapped student's individual education program and/or to determine whether to admit or transfer the student to or from the state residential academies.

Subp. 5. **Admit.** "Admit" shall mean the action taken by the state residential academies in accepting the placement of a student and agreeing to provide appropriate educational services to the student.

Subp. 6. **Annual review.** "Annual review" as used in parts 3525.4800 to 3525.7500 shall mean a review which shall be conducted by the state residential academies and reviewed at a formal meeting. The review shall be held at least once a year to examine a student's individual education program and if appropriate, revise its provisions. This may be counted as one of the required periodic reviews during the year in which it is conducted.

Subp. 7. **Days.** "Days" shall mean calendar days between the official beginning and ending dates of the school year at the state residential academies. All procedures relating to but not limited to assessments, reassessments, individual education program plans, periodic reviews, conciliation conferences, and hearings that are initiated for a student in placement at the state residential academies before the end of the school year, must be completed within the required time period, even if that time period extends beyond the end of the official school year. In addition, applications for admission shall be processed in accordance with parts 3525.4900 to 3525.5500 at any time during the year, even if these procedures extend beyond the end of the official school year.

Subp. 8. **Formal notice.** "Formal notice" as used in parts 3525.4800 to 3525.7500 shall mean a written statement served upon the student's parent or guardian so as to fulfill the requirements of procedural safeguards.

Subp. 9. **Parent.** "Parent" shall mean a parent, a guardian, a person acting as a parent of a child, or a legally appointed guardian. The term does not include the state if the child is a ward of the state.

Subp. 10. **Periodic review.** "Periodic review" as used in parts 3525.4800 to 3525.7500 shall mean a review which shall be conducted by the state residential academies, at least twice a year, to determine the appropriateness of a student's individual education plan and, if appropriate, revise its provisions.

Subp. 11. **Resident school district.** "Resident school district," also referred

to as "district," shall mean the district where the handicapped student's parent or legal guardian resides or the district designated by the commissioner as provided in Minnesota Statutes, section 120.17, subdivisions 6, 7a, and 8a. The cost of transporting the student to and from the state residential academy shall be borne by the student's resident district as provided in Minnesota Statutes, section 128A.07.

**Subp. 12. Residential academies administrator.** "Residential academies administrator" shall mean the administrator of the Minnesota state residential academies as defined in Minnesota Statutes, section 128A.02, subdivision 3, or his/her designee.

**Subp. 13. Serve or service.** "Serve" or "service" as used in parts 3525.4800 to 3525.7500 shall mean the in-hand delivery or the first class mailing to the last known address of a written notice. Service by mail is complete upon mailing.

**Subp. 14. State residential academies.** "State residential academies" as used in parts 3525.4800 to 3525.7500 shall mean either or both the Minnesota State Academy for the Deaf and the Minnesota State Academy for the Blind, which are operated by the State Board of Education pursuant to Minnesota Statutes, chapter 128A.

**Subp. 15. Transfer.** "Transfer" shall mean the action taken by the state residential academies in dismissing a student from placement and the termination of the responsibility for providing the appropriate educational services to the student.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

### **3525.4900 REFERRAL AND APPLICATION PROCEDURES.**

Application for admission shall be made by the resident school district, hereinafter also referred to as the district, to the state residential academies' administrator on the appropriate forms provided by the commissioner and may be made at any time during the calendar year.

Prior to application for admission, the district shall have completed for each student for whom admission is sought, the following procedures as established by parts 3525.2500 to 3525.4700:

A. A formal educational assessment consistent with the provisions of parts 3525.2500 to 3525.2800 shall have been conducted and the special education needs of the pupil determined.

B. A student staffing consistent with the provisions of part 3525.2900 shall have been conducted.

C. A review of the student's current level of performance and the determination of the special education service needs shall have been made and the district shall have developed a statement of annual goals and objectives for the student. The district shall have reviewed the programs and services available to the district and shall have stated reasons why an appropriate education in the least restrictive alternative cannot be provided or reasonably made available by the district.

D. The parent and the district shall:

(1) have agreed that the district is unable to provide an appropriate program and that a referral for placement at the state residential academies is appropriate; or

(2) if the parent and district do not agree that a referral to the state residential academies is appropriate, a local due process hearing pursuant to parts 3525.3800 to 3525.4700 shall have been held. Before the state residential academies shall consider the student for admission, the decision resulting from the hearing process must be that the resident school district is unable to provide an

appropriate program and that a referral for admission to the state residential academies is appropriate.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

### **3525.5000 REFERRAL, REVIEW, AND ADMISSION MEETING.**

**Subpart 1. Role of residential academies' administrator for admission.** Within seven days of receipt of a referral for admission, the residential academies' administrator shall review the referral information and determine whether additional assessment or other information is needed and request in writing from the district any additional information that is needed.

The residential academies' administrator shall schedule the team meeting which shall be conducted within 30 days of receipt of complete referral information pursuant to part 3525.4900 and at a time that is mutually acceptable to the state residential academies and the parent and serve a written notice of the team meeting to the parent and the district in accordance with the provisions of parts 3525.6000 to 3525.6500 prior to conducting the admission meeting.

**Subp. 2. Role of residential academies' administrator in development of program.** To determine whether an appropriate individual educational program plan can be developed by the state residential academies to appropriately meet the educational needs of the student in the least restrictive alternative, the state residential academies' administrator shall:

A. Appoint participants from the state residential academies' staff to serve on the admission and transfer team. The team shall include at a minimum an administrator of the appropriate education program or his/her designee, an administrator of the appropriate residential program or his/her designee, one appropriate teaching staff person, and other related services staff persons as deemed appropriate by the state residential academies' administrator.

B. Schedule an admission and transfer team meeting which shall include the state residential academies' required participants, the parent, the student if appropriate, and other persons as deemed appropriate by the residential academies' administrator and may include a representative of the resident school district if the district chooses to participate.

C. Upon request of the parent, determine whether it is appropriate to involve additional state academies' staff on the admission and transfer team; and whether it is appropriate to include someone who is a member of the same minority, or cultural background or who is knowledgeable concerning the racial, cultural, or handicapping differences of the student. This statement shall not be read to limit the parent's right to include participants, other than the academies' employees, of his/her own choosing at the scheduled meeting.

**Subp. 3. Parents unable to attend admission meeting.** If the parent cannot attend the admission meeting, the state residential academies' administrator shall use and document other methods to ensure parent participation including individual or conference telephone calls; and an admission meeting shall be conducted without a parent in attendance if the residential academies' administrator is unable to convince the parent to attend.

**Subp. 4. Meeting needs of student through least restrictive alternative.** The admission and transfer team shall determine whether placement at the state residential academies will appropriately meet the educational needs of the student in the least restrictive alternative. This determination shall be based on:

- A. the complete referral information;
- B. any additional information supplied by the parent;
- C. other relevant information and reports;
- D. the record of the decision of the student's resident school district

**3525.5000 HANDICAPPED CHILDREN**

2968

pursuant to Minnesota Statutes, sections 120.17, subdivision 3b and 128A.05, subdivisions 1 and 2;

E. interpretation of the data in accordance with the requirements of nondiscrimination pursuant to part 3525.0200, subpart 10 and recognized professional standards; and

F. the team's development of an appropriate individual educational program plan, or the team's determination that an appropriate individual educational program plan cannot be developed by the state residential academies.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

**3525.5100 ADMISSION PROCEDURES AND DEVELOPMENT OF PROGRAM.**

The admission and transfer team shall recommend to the state residential academies' administrator that:

A. the state residential academies can appropriately meet the educational needs of the student in the least restrictive alternative and that the student be admitted pursuant to the parent's written approval of the team's proposed individual educational program plan; or

B. the state residential academies cannot appropriately meet the educational needs of the student as the least restrictive alternative and that the student not be admitted to the state residential academies, based upon the team's determination that an appropriate individual educational program for the student at the state residential academies cannot be developed.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

**3525.5200 DEVELOPMENT OF INDIVIDUAL PROGRAM.**

If the student is recommended to be admitted to the state residential academies, the admission and transfer team shall develop a proposed individual education program plan listing the services that the student will receive at the state residential academies. The proposed individual educational program plan shall be prepared in writing; be based on the assessment data, the district's statement of goals and objectives, and other appropriate information; be consistent with the requirement of nondiscrimination and the principle of the least restrictive alternative; and shall include:

A. The names of the persons on the team.

B. A description of the education service needs of the student as determined by the team.

C. A statement of annual goals and periodic review objectives for the education services to be provided including the criteria for attainment of the objectives.

D. The plan for, location of, and frequency of periodic review of the progress in reaching the prescribed educational objectives.

E. The reasons for the type of education program including type of services to be provided, the location, amount of time, starting date, anticipated duration of services, and the names and academy telephone numbers of those personnel responsible for providing the services. In accordance with the principle of least restrictive alternatives, the proposed action shall be substantiated as the most appropriate in terms of the students' educational needs.

F. The changes in staffing, transportation, facilities, curriculum, methods, materials and equipment, and other services that will be made to permit successful accommodation and education of the student in the least restrictive alternative.



G. A description of any activities in which the student will participate in environments which include nonhandicapped students.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

### **3525.5300 DECISION TO DENY OR ADMIT STUDENT.**

Based upon the recommendations of the admission and transfer team admission meeting, the state residential academies' administrator shall:

A. admit the student to the state residential academies pursuant to the parent's written approval of the individual educational program plan; or

B. deny the student admission to the state residential academies; and

C. provide formal notice to the parent and to the district of the determination to admit or to deny admission in accordance with the provisions of parts 3525.6000 to 3525.6500. The notice shall be served within 14 days of the admission and transfer team admission meeting.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

### **3525.5400 DECISION TO ADMIT.**

If the determination is to admit the student pursuant to the parent's written approval of the individual educational program plan, the initial notice shall include the proposed individual educational program plan and shall state that the parent shall agree in writing to this individual educational program plan. If the parent does not give written approval to the individual educational program plan within 14 days after service of the notice, the state residential academies' administrator shall arrange for a conciliation conference pursuant to part 3525.6600. If the parent continues to object to the proposed individual educational program plan, the parent may initiate an impartial due process hearing in accordance with parts 3525.6800 to 3525.7500. If within 30 days after serving the formal notice which shall include the proposed individual educational program plan, no response or objection is obtained from the parent, or if agreement has not been reached in conciliation conference and no hearing is requested in accordance with parts 3525.6800 to 3525.7500, efforts to reach the parent shall be documented, and the state residential academies' administrator shall serve the parent and the resident school district written notice stating that effective the date of the notice the student shall not be admitted to the state residential academies under the current application for admission procedure. This action shall not be interpreted to mean that application for admission of the same student cannot be made at a future date if such application is deemed appropriate by the parent and the resident school district in accordance with procedures as established by parts 3525.2500 to 3525.4700.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

### **3525.5500 DECISION TO DENY ADMISSION.**

If the determination is to deny the student admission to the state residential academies, the residential academies' administrator shall send a formal notice to the parent and the resident district which shall inform them of the decision to deny admission based upon the academies' determination that an appropriate individual educational program plan cannot be developed by the state residential academies. If the parent objects to the action to deny admission, the state residential academies' administrator shall arrange for a conciliation conference pursuant to part 3525.6600. If the parent continues to object to the action to deny admission, the parent may initiate an impartial due process hearing in accordance with parts 3525.6800 to 3525.7500.

## 3525.5500 HANDICAPPED CHILDREN

2970

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

**3525.5600 PERIODIC REVIEW AND ANNUAL REVIEW.**

Subpart 1. **Purpose.** The state residential academies shall conduct periodic reviews of the individual education program plan and shall determine:

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

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

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

Subp. 2. **Frequency.** There shall be at a minimum one periodic review and one annual review each year; the initial periodic review shall be made at the time specified in the program plan.

Subp. 3. **Conduct.** Periodic reviews shall be made by those persons directly responsible for implementing the educational program and by other designees of the state residential academies as may be needed to ensure an informed and adequate review.

The annual review shall be an admission and transfer team meeting held to review a student's individual educational program plan and if appropriate revise its provisions.

The reviews shall be conducted in accordance with the requirements for nondiscrimination pursuant to part 3525.0200 and recognized professional standards.

Subp. 4. **Report of results.** The results of periodic reviews and annual reviews shall be included in the student's school records and a copy sent to the parent and to the district. This copy shall inform the parent that he/she may request a conference to review the student's program plan at any time and the procedure to do so.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

**3525.5700 REASSESSMENT.**

The state residential academies shall conduct an educational reassessment according to the procedures specified for formal educational assessments in parts 3525.2600 to 3525.2800 at least once every two years. In the year that the reassessment is conducted the meeting following the reassessment may meet the requirement for one of the two reviews required pursuant to part 3525.5600.

A reassessment shall be conducted before the state residential academies propose a transfer from the academies.

A reassessment may be conducted at parent request, unless the state residential academies determine that there has been a recent and adequate assessment or reassessment.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

**3525.5800 TRANSFER.**

The admission and transfer team shall recommend to the state residential academies' administrator that a student be dismissed from placement at the state residential academies when it has been determined that the appropriate program for the student in the least restrictive alternative is no longer placement at the state residential academies. This determination shall be made based upon the results of an educational reassessment. Based upon the recommendations of the admission and transfer team staffing, the state residential academies' administrator shall:

# MINNESOTA RULES 1987

2971

## HANDICAPPED CHILDREN 3525.5900

A. Dismiss the student from placement at the state residential academies pursuant to the parent's written consent to this proposed action.

B. Provide written notice of the determination to transfer the student from placement at the state residential academies to the parent and the resident school district in accordance with the provisions of parts 3525.6000 to 3525.6500 within 14 days of the admission and transfer team staffing. The notice shall state that no such change shall be made without written parental consent.

C. If the parent does not give written consent to the transfer of the student from educational placement at the state residential academies within 14 days after service of the notice, the state residential academies' administrator shall arrange for a conciliation conference pursuant to part 3525.6600.

D. If the parent continues to object to the proposed action, the parent may initiate an impartial due process hearing in accordance with the provisions of parts 3525.6800 to 3525.7500.

E. If the parent continues to refuse to provide written consent to the transfer, but does not initiate a due process hearing, the state residential academy shall schedule a due process hearing in accordance with parts 3525.6800 to 3525.7500.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

### **3525.5900 ADMISSION AND TRANSFER TEAM MEETING.**

An admission and transfer team meeting shall include the required state residential academies participants, the parent, the student if appropriate, and may include a representative of the resident school district and other persons as deemed appropriate by the residential academies' administrator. This statement shall not be read to limit the parent's right to include participants, other than the academies' employees, of his/her own choosing at the scheduled meeting. An admission and transfer team meeting shall be conducted:

A. to develop a recommendation regarding a student's application for admission;

B. to develop a current individual educational program plan for each student in attendance;

C. to review the results of the required biennial reassessment or to review the results of reassessment that may be conducted in addition to the required biennial reassessment;

D. prior to the state residential academies proposing the transfer of a student from educational placement at the state residential academies based upon reassessment data and the determination that the appropriate program in the least restrictive alternative is not available at the state residential academies; and

E. to review the results of a reassessment within 30 days after the expiration of the period allowed for parental response, unless the parent objects to the reassessment through the procedures provided in parts 3525.2600 to 3525.2800 and part 3525.5700.

Formal notice in accordance with the provisions of parts 3525.6000 to 3525.6500 shall be provided to the parent and the district 14 days prior to conducting an admission and transfer team meeting. If the parent cannot attend the admission and transfer team meeting, the state residential academies' administrator shall use and document other methods to ensure parent participation including individual or conference telephone calls; and an admission and transfer team meeting shall be conducted without the parent in attendance if the residential academies' administrator is unable to convince the parent to attend.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

**3525.6000 FORMAL NOTICES TO PARENTS.**

The provisions of parts 3525.3200 to 3525.3400 shall apply to formal notices served on parents of students enrolled at the state residential academies. Prior to the admission meeting, pursuant to part 3525.5000 the state residential academies shall prepare and serve a formal notice on the parent and the resident school district which shall:

A. include the reasons for the meeting and the persons who have been asked to be in attendance;

B. inform the parent of his/her right to request and receive copies of all records or other written information that is in the state residential academies' possession regarding his/her child;

C. inform the parent of his/her right and the procedure and time to participate in developing his/her child's education program, and/or to provide information relative to the child's assessment and the development of the program plan;

D. inform the parent of his/her right and the procedure and time to request and to receive interpretations of assessment or reassessment procedures, instruments, and data or results from a knowledgeable state residential academies' employee, and for that conference to be held in private;

E. inform the parent of his/her right and the procedure and time to include such person(s) described in part 3525.2900, subpart 1, including a person who is a member of the same minority, or cultural background or who is knowledgeable concerning the racial, cultural, or handicapping differences of the student, on the team that interprets the assessment data and/or develops the individual education program plan;

F. inform the parent that the state residential academies shall proceed with the admission and transfer team meeting in order to consider the student's application for admission unless the parent objects in writing on the response form within 14 days after service of the notice;

G. include a response form on which the parent may indicate his/her objection to the proposed admission and transfer team meeting and which identifies the designee of the state residential academies to whom the response form should be mailed or given and to whom questions may be directed;

H. state that if the parent objects in writing to the admission meeting, the state residential academies shall consider that the student's application for admission to the state residential academies has been withdrawn by the parent effective on the date of the signing of the objection response form; and

I. inform the parent that if the student's application is withdrawn, the decision regarding the placement of the student shall be determined by the parent and the resident school district in accordance with parts 3525.0200 to 3525.4700.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

**3525.6100 FORMAL NOTICE REQUIRED FOR ADMISSION.**

When the state residential academies propose to admit a student pursuant to the parent's written approval of the proposed individual educational program plan, the state residential academies shall prepare and serve a formal notice which shall:

A. include a copy of the student's proposed individual educational program plan as described in part 3525.5200;

B. inform the parents of his/her right and time and procedure to request and to receive interpretation of the educational program plan from a knowledgeable academy employee and for that conference to be held in private;

C. state that the parent's written consent shall be given to the individual

# MINNESOTA RULES 1987

2973

## HANDICAPPED CHILDREN 3525.6200

educational program plan and the signed plan shall be returned to the state residential academies' administrator within 14 days of receipt of the notice if the student is to be admitted to the state residential academies;

D. state that the student shall be admitted to the state residential academies upon receipt by the state residential academies' administrator of the individual educational program plan with the parent's signature affixed;

E. inform the parent that the state residential academies shall not proceed to admit the student without the written consent of the parent to the proposed individual educational program plan;

F. inform the parent that if he/she objects to the proposed individual educational program plan that a conciliation conference pursuant to parts 3525.6600 and 3525.6700 shall be held at a mutually convenient time;

G. inform the parent that if he/she objects to the educational plan during or after the initial conciliation conference, he/she has a right to initiate an impartial due process hearing in accordance with procedures set forth in parts 3525.6800 to 3525.7500;

H. inform the parent that he/she has the right to be represented by counsel or another person of their choosing at the conciliation conference or the impartial due process hearing;

I. inform the parent that he/she may obtain an independent educational assessment at his/her own expense and that at his/her request, the results of this independent assessment shall be considered in the development of an appropriate educational program for the student; and

J. include a response form on which the parent may indicate his/her objection to the proposed individual educational program plan and identify the designee of the state residential academies to whom the response form should be mailed or given and to whom questions should be directed.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

### **3525.6200 FORMAL NOTICE REQUIRED FOR DENIAL OF ADMISSION.**

When the state residential academies deny a student admission to placement at the state residential academies based on the academy's determination that an appropriate individual educational program plan cannot be developed by the state residential academies, the state residential academies shall prepare and serve a formal notice which shall:

A. state that based on the admission and transfer team's review of the student's complete referral information, and the academy's determination that an appropriate individual program plan cannot be developed by the state residential academies, the team's recommendation is that placement at the state residential academies cannot appropriately meet the educational needs of the student in the least restrictive alternative and the student is denied admission;

B. inform the parent that if he/she objects to the action of the state residential academies to deny admission, a conciliation conference pursuant to parts 3525.6600 and 3525.6700 shall be held; and

C. inform the parent that if he/she objects to the action to deny admission during or after the initial conciliation conference, he/she has the right to initiate an impartial due process hearing in accordance with the procedures set forth in parts 3525.6800 to 3525.7500.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

**3525.6300 NOTICE REQUIRED FOR ASSESSMENT, SIGNIFICANT CHANGE, OR REFUSAL TO ASSESS OR CHANGE THE PROGRAM.**

Prior to conducting an assessment or reassessment, refusing to conduct an assessment or reassessment, initiating a significant change in or refusing to make a significant change in a state residential academies' student's individual educational program plan, the state residential academies shall prepare and serve a formal notice which shall:

A. if the proposed action pertains to assessment or reassessment, include the reasons for assessment or the refusal to assess, how the results may be used if the assessment is conducted, a general description of the procedures to be used, and where and by whom the assessment will be conducted;

B. include a copy of the student's current individual educational program plan;

C. inform the parent of his/her rights to review and receive copies of all records or other written information regarding his/her child in the state residential academies' possession;

D. inform the parent of his/her right and the procedure and time to request and to receive interpretations of assessment or reassessment procedures, instruments, and data or results from a knowledgeable state residential academies' employee and for that conference to be held in private;

E. inform the parent of his/her right and the procedure and time for him/her to participate as a team member in developing and determining the child's educational program and/or to provide information relative to his/her assessment and the development of the educational program plan;

F. inform the parent of his/her right, the procedures, and the time within which to have included on the team that interprets the assessment data and/or develops the individual educational program plan, such person(s) as described in parts 3525.2900, subpart 1 including a person who is a member of the same minority or cultural background or who is knowledgeable concerning the racial, cultural, or handicapping differences of the student;

G. inform the parent that he/she may obtain an independent assessment at his/her own expense and that at his/her request, the results of this independent assessment shall be considered in the development of an appropriate educational program for the student;

H. inform the parent that the state residential academies shall proceed with the proposed action unless the parent objects on the enclosed response form or otherwise in writing within 14 days after service of the notice;

I. inform the parent that if he/she objects to the proposed assessment or reassessment or proposed change in the educational program in writing, the state residential academies' administrator shall arrange for a conciliation conference pursuant to parts 3525.6600 and 3525.6700;

J. inform the parent that if the parent objects to the proposed action during or after the initial conciliation conference they may have an impartial due process hearing in accordance with parts 3525.6800 to 3525.7500;

K. inform the parent that he/she has the right to be represented by counsel or another person of his/her choosing at the conciliation conference or the impartial due process hearing;

L. include a statement assuring that the student's educational program will not be changed as long as the parent objects to the proposed action in the manner prescribed by these rules; and

M. include a response form on which the parent may indicate his/her approval of or objection to the proposed action and identify the state residential academies' employee to whom the response form should be sent and to whom questions may be directed.

# MINNESOTA RULES 1987

2975

HANDICAPPED CHILDREN 3525.6500

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

## **3525.6400 FORMAL NOTICE REQUIRED UPON TRANSFER.**

When the state residential academies propose the transfer of the student out of educational placement at the state residential academies pursuant to part 3525.5800, the state residential academies shall prepare and serve formal notice to the parent and the resident school district which shall:

A. state that based on reassessment of the student and the recommendations of an admission and transfer team meeting, the state residential academies propose to dismiss the student from placement at the state residential academies pursuant to the written consent of the parent to this proposed action;

B. inform the parent of his/her right to request and to receive copies of all records or other written information regarding his/her child in the state residential academies' possession;

C. inform the parent of his/her right and the procedure and time period within which to request and to receive interpretations of assessment or reassessment procedures, instruments, and data on results from a knowledgeable state residential academies' employee and for that conference to be held in private;

D. inform the parent that he/she may obtain an independent assessment at his/her own expense and that at his/her request, the results of this independent assessment shall be considered in the development of an appropriate educational program for the student;

E. include a response form on which the parent may indicate his/her approval of or objection to the proposed transfer from placement at the state residential academies and which states that the form shall be returned to the state residential academies' administrator within 14 days of receipt of the notice;

F. inform the parent that the state residential academies shall not proceed with the proposed transfer from placement of the student without prior written consent of the parent;

G. inform the parent that if he/she gives written consent the student shall be dismissed from placement at the state residential academies at the time specifically stated in the proposed transfer from placement;

H. inform the parent that if he/she objects to the proposed transfer from placement in writing, a conciliation conference pursuant to parts 3525.6600 and 3525.6700 shall be held;

I. inform the parent that if he/she objects to the proposed transfer from placement during or after the initial conciliation conference, he/she has the right to initiate an impartial due process hearing in accordance with the procedures set forth in parts 3525.6800 to 3525.7500;

J. inform the parent that if he/she continues to refuse to provide written permission to the transfer, the state residential academies shall schedule a hearing in accordance with parts 3525.6800 and 3525.7500; and

K. state that the child's educational placement will not be changed as long as the parent objects to the proposed transfer from placement in the manner prescribed in parts 3525.4800 to 3525.7500.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

## **3525.6500 NOTICE SENT TO DISTRICT OF RESIDENCE.**

The state residential academies' administrator shall notify the district of residence whenever:

A. the parent determines that the student's application to the state residential academies is withdrawn prior to the student being admitted;

**3525.6500 HANDICAPPED CHILDREN**

2976

B. the student is denied admission to the state residential academies' programs;

C. the parent has removed the student from the state residential academies' program after he/she has been admitted; and

D. a student is graduated from the state residential academies or will not continue attending the academy because he/she has attained the age of 21 years prior to September 1 of the next official school year.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

**3525.6600 CONCILIATION CONFERENCE.**

When a conciliation conference shall occur:

A. If the parent does not object in writing to a proposed action within 14 days after service of a notice pursuant to parts 3525.6000 to 3525.6500 and the proposed action is not admission to or transfer from the state residential academies, the proposed action shall take place. If such written objection is made, the state residential academies' administrator shall arrange for a conference with the parent for the purpose of reviewing the reasons for the proposed action and conciliating the matter. The conference shall be held at a time mutually convenient to the parent and the state residential academies' representatives and shall be held within 14 days after receipt of the written objection. There may be more than one such conference and the parent may request a hearing under parts 3525.6800 to 3525.7500 at any time after the first conciliation conference is held.

B. If the parent does not give written approval to the proposed individual educational program plan developed in accordance with part 3525.5200 within 14 days after the service of the notice, the residential academies' administrator shall arrange for a conference with the parent for the purpose of reviewing the plan and conciliating the matter. The conference shall be held at a time mutually convenient to the parent and state residential academies' representatives and shall be held within 14 days after the expiration of the 14-day period for parent response.

C. If the parent does not give written consent to the proposed transfer of the student from placement at the state residential academies in accordance with part 3525.5800 within 14 days after service of the notice pursuant to part 3525.6400, the residential academies' administrator shall arrange for a conference with the parent for the purpose of conciliating the matter. The conference shall be held at a time mutually convenient to the parent and state residential academies' representatives and shall be held within 14 days after the expiration of the 14-day period for parent response.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

**3525.6700 MEMORANDUM OF THE CONCILIATION CONFERENCE.**

Within seven days of the final conciliation conference the state residential academies shall serve the parent with a written memorandum which shall:

A. inform the parent of the state residential academies' proposed action following the conference;

B. inform the parent that if he/she continues to object to the proposed action he/she has a right to an impartial due process hearing in accordance with the provisions of parts 3525.6800 to 3525.7500 and state the procedure and time in which to request the hearing, including a request form on which the parent may request the hearing, and the identification of the state residential academies' employee to whom the written request form or other written request for hearing is to be mailed, and to whom questions and documents or requests relating to the hearing may be directed;



C. inform the parent that if he/she does not request a hearing on the written request form or otherwise in writing pursuant to parts 3525.6800 to 3525.7500, within seven days after receipt of the notice, the state residential academies shall proceed with the proposed action unless the proposed action is to admit the student to or to transfer the student from placement at the state residential academies;

D. inform the parent that if the proposed action is to admit the student pursuant to the parent's written consent of the proposed individual educational program plan, and agreement has not been reached in conciliation conference and no hearing is requested in accordance with parts 3525.6800 to 3525.7500 efforts to reach the parent shall be documented, and the state residential academies' administrator shall serve the parent and the resident school district written notice stating that effective the date of the notice the student shall not be admitted to the state residential academies under the current application for admission procedure; and

E. inform the parent that if the proposed action is transfer of the student from placement at the state residential academies, when the parent continues to refuse to provide written permission, the state residential academies shall schedule a hearing within seven days after the expiration of the seven days allowed for parent response.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

### **3525.6800 INITIATION OF THE HEARING.**

A parent or the state residential academies may initiate an impartial due process hearing when either party continues to object to a proposed action and conciliation has not been achieved through one or more conciliation conferences pursuant to parts 3525.6600 and 3525.6700. The resident school district may be party to the hearing. The decision of the hearing officer shall be rendered not more than 45 days from the date of the receipt of the request for the hearing. The hearing officer may grant specific extensions of time beyond the 45-day period at the written request of either party.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

### **3525.6900 NOTICE OF THE HEARING.**

Written notice of the time, date, and place of all hearings shall be given to all parties by the state residential academies at least 14 days in advance of such hearings; and the hearing shall be held at a time, date, and place mutually convenient to all parties.

Within seven days of receipt of the parent's written request for a hearing, the state residential academies shall serve the parties with a written notice of rights and procedures relative to the hearing which shall inform the parent:

A. That the hearing shall take place before an impartial hearing officer appointed by the commissioner.

B. That they will receive notice of time, date, and place of the hearing 14 days in advance of the hearing which will be held within 30 days after the written request.

C. Of the hearing rights of the respective parties including the following:

(1) The hearing shall be closed unless the parent requests an open hearing.

(2) The parties shall have the right to representatives of their own choosing, including legal counsel in preparation of and at the hearing. The state residential academies shall inform the parent of any free or low cost legal or relevant services available in the area.

(3) Not less than seven days prior to the hearing, the parent or his/her representative(s), as the case may be, shall be given access to all of the state residential academies' records and such other records pertaining to the child that are authorized to be disclosed, including but not limited to all tests, evaluations, assessments, reports, and other written information concerning the educational assessment or reassessment upon which the proposed action may be based.

(4) At least seven calendar days prior to the hearing the parent shall receive from the state residential academies a brief resume of additional material allegations referring to conduct, situations, or conditions which are discovered and found to be relevant to the issues to be contested at the hearing and which are not contained in the original notice or memorandum provided pursuant to parts 3525.6000 to 3525.6500 or part 3525.6700. If such material allegations or information relating thereto are not so disclosed, it shall be left to the person conducting the hearing to determine if those material allegations may be introduced or considered.

(5) Within seven days after written request any party shall receive from the other parties a list of witnesses who may be called to testify at the hearing. Such list shall be filed with the person(s) conducting the hearing. Such lists may be modified at any time but each party shall be notified if modification occurs.

(6) All parties or their representatives, as the case may be, shall have the right to request the attendance of any employee of the state residential academies, resident school district, or any other person who may have evidence relating to the proposed action, and to confront, and to cross-examine any such witness. Any such request shall be made to the state residential academies, and to the person whose attendance is requested at least seven days in advance of the hearing. Such written requests shall also be filed with the hearing officer at the time of hearing.

(7) The parent shall have the right to call his/her own witnesses and to present evidence, including expert medical, psychological, and educational testimony and relevant records, tests, assessments, reports, or other information.

(8) All parties shall have the right to confront and cross-examine witnesses.

(9) If the person conducting the hearing determines at the conclusion of the hearing that there remain disputes of fact which, in the interest of fairness and the child's educational needs, require the testimony of additional witnesses, or if the hearing officer concludes that alternative educational programs and opportunities have not been sufficiently considered, he or she may continue the hearing for not more than 14 days, for the purpose of obtaining the attendance of such witnesses or considering such alternative programs and opportunities. The parties' right to cross-examination and confrontation and other applicable rights and procedures set forth herein shall continue and be given full force and effect.

D. That at the hearing the burden of proof is on the state residential academies to show that the proposed action is justified on the basis of the student's educational needs or his/her current educational performance, or presenting handicapping conditions taking into account the presumption that placement in a regular public school class with special education services is preferable to removal from the regular classroom.

E. That a record shall be kept of the hearing and a copy of the transcribed record shall be available to the parent, upon request, at the cost of the copy.

F. That the hearing officer shall make a written decision based only on evidence received and introduced into the record at the hearing. Such decisions shall be rendered not more than 45 days from the receipt of the request for the

hearing. The proposed action will be upheld only upon showing by the state residential academies of a preponderance of the evidence. A proposed action that would result in the child being removed from a regular education program may be sustained only when and to the extent the nature or severity of the handicap is such that a regular education program would not be satisfactory and the child would be better served in an alternative program. Consideration of alternative regular educational programs shall also be given.

G. That the decision of the hearing officer is binding on all parties.

H. That pending the decision, the student's education program shall not be changed unless the parent and the parties agree otherwise.

I. That the parent has the right to have the child present at the hearing.

J. That the parent shall receive a copy of the hearing officer's written findings, conclusion, and decision.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

### **3525.7000 HEARING OFFICERS.**

The hearing shall take place before an impartial hearing officer appointed by the commissioner. The hearing officer shall not be a member of the State Board of Education, State Department of Education, an employee of either the student's resident school district or the state residential academies, or any person with a personal or professional interest which would conflict with his objectivity at the hearing. A person who otherwise qualifies as a hearing officer is not an employee of the state solely because the person is paid by the State Department of Education or the state residential academies to serve as a hearing officer.

If a hearing officer requests an independent educational assessment of a child, the cost of the assessment shall be at state residential academies' expense. All expenses of the hearing, except for the parent's and resident school district's attorney's fees; the cost of a copy of the record of the hearing if requested by the parent; or other expenses incidental to the parent's, child's, or resident school district's participation in the hearing, shall be paid by the state residential academies.

The hearing officer shall be empowered to subpoena any persons or papers he/she deems necessary for an adequate review of the appropriateness of the proposed action which is the subject of the hearing.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

### **3525.7100 PREHEARING REVIEW BY THE HEARING OFFICER.**

**Subpart 1. Information received prior to hearing.** Not less than seven days prior to the hearing, the person conducting the hearing shall be mailed copies of:

A. notices and memoranda prepared by the state residential academies pursuant to parts 3525.6600 and 3525.6700 sent to the parent;

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

C. a copy of the student's current and proposed individual educational program plan; and

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

The provisions of items B and C do not apply when the hearing concerns a proposed action to assess or reassess.

**3525.7100 HANDICAPPED CHILDREN**

2980

Subp. 2. **Duties of hearing officer upon receipt of information.** Upon receipt of the information set forth in subpart 1, the hearing officer:

- A. shall review the same for compliance with parts 3525.4800 to 3525.7500;
- B. may meet with the parties together prior to the hearing;
- C. may require the state residential academies to perform an additional educational assessment or reassessment;
- D. may require an independent educational assessment of the student at the expense of the state residential academies;
- E. may require the state residential academies to propose an alternative individual educational program plan;
- F. may require the state residential academies to send additional notice to the parent;
- G. may do such additional things necessary to achieve compliance with parts 3525.4800 to 3525.7500;
- H. may extend the hearing date for up to 15 days to achieve the purposes of this subpart; and
- I. may grant specific extension of time beyond the 45-day period at the request of either party.

**Statutory Authority:** *MS s 128A.02 subs 2,6*

**History:** *L 1985 c 240*

**3525.7200 HEARING PROCEDURES.**

The hearing officer shall preside over and conduct the hearing and shall rule on procedural and evidentiary matters, and his or her decision shall be based solely upon the evidence introduced and received into the record. The state residential academies shall bear the burden of proof as to all facts and as to grounds for the proposed action.

One purpose of the hearing is to develop evidence of specific facts concerning the educational needs, current educational performance, or presenting handicapping conditions of the person as they relate to the need for the proposed action. Consistent with the rights and procedures set forth herein, nothing in the rules shall limit the right of the hearing officer to question witnesses or request information.

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

**Statutory Authority:** *MS s 128A.02 subs 2,6*

**History:** *L 1985 c 240*

**3525.7300 EVIDENCE AT THE HEARING.**

As appropriate to the pending matter, the hearing officer shall consider evidence related to:

A. The state residential academies' decision to deny admission to the student for the purpose of providing an educational program. The state residential academies shall demonstrate by a preponderance of the evidence that based upon the academies' determination an appropriate individual educational program plan cannot be developed by the state residential academies.

B. The state residential academies' proposal to assess or reassess or refusal to assess or reassess as set forth in part 3525.5700. The state residential academies shall demonstrate by a preponderance of the evidence that the educational assessment or reassessment is justified as a step toward the possible initiation of or change in the student's educational placement or provision of services; or the state residential academies shall demonstrate by a preponderance of the evidence that refusal to assess or reassess is justified by the proximity in

time, appropriateness, and adequacy of the most recent assessment or reassessment.

C. The state residential academies' proposal to initiate or refusal to initiate services as set out in the student's individual educational program plan. The state residential academies shall demonstrate by a preponderance of the evidence that the proposed action is consistent with the current educational needs of the student.

D. The state residential academies' proposal to transfer the student. The state residential academies shall demonstrate by a preponderance of the evidence that the proposed transfer is consistent with the current educational needs and presenting handicapping conditions of the student.

The hearing officer shall sustain, modify, or reject a proposed action based on consideration of all the evidence received at the hearing.

**Statutory Authority:** *MS s 128A.02 subds 2,6*

**History:** *L 1985 c 240*

### **3525.7400 THE DECISION OF THE HEARING OFFICER.**

**Subpart 1. Written decision within 45 days.** Not more than 45 days from the receipt of the request for a hearing, except where extensions of time have been granted and then at a time not to exceed 45 days plus the number of days added by the extensions, the hearing officer shall prepare a written decision based on evidence received and introduced into the record at the hearing. Such decision shall address itself to the following.

**Subp. 2. Decisions regarding admission.** The hearing officer shall sustain the decision to deny admission of the student to the state residential academies upon a showing by the state residential academies by a preponderance of evidence that an appropriate individual educational program plan cannot be developed by the state residential academies.

**Subp. 3. Decisions regarding assessment or reassessment.** Decisions regarding assessment or reassessment:

A. the hearing officer shall sustain a proposed assessment or reassessment of the student as set forth in part 3525.5700 upon showing by the state residential academies by a preponderance of the evidence which demonstrates that there are facts, relating to the student's performance in his/her present education placement or presenting handicapping conditions, which indicate reasonable grounds to believe that the educational assessment or reassessment procedures are justified as a step toward the possible initiation of or change in the student's educational placement or program, including special education services, which will provide an educational program appropriately suited to the student's needs;

B. the hearing officer shall sustain the refusal to assess or reassess upon a showing by the state residential academies by a preponderance of evidence which demonstrates that there are facts which indicate reasonable grounds to believe that there has been recent and adequate assessment or reassessment of the student by qualified professionals; and

C. consistent with the standards, requirements, and principles set forth in statute and parts 3525.4800 to 3525.7500, the hearing officer shall have the authority, based on all the evidence received at the hearing, to modify the proposed assessment or reassessment procedures in order to insure compliance with the requirement of nondiscrimination.

**Subp. 4. Decisions regarding individual educational program.** Decisions regarding individual educational program plan:

A. In deciding if the proposed action is to be sustained, in whole or part, the educational needs of the student shall be determinative. However, there shall be a presumption that among alternative programs of education, that to the

maximum extent appropriate, a primary placement in a regular public school class and program with appropriate special education services, is preferable to removal from the regular classroom.

B. The hearing officer shall sustain the individual educational program plan of the state residential academies upon a showing by the state residential academies by a preponderance of evidence that the student's individual educational program plan represents educational services appropriate to the student's educational needs in the least restrictive alternative. This decision shall be made in accordance with the principle of least restrictive alternative.

Subp. 5. **Decisions regarding transfer.** The hearing officer shall sustain the decision to transfer the student from placement at the state residential academies upon a showing by the state residential academies by a preponderance of evidence that the appropriate program for the student in the least restrictive alternative is no longer placement at the state residential academies.

Subp. 6. **Content of the decision.** All hearing officer decisions shall:

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

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

C. be based on the standards and principles set forth in Minnesota Statutes, section 120.17, subdivision 3a; and

D. be binding on all parties.

Subp. 7. **Filing and mailing of decision.** All decisions shall be filed with the commissioner of education and shall be sent by mail to the parties.

**Statutory Authority:** *MS s 128A.02 subs 2,6*

**History:** *L 1985 c 240*

### 3525.7500 EFFECTIVE DATE OF THE ACTION AND APPEALS.

The decision of the hearing officer shall be binding on all parties and shall become effective 30 days after service of the decision unless the decision is appealed in a civil action.

The hearing officer may grant specific extensions of time beyond the 45-day period set out in parts 3525.4800 to 3525.7500 at the request of any party provided that no extension may be granted for the filing of a civil action.

**Statutory Authority:** *MS s 128A.02 subs 2,6*