



## Total Special Education System (TSES) Pine Island Public Schools

This document serves as the Total Special Education System Plan for the Pine Island Public School District in accordance with Minnesota Rule 3525.1100. This plan also includes an assurance for compliance with the federal requirements pertaining to district special education responsibilities found in United States Code, title 20, chapter 33, and Code of Federal Regulations, title 34, part 300. This document is a companion to the Application for Special Education Funds – Statement of Assurances (ED-01350-29).

Jill Petersen, Pine Island Special Education Director, is responsible for program development, coordination, and evaluation; in-service training; and general special education supervision and administration. Jill Petersen may be reached at the Pine Island 5-12 Building, 223 1st Ave. SE, Pine Island, MN 55963, 507-356-4849.

### I. Child Study Procedures

The District's identification system is developed according to the requirement of nondiscrimination as Pine Island does not discriminate in education on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability.

#### A. Identification

Pine Island has developed systems designed to identify pupils with disabilities beginning at birth, pupils with disabilities attending public and nonpublic schools, and pupils with disabilities who are of school age and are not attending any school.

Infant and toddler intervention services under United States Code, title 20, chapter 33, section 1431 et seq., and Code of Federal Regulations, title 34, part 303, are available in the Pine Island Public School district to children from birth through two years of age who meet the outlined criteria.

The team determines that a child from birth through the age of two years is eligible for infant and toddler intervention services if:

- A. the child meets the criteria of one of the disability categories in United States Code, title 20, chapter 33, as defined in Minnesota Rules; or

- B. the child meets one of the criteria for developmental delay in subitem (a) (b), or (c):
- a. the child has a diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay regardless of whether the child has a demonstrated need or delay; or
  - b. the child is experiencing a developmental delay that is demonstrated by a score of 1.5 standard deviations or more below the mean, as measured by the appropriate diagnostic measures and procedures, in one or more of the following areas:
    - i. cognitive development;
    - ii. physical development, including vision and hearing;
    - iii. communication development;
    - iv. social or emotional development; and
    - v. adaptive development.
  - c. the child's eligibility is established through the application of informed clinical opinion. Informed clinical opinion may be used as an independent basis to establish a child's eligibility under this part even when other instruments do not establish eligibility; however, in no event may informed clinical opinion be used to negate the results of evaluation instruments to establish eligibility.

The transition of Early Childhood Special Education (ECSE) services from Part C to Part B occurs at or shortly after age 3. The team shall determine that a child from the age of three years through the age of six years is eligible for special education when:

- A. The child meets the criteria of one of the categorical disabilities in United States Code, title 20, chapter 33, sections 1400 et seq., as defined in Minnesota Rules; or
- B. The child meets one of the criteria for developmental delay in subitem (a) or the criteria in subitem (b).
- C. The child:
  - a. Has a diagnosed physical or mental condition or disorder that has a high probability or resulting in developmental delay; or
  - b. Has a delay in each of two or more of the areas of cognitive development; physical development, including vision and hearing; communication development; social or emotional development; and adaptive development, that is verified by an evaluation using one or more technically adequate, norm-referenced instruments. The instruments must be individually administered by appropriately trained professionals and the scores must be at least 1.5 standard deviations below the mean in each area.
- D. The child's need for special education is supported by:

- a. At least one documented, systematic observation in the child's routine setting by an appropriate professional or, if observation in the daily routine setting is not possible, the alternative setting must be justified;
- b. A developmental history; and
- c. At least one other evaluation procedure in each area of identified delay that is conducted on a different day than the medical or norm-referenced evaluation; which may include criterion-referenced instruments, language samples, or curriculum-based measures.

Pine Island Public School District's plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341. Pine Island Public Schools implements its interventions consistent with that plan. The plan details the specific scientific, research-based intervention (SRBI) approach, including timelines for progression through the model; any SRBI that is used, by content area; the parent notification and consent policies for participation in SRBI; procedures for ensuring fidelity of implementation; and a district staff training plan. Pine Island Public School District's plan for identifying a child with a specific learning disability is attached as Appendix A.

## B. Evaluation

Evaluation of the child and assessment of the child and family will be conducted in a manner consistent with Code of Federal Regulations, title 34, section 303.321.

### A. General.

- a. The lead agency must ensure that, subject to obtaining parental consent in accordance with § 303.420(a)(2), each child under the age of three who is referred for evaluation or early intervention services under this part and suspected of having a disability, receives:
  - i. A timely, comprehensive, multidisciplinary evaluation of the child in accordance with paragraph (b) of this section unless eligibility is established under paragraph (a)(3)(i) of this section; and
  - ii. If the child is determined eligible as an infant or toddler with a disability as defined in § 303.21;
    - 1. a multidisciplinary assessment of the unique strengths and needs of that infant or toddler and the identification of services appropriate to meet those needs;
    - 2. a family-directed assessment of the resources, priorities, and concerns of the family and the identification of the supports and services necessary to enhance the family's capacity to meet the developmental needs of that infant or toddler. The assessments of the child and family are described in paragraph (c) of this section and these assessments may occur simultaneously with the evaluation, provided that the requirements of paragraph (b) of this section are met.

### B. As used in this part:

- a. Definitions

- i. *Evaluation* means the procedures used by qualified personnel to determine a child's initial and continuing eligibility under this part, consistent with the definition of *infant or toddler with a disability* in § 303.21. An *initial evaluation* refers to the child's evaluation to determine his or her initial eligibility under this part;
    - ii. *Assessment* means the ongoing procedures used by qualified personnel to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs throughout the period of the child's eligibility under this part and includes the assessment of the child, consistent with paragraph (c)(1) of this section and the assessment of the child's family, consistent with paragraph (c)(2) of this section; and
    - iii. Initial *assessment* refers to the assessment of the child and the family assessment conducted prior to the child's first IFSP meeting.
  - b. A child's medical and other records may be used to establish eligibility (without conducting an evaluation of the child) under this part if those records indicate that the child's level of functioning in one or more of the developmental areas identified in § 303.21(a)(1) constitutes a developmental delay or that the child otherwise meets the criteria for an infant or toddler with a disability under §303.21. If the child's part C eligibility is established under this paragraph, the lead agency or EIS provider must conduct assessments of the child and family in accordance with paragraph (iii) above.
  - c. Qualified personnel must use informed clinical opinion when conducting an evaluation and assessment of the child. In addition, the lead agency must ensure that informed clinical opinion may be used as an independent basis to establish a child's eligibility under part C even when other instruments do not establish eligibility; however, in no event may informed clinical opinion be used to negate the results of evaluation instruments used to establish eligibility under paragraph (b) of this section.
  - d. All evaluations and assessments of the child and family must be conducted by qualified personnel, in a nondiscriminatory manner, and selected and administered so as not to be racially or culturally discriminatory.
  - e. Unless clearly not feasible to do so, all evaluations and assessments of a child must be conducted in the native language of the child, in accordance with the definition of *native language* in § 303.25.
  - f. Unless clearly not feasible to do so, family assessments must be conducted in the native language of the family members being assessed, in accordance with the definition of *native language* in § 303.25.
- C. Procedures for evaluation of the child. In conducting an evaluation, no single procedure may be used as the sole criterion for determining a child's eligibility under this part. Procedures must include:
- a. Administering an evaluation instrument;

- b. Taking the child's history (including interviewing the parent);
- c. Identifying the child's level of functioning in each of the developmental areas in § 303.21(a)(1);
- d. Gathering information from other sources such as family members, other caregivers, medical providers, social workers, and educators, if necessary, to understand the full scope of the child's unique strengths and needs; and
- e. Reviewing medical, educational, or other records.

D. Procedures for assessment of the child and family.

- a. An assessment of each infant or toddler with a disability must be conducted by qualified personnel in order to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs. The assessment of the child must include the following:
  - i. a review of the results of the evaluation conducted by paragraph (b) of this section;
  - ii. personal observations of the child; and
  - iii. the identification of the child's needs in each of the developmental areas in § 303.21(a)(1).
- b. A family-directed assessment must be conducted by qualified personnel in order to identify the family's resources, priorities, and concerns and the supports and services necessary to enhance the family's capacity to meet the developmental needs of the family's infant or toddler with a disability. The family-directed assessment must:
  - i. Be voluntary on the part of each family member participating in the assessment;
  - ii. Be based on information obtained through an assessment tool and also through an interview with those family members who elect to participate in the assessment; and
  - iii. Include the family's description of its resources, priorities, and concerns related to enhancing the child's development.

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

Pine Island Public Schools conducts a full and individual initial evaluation before the initial provision of special education and related services to a pupil. The initial evaluation shall consist of procedures to determine whether a child is a pupil with a disability that adversely affects the child's educational performance as defined in Minnesota Statutes, section 125A.02, who by reason thereof needs special education and related services, and to determine the educational needs of the pupil. The district proposing to conduct an initial evaluation to determine if the child qualifies as a pupil with a disability shall obtain informed consent from the parent of the child before the evaluation is conducted. Parental consent for evaluation shall not be construed as consent for placement for receipt of special education

and related services. The District will not override the written refusal of a parent to consent to an initial evaluation or re-evaluation.

## Evaluation Procedures

Evaluations and reevaluations shall be conducted according to the following procedures:

- A. Pine Island Public Schools shall provide notice to the parents of the pupil, according to Code of Federal Regulations, title 34, sections 300.500 to 300.505, that describes any evaluation procedures the district proposes to conduct.
- B. In conducting the evaluation, Pine Island School District shall:
  - a. Use a variety of evaluation tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that are designed to assist in determining whether the child is a pupil with a disability and the content of the pupil's individualized education program, including information related to enabling the pupil to be involved in and progress in the general curriculum, or for preschool pupils, to participate in appropriate activities;
  - b. Does not use any single procedure as the sole criterion for determining whether a child is a pupil with a disability or determining an appropriate education program for the pupil; and
  - c. Uses technically sound instruments that are designed to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- C. Pine Island School District ensures that:
  - a. Tests and other evaluation materials used to evaluate a child under this part are selected and administered so as not be discriminatory on a racial or cultural basis, and are provided and administered in the pupil's native language or other mode of communication, unless it is clearly not feasible to do so;
  - b. Materials and procedures used to evaluate a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education and related services, rather than measure the child's English language skills;
  - c. Any standardized tests that are given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of such tests;
  - d. The child is evaluated in all areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
  - e. Evaluation tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the pupil are provided;
  - f. If an evaluation is not conducted under standard conditions, a description of the extent to

which it varied from standard conditions must be included in the evaluation report;

- g. Tests and other evaluation materials include those tailored to evaluate specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient;
- h. Tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills, unless those skills are the factors that the test purports to measure; and
- i. In evaluating each pupil with a disability, the evaluation is sufficiently comprehensive to identify all of the pupil's special education and related service needs, whether or not commonly linked to the disability category in which the pupil has been classified.

- D. Upon completion of administration of tests and other evaluation materials, the determination of whether the child is a pupil with a disability as defined in Minnesota Statutes, section 125A.02, shall be made by a team of qualified professionals and the parent of the pupil in accordance with item E, and a copy of the evaluation report and the documentation of determination of eligibility will be given to the parent.
- E. In making a determination of eligibility under item D, a child shall not be determined to be a pupil with a disability if the determinant factor for such determination is lack of instruction in reading or math or limited English proficiency, and the child does not otherwise meet eligibility criteria under parts 3525.1325 to 3525.1351.

### **Additional requirements for evaluations and reevaluations**

- A. As part of an initial evaluation, if appropriate, and as part of any reevaluation under this part, or a reinstatement under part 3525.3100, the IEP team and other qualified professionals, as appropriate, shall:
  - a. review existing evaluation data on the pupil, including evaluations and information provided by the parents of the pupil, current classroom-based assessments and observations, and teacher and related services providers observation; and
  - b. on the basis of the review, and input from the pupil's parents, identify what additional data, if any, are needed to determine whether the pupil has a particular category of disability, as described in Minnesota Statutes, section 125A.02, or, in case of a reevaluation of a pupil, whether the pupil continues to have such a disability, the present levels of performance and educational needs of the pupil, whether the pupil needs special education and related services, or in the case of a reevaluation of a pupil, whether the pupil continues to need special education and related services, and whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the individualized education program of the pupil and to participate, as appropriate, in the general curriculum.
- B. The district shall administer such tests and other evaluation materials as may be needed to produce

the data identified by the IEP team under item A, subitem (b).

- C. The district shall obtain informed parental consent, in accordance with subpart a, prior to conducting any reevaluation of a pupil, except that such informed parental consent need not be obtained if the district can demonstrate that it had taken reasonable measures to obtain such consent and the pupil's parent has failed to respond.
- D. If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the pupil continues to be a pupil with a disability, the district shall notify the pupil's parents of that determination and the reasons for it, and the right of such parents to request an evaluation to determine whether the pupil continues to be a pupil with a disability, and shall not be required to conduct such an evaluation unless requested to by the pupil's parents.
- E. The district shall evaluate a pupil in accordance with this part before determining that the pupil is no longer a pupil with a disability.

### **Procedures for determining eligibility and placement**

- A. In interpreting the evaluation data for the purpose of determining if a child is a pupil with a disability under parts 3525.1325 to 3525.1351 and the educational needs of the child, the school district shall:
  - a. draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
  - b. ensure that the information obtained from all of the sources is documented and carefully considered.
- B. If a determination is made that a child is a pupil with a disability who needs special education and related services, an IEP must be developed for the pupil according to Minnesota Rule 3525.2810.

### **Evaluation report**

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

- A. a summary of all evaluation results;
- B. documentation of whether the pupil has a particular category of disability or, in the case of a reevaluation, whether the pupil continues to have such a disability;
- C. the pupil's present levels of performance and educational needs that derive from the disability;
- D. whether the child needs special education and related services or, in the case of a reevaluation, whether the pupil continues to need special education and related services; and
- E. whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the pupil's IEP and to participate, as appropriate, in the general curriculum.

## **C. Plan for Receiving Referrals**



Pine Island School District's plan for receiving referrals from parents, physicians, private and public programs, and health and human services agencies is attached as *Appendix B*.

## **Method of Providing Special Education Services for Identified Pupils**

Pine Island School District provides a full range of educational service alternatives. All students with disabilities are provided with special instruction and services which are appropriate to their needs. The following is representative of the district's method of providing the special education services for the identified pupils, sites available at which service may occur, and instruction and related services are available.

Appropriate program alternatives to meet the special education needs, goals, and objectives of a pupil are determined on an individual basis. Choice of specific program alternatives are based on the pupil's current levels of performance, pupil special education needs, goals, and objectives, and must be written in the IEP. Program alternatives are comprised of the type of services provided, the setting in which services occur, and the amount of time and frequency in which special education services occur. A pupil may receive special education services in more than one alternative based on the IEP or IFSP.

### **A. Method of providing special education services for the identified pupils:**

- a. Setting I and II Resource Room (one to one services, small group, direct, indirect, etc.)
- b. Setting III Program (one to one services, small group, direct, indirect etc.)
- c. Setting IV Program provided by the Pine Island School District and/or contracted with other local educational programs (one to one services, small group, direct, indirect, etc.)
- d. Area Learning Program (ALP) provided by the Pine Island School District (one to one services; small group instruction, direct, indirect, etc.)
- e. Secondary 18-21 Transition Program provided by the Pine Island School District (one to one services, small group, direct, indirect, etc.)
- f. Birth-3 in-home services provided by the Pine Island School District (one to one services, direct, indirect, coaching, etc.) for students ages 0 to 2 years, 11 months.
- g. Early Childhood Special Education (ECSE) classes for students ages 3 years and older (one to one services, small group, direct, indirect, etc.)
- h. Community Education Preschool School Readiness classes and Early Childhood Family Education (ECFE) classes (one to one services, small group, direct, indirect, etc.)

### **B. Sites available at which services may occur:**

- a. Pine Island Elementary School (preK through 4th grade), 8749 County Rd 5, Pine Island, MN 55963
- b. Pine Island Middle/High School (5th through 12th grade), 223 1st Ave. SE, Pine Island, MN 55963

- c. Panther Alternative Center for Education (Alternative Learning Program), 609 N. Main St., Pine Island, MN 55963
- d. Transition Apprenticeship to Independent Living Success - TRAILS (Transition Program), 607 N. Main St., Pine Island, MN 55963

C. Available instruction and related services:

- a. Physical Therapy
- b. Occupational Therapy
- c. Speech-Language Services
- d. ASD Consultation
- e. Assistive Technology Consultation
- f. Orientation and Mobility Consultation
- g. Psychological Services
- h. School Nursing
- i. Audiology Services
- j. Disability-Specific Programming
- k. 18-21 Transition Programming

## Administration and Management Plan

Pine Island School District utilizes the following administration and management plan to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils:

- A. The following table illustrates the organization of administration and management to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils:

<b>Staff Name and Title</b>	<b>Contact Information (phone/email/mailling address/office location)</b>	<b>Brief Description of Staff Responsibilities</b>
Jill Petersen, Special Education Director  Pine Island School District	507-356-3210  jill.petersen@pineisland.k12.mn.us  223 1 <sup>st</sup> Ave SE Pine Island, MN 55963	Oversight of administering special education procedures for the Pine Island School District.

- B. Due process assurances available to parents: Pine Island School District has appropriate and proper due process procedures in place to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils, including alternative dispute resolution and due process hearings. A description of these processes are as follows:

- (1) Prior written notice to a) inform the parent that except for the initial placement of a child in special education, the school district will proceed with its proposal for the child's placement or for providing special education services unless the child's parent notifies the district of an objection within 14 days of when the district sends the prior written notice to the parent; and b) state that a parent who objects to a proposal or refusal in the prior written notice may request a conciliation conference or another alternative dispute resolution procedure.
- (2) Pine Island School District will not proceed with the initial evaluation of a child, the initial placement of a child in a special education program, or the initial provision of special education services for a child without the prior written consent of the child's parent. The district may not override the written refusal of a parent to consent to an initial evaluation or reevaluation.
- (3) A parent, after consulting with health care, education, or other professional providers, may agree or disagree to provide the parent's child with sympathomimetic medications unless medical, dental, mental and other health services are necessary, in the professional's judgment, that the risk to the minor's life or health is of such a nature that treatment should be given without delay and the requirement of consent would result in delay or denial of treatment.
- (4) Parties are encouraged to resolve disputes over the identification, evaluation, educational placement, manifestation determination, interim alternative educational placement, or the provision of a free appropriate public education to a child with a disability through conciliation, mediation, facilitated team meetings, or other alternative process. All dispute resolution options are voluntary on the part of the parent and must not be used to deny or delay the right to a due process hearing. All dispute resolution processes are provided at no cost to the parent.
- (5) Conciliation Conference: a parent has the opportunity to meet with appropriate district staff in at least one conciliation conference if the parent objects to any proposal of which the parent receives prior written notice. The Pine Island School District will hold a conciliation conference within ten calendar days from the date the district receives a parent's objection to a proposal or refusal in the prior written notice. All discussions held during a conciliation conference are confidential and are not admissible in a due process hearing. Within five school days after the final conciliation conference, the district must prepare and provide to the parent a conciliation conference memorandum that describes the district's final proposed offer of service. This memorandum is admissible in evidence in any subsequent proceeding.
- (6) In addition to offering at least one conciliation conference, the Pine Island School District informs parents of other dispute resolution processes, including at least mediation and facilitated team meetings. The fact that an alternative dispute resolution process was used is admissible in evidence at any subsequent proceeding. State-provided mediators and team meeting facilitators shall not be subpoenaed to testify at a due process hearing or civil action under special education law nor are any records of mediators or state-provided team meeting facilitators accessible to the parties.
- (7) Descriptions of the mediation process, facilitated team meetings, state complaint, and impartial due process hearings may be found in Pine Island School District's Procedural Safeguard Notice, attached as *Appendix C*.

## **Interagency Agreements the District has Entered**

Pine Island School District has entered in the following interagency agreements or joint powers board agreements for eligible children, ages 0 to 21, to establish agency responsibility that assures that interagency services are coordinated, provided, and paid for, and that payment is facilitated from public and private sources. Not all agencies are used each year. Student need drives the contracts that the districts enter into.

### **Community Transition Interagency Committee**

- A. Pine Island School District's Community Transition Interagency Committee is established in cooperation with Region 10 and in cooperation with the counties in which the district is located, for youth with disabilities, beginning at grade 9 or age equivalent, and their families.
- B. Region 10 Community Transition Interagency Committee (CTIC) consists of the following individuals:
  - a. Jill Petersen, Pine Island Director of Special Education
  - b. Darcy Reker (*Kasson-Mantorville Public Schools* – Vocational Education)
  - c. Nicole Kujath (*Kasson-Mantorville*, – Regular Education)
  - d. Lynn Beckard (Mental Health)
  - e. Morgan Kittleson (Adult with a disability who has received transition services)
  - f. Eileen Long (Parent of a youth with a disability)
  - g. Mike Stehr (Ability Building Center)
  - h. Mike Nett, Jim Langevin (Rehabilitation services)
  - i. Brie Thompson (Human Services)
  - j. Jan Leuth (Olmsted County Public Health)
  - k. Ann Korecky (Opportunity Services)
  - l. Travis Kromminga (RCTC, Office of Disability Services)
  - m. Jodi Austin Thompson, Jennifer Bagne Walsh (Human Services)
- C. The Community Transition Interagency Committee is chaired by Christian Wernau.
- D. The Community Transition Interagency Committee meets four times per year.
- E. The Community Transition Interagency Committees operating procedures are attached as Appendix D and include the following:
  - a. identification of current services, programs, and funding sources provided within the community for secondary and postsecondary aged youth with disabilities and their families;
  - b. facilitation of the development of multi-agency teams to address present and future transition needs of individual students on their individualized education programs;
  - c. development of a community plan to include mission, goals, and objectives, and an

implementation plan to assure that transition needs of individuals with disabilities are met;

- d. recommendations of changes or improvements in the community system of transition services;
- e. exchange of agency information such as appropriate data, effectiveness students, special projects, exemplary programs, and creative funding of programs; and
- f. preparation of a yearly summary assessing the progress of transition services in the community including follow-up of individuals with disabilities who were provided transition services to determine post-school outcomes.

F. Region 10 CTIC disseminates the summary to all adult services agencies involved in the planning to MDE by October 1 of each year.

### **Interagency Early Intervention Committee**

A. Pine Island School District participates on the Region 10 Interagency Early Intervention Committee in cooperation with the health and human service agencies located in southeast Minnesota, for children with disabilities under age five and their families.

B. Membership of the Interagency Early Intervention Committee is as follows:

- a. **Health** –Teresa Buck - Olmsted County, Amber Reidt - Wabasha County, June Piepho - Steele County, Natalie Loock - Freeborn County, Krista Early - Goodhue County
- b. **Education** –Shari Mensink - Owatonna, Sarah Sperger - Goodhue County, Kirby Bussman - Mower County, Colleen Johnson - ZED, Kara Paulson - Freeborn County, Kim Welsh - Rochester, Wendy Cirksema - Steele County, Paula Birch - Fillmore County, Jenny Goede - HVED, Holly Reeve - HVED, Diane Jacobsen - SMEC, Christian Wernau - Region 10, Janet Hartman - Region 10 IEIC Facilitator
- c. **County Human Services** – Unfilled
- d. **County Board** – Unfilled
- e. **School Board** – Unfilled
- f. **Early Childhood Family Education Programs** – Diana Eipers - Dodge County
- g. **Head Start** –Dawn Tommerdahl - 3 Rivers Head Start, Terri McLaughlin - SEMCAC
- h. **Parents of Young Children With Disabilities Under Age 12** – Holly Schoenbauer - Rice County
- i. **Families First** – Amber English, Alissa Lawler
- j. **School Readiness Programs** – Karn Schwartzhoff - Houston, Diana Eipers - Dodge County
- k. **Homeless Liaison** - Melissa Brandt - Rochester Public Schools
- l. **Current Service Providers** – Holly Schoenbauer - Rice County HMG

### **Special Education Advisory Council**

In order to increase the involvement of parents of children with disabilities in district policy making and decision making, the Pine Island School District has a special education advisory council.

A. The Pine Island School District's Special Education Advisory Council (SEAC) is not a subgroup of

an existing board/council/committee and its membership is as follows

- |                       |                  |
|-----------------------|------------------|
| a. Parent             | Priscilla Keller |
| b. Special Ed Teacher | Marlee Rosenthal |
| c. Parent             | TBD              |

- B. At least half of Pine Island School District's SEAC's members are parents of students with a disability. The council meets no less than once each year.
- C. Pine Island School District's SEAC meets in October and April yearly.
- D. The operational procedures of Pine Island School District's SEAC are attached as Appendix F.

### **Assurances**

Assurance given Citation and Authority: Code of Federal Regulations, section 300.201: Consistency with State policies. The Pine Island School District, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the State policies and procedures established under sections 300.101 through 300.163, and sections 300.165 through 300.174. (Authority: 20 U.S.C. § 1413(a)(1)).

# **Appendix A: Pine Island Public School District's Scientific Research-Based Instruction (SRBI) Plan**

## **System of Scientific Research-Based Intervention (SRBI) Plan - Pine Island Elementary School**

The purpose of this document is to provide district staff with a self-review or a gap-analysis for their system of Scientific Research-Based Intervention (SRBI). All the elements should be fully implemented.

Full implementation means that all components are fully integrated and part of how the school does business. The focus is on measuring how well the interventions and instructional practices are being implemented so that changes in student performance can be attributed to the scientific evidence-based intervention.

Pine Island School District will know they have reached full implementation when:

- A. Anyone entering the school and classroom could observe consistent skillful teaching and interventions provided to students.
- B. Data systems are efficient and generate valid data that is used for decision making. Data is being used to assess the extent to which student progress is equivalent to what is expected (based upon the research).
- C. The focus of coaching has shifted from supporting staff in implementing the components of SRBI to using data to determine if SRBI is being implemented as designed.
- D. Continuous improvement cycles are in place at the classroom, school and/or district level to ensure resources are aligned to improve and maintain the system of SRBI.

### **School Information**

**School district or agency:** Pine Island Public Schools

**School sites implementing SRBI systems:** Pine Island Elementary School, Pine Island Middle School

#### **Contact information for program leads:**

**Name:** Cindy Hansen  
**Phone:** 507.356.4849

**Title/Position:** K-4 Principal  
**Email:** [chansen@pineisland.k12.mn.us](mailto:chansen@pineisland.k12.mn.us)

**Name:** Kari Nichols  
**Phone:** 507.356.4849

**Title/Position:** ADSIS Reading Teacher  
**Email:** [knichols@pineisland.k12.mn.us](mailto:knichols@pineisland.k12.mn.us)

**Name:** Jill Petersen  
**Phone:** 507.356.4849

**Title/Position:** Director of Special Education  
**Email:** jill.petersen@pineisland.k12.mn.us

**SRBI System Approach:** Describe the continuum of supports. Include levels of support, model of support (such as standard treatment protocol or hybrid of standard treatment and problem solving, etc.).

Pine Island Schools utilizes a hybrid of an initial Tier II standard treatment protocol approach and an extended problem solving process for non-responders. Please refer to the following pages.

In grades K-4 all students receive 90 minutes of core instruction and 30 minutes of additional flexible grouping.

- Standards Based Curriculum: Wonders, McGraw-Hill
- PRESS Intervention Framework, Minnesota Center for Reading Research
- Action 100 Framework, American Reading Company

A Problem Solving Team (PST) is organized in the elementary school to include the following staff and rotation

### **Problem Solving Team Membership**

- One teacher representative from grades K-4
- K-4 Principal
- Elementary School Counselor
- ADSIS Reading Teacher
- ADSIS Math Teacher
- Instructional Coach

### **Assessment**

- Benchmark-FAST assessments three times per year
- Strategic Level Bi Weekly FAST assessment
- Progress Monitoring (PM)-Weekly FAST assessment

### **Flexible Reading Groups**

The Problem Solving Team uses the following data to make informed descions on individual flexible groups: FAST, MCA's and classroom data (reading benchmark assessments, daily practice, etc.)

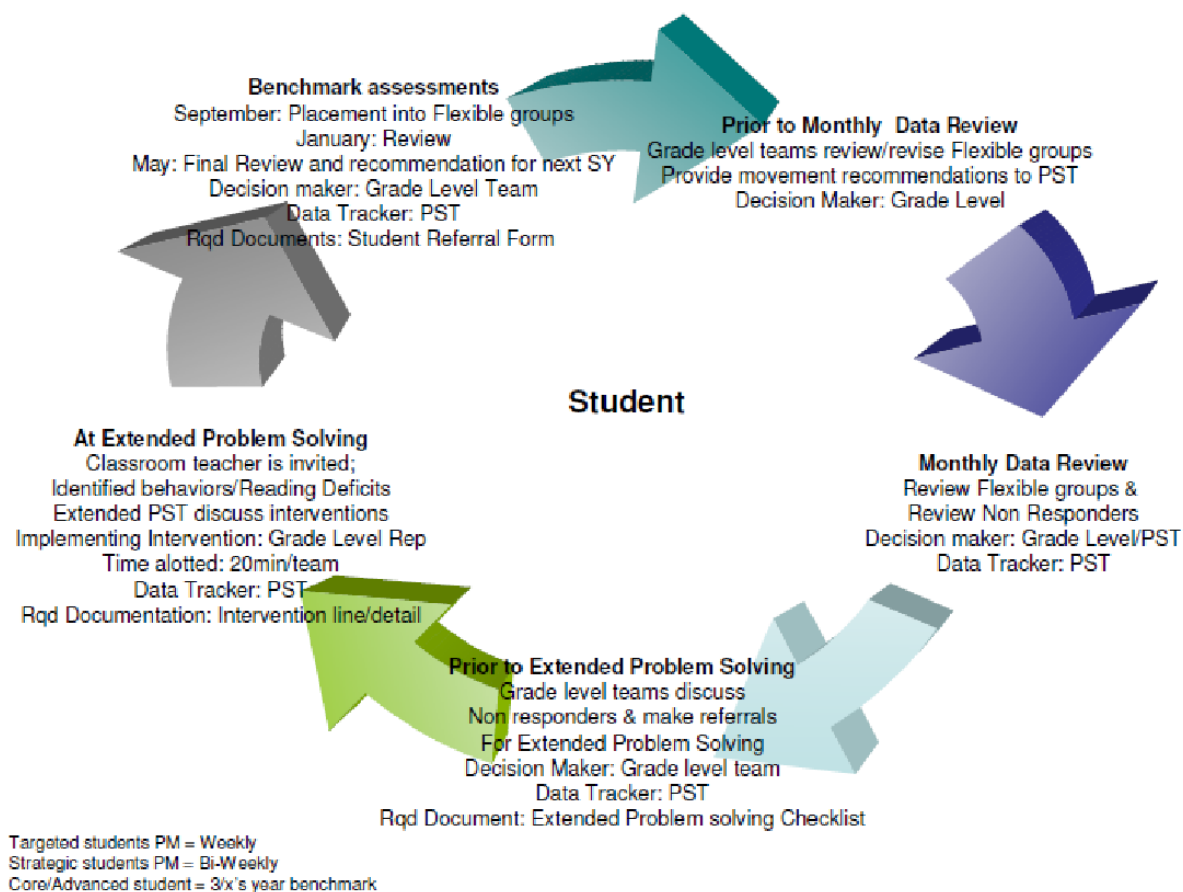
- Advanced flexible group- Students above benchmark scores. Benchmark testing three times/year.
- Core flexible group-Students meet benchmark scores. Benchmark testing three times/year
- Strategic flexible group-Students below benchmarks scores. Progress monitored two times/month.
- Targeted flexible group-Students well below benchmark scores. Progress monitored weekly.



## Progress Monitoring

- Progress monitoring occurs on a weekly basis at all grade levels for students in targeted flexible group (Tier II intervention).
- Progress monitoring occurs every other week for students in strategic flexible reading group at all grade levels.

The Problem Solving Process is as follows:



## Specific Components Included in SRBI System: Screening

### **A. Define timelines for screening process and benchmarking (e.g., Fall, Winter, Spring)**

(As required in Minn. R. 3525.1341 Subp. 4.)

- a. **FASTBridge Screening** - FAST Screening processes / benchmarking takes place in district schools three times per year. Fall is measured during the month of September, winter is measured during the month of January., and spring is measured during the month of May. FAST aReading and aMath Tests are given three times per year (fall, winter, and spring).
- b. **MCAs** - The district administers the Minnesota Comprehensive Assessments (MCA) for students in grades 3-8 in the areas of reading, math and science (grades 5 and 8 only). The reading and math tests are administered once per year. Students whom their IEP team deems eligible will be given the Minnesota Test of Academic Skills (MTAS), which measures their skills on an alternative set of grade level standards.

### **B. Define cut-offs and rationale/basis for cut-offs (note date cut-offs were last revised).**

It is recommended that districts ensure that cut-offs allow for equitable treatment of diverse populations.

- a. **District Cutoffs: FAST** - Cutoffs for identifying students in need of intervention are determined by FAST national aggregate norms. FAST identifies those students who are at or below the national 30th percentile score in each measure as at “some risk” and potentially in need of additional support and intervention. The school district determines which measures are applicable for identifying students in need of additional support at each grade level.
- b. **District Cutoffs: MCA** - Those students who fall below the score of 39 will receive intensive interventions.

### **C. List the measures used to screen and track performance in each grade and content area implementing a system of SRBI**

#### **a. District Cutoffs: FAST**

	Fall	Winter	Spring
Grade K Letter Sound Fluency	3	26	41
Grade K Letter Naming Fluency	14	42	50
Grade 1 Letter Sound Fluency	31	43	52

Grade 1 Decodable Words	6	17	28
Grade 1 Oral Reading Fluency CBM	14	37	66
Grade 2 CBM	56	84	101
Grade 2 aReading	469	481	490
Grade 3 CBM	87	110	125
Grade 3 aReading	490	498	503
Grade 4 CBM	115	133	147
Grade 4 aReading	502	509	513

**b. District Cutoffs: MCA**

	<b>Cutoff</b>
Grade 3 MCA	339 Does Not Meet
Grade 4 MCA	439 Does Not Meet

**D. Briefly define the assessment tool and describe how it is used.** Note the frequency of measure and whether the measure is for identifying risk or formulating instruction within intervention.

- a. **Pine Island Elementary School: FAST** - FAST assessments in curriculum-based measures are timed measures of early literacy and oral reading fluency skills. Students are read standardized directions and asked to complete the task described on the test. They are scored according to the correct number of responses. These formative assessments are used for screening students given in the Fall, Winter and Spring. FAST adaptive reading testing assesses students' broad reading abilities in a computer-adaptive format. The results from both assessments are used to first identify students who may be at risk. They are also used to identify instruction that can be used when providing intervention. Students who score below the

identified targets are then matched with strategy-specific intervention that focuses on the at-risk category.

- b. **Pine Island Elementary School: MCA** - The MCA reading assessment is administered at our school site once a year to students in grades 3-4. The MCA assesses general reading ability according to each grade level reading standards. Scripted directions are provided to each student and then the test is taken independently. Tests are returned to MDE and scores are provided back to schools within a few months' time. MCA scores are normed against other students at the same grade level across the state. The MCA assessment is used as part of our triangulation data to determine student progress toward grade level reading standards and whether more intervention is needed.

## Specific Components Included in SRBI System: Continuum of Instructional Supports

- A. **Use the matrix below to describe instructional strategies and interventions for each level of support, for each grade level, in each content area.** Districts will find the matrix helpful in addressing parent questions about the approach to be used as well as establishing a plan to evaluate fidelity of implementation.

Grade Level: K-4	Content Area: Reading		
Level of Intervention	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
<b>Typical length/ duration of Intervention</b>  Required in Minn. R. 3525.1341 Subp. 4	5 days a week	3-4 days/week	3-4 days/week
<b>Focus of intervention</b>	Phonemic Awareness  Decoding  Fluency  Vocabulary  Comprehension	Phonemic Awareness  Decoding  Fluency  Vocabulary  Comprehension	Specifically identified area of need.
<b>List the research-based</b>	Whole group and small	Small group	Individualized

<b>instructional approaches to be used</b>	group instruction-  Direct instruction adult modeling  Repeated reading  Partner reading  Learning centers	<8 students-  Explicit and systematic instruction  Adult modeling  Repeated reading  Partner reading	<3 students-  Individualized instruction using a multisensory approach  Explicit Modeling
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>	Wonders by McGraw-Hill  Action 100	Intensive phonics  FCRR  PRESS	FCRR  PRESS  Research Labs  Intensive Phonics
<b>Describe how instruction delivered, for how many minutes per day, days/week</b>	90 min/day  5 days/week	30 min/day  3-4 days/week	15-30 min/day  3-4 days/week depending on level of need
<b>Describe who delivers instruction/ratio of students to staff</b>	Classroom Teacher  1:26	ADSIS teacher  Classroom teacher  Paraprofessional (HQ)  1:<8	ADSIS teacher  Paraprofessional (HQ)  Classroom Teacher  1:<3
<b>Progress Monitoring Data to be collected</b>  Required in Minn. R. 3525.1341 Subp.3 F.	FAST Benchmark  3x's/year  SF Reading Benchmark  K common assessment  See above chart	Bi-weekly FAST probe  See above chart	Weekly FAST probe  See above chart



**B. List references for interventions, instruction, or instructional strategies that verify that they are evidence-based.**

Citations may come from peer-reviewed meta-analyses, credible institutions or organizations such as a national technical assistance center or other sources with documentation of the research-base establishing the efficacy of listed practices.

**Sources of Evidence Key:**

FCRR = Florida Center for Reading Research; WWC = What Works Clearinghouse

**National Reading Panel areas of instruction for which the intervention was designed:**

Alphabetic - a combined category of phonemic awareness and phonics used by the WWC

PA = Phonemic Awareness ; Ph = Phonics; F = Fluency; V = Vocabulary; C = Comprehension

Intervention	National Reading Panel Area(s)	Grade Levels	Sources of Evidence
<b>Action 100 Reading Program</b>	V,C,Ph,P A	K thru 4	<ul style="list-style-type: none"><li>• Offenberg, Robert. (2005). Using Self Selected Reading Materials to Improve the Achievement of Children Poorly Served by Traditional Instruction: African American and Early Independent Readers. St. Joseph's University: Philadelphia.</li><li>• DuCette, Joseph (2001). An Evaluation of the 100 Book Challenge Program in the Schools Funded by the William Penn Foundation. Temple University: Philadelphia</li></ul>
<b>Discover Intensive Phonics</b>	Ph	1 thru 5	<ul style="list-style-type: none"><li>• National Reading Panel Report (2000). Summary of the National Reading Panel Report: Teaching Children to Read. International Reading Association:Delaware</li></ul>
<b>Duet Reading</b>	F	1 thru 5	<ul style="list-style-type: none"><li>• Aulls, M.W., (1982). Developing Readers in Today's Elementary Schools. Allyn &amp; Bacon: Boston.</li><li>• Blevins, W. (2001). Building Fluency: Lessons and Strategies for Reading Success. New York: Scholastic Professional Books.</li><li>• Dowhower, S.L. (1991). Speaking of prosody: Fluency's unattended bedfellow. Theory into Practice, 30 (3), 165-175.</li></ul>

			<ul style="list-style-type: none"> <li>• Mathes, P.G., Simmons, D.C., &amp; Davis, B.I. (1992). Assisted reading techniques for developing reading fluency. Reading Research and Instruction, 31, 70-77.</li> <li>• Weinstein, G., &amp; Cooke, N. L. (1992). The effects of two repeated reading interventions on generalization of fluency. Learning Disability Quarterly, 15, 21-27.</li> </ul>
<b>Early Reading Intervention: Scott Foresman</b>	PA, Ph, F, V	K,1	FCRR – Project Optimize is predecessor; “the content and instructional design of the Scott Foresman Early Reading Intervention is aligned with current scientifically based reading research”.
<b>FCRR Strategies</b>	PA, Ph, F, V, C	K-5	FCRR-“ Research has repeatedly demonstrated the importance of initial instruction that includes the five critical components of reading: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. To be most effective, the five critical components need to be taught explicitly within classrooms that are strongly positive and engaging, use writing activities to support literacy, and provide students with many opportunities to read interesting text and complete authentic reading and writing assignments.” See references: <a href="http://www.fcrr.org/assessment/ET/pdf/references.pdf">http://www.fcrr.org/assessment/ET/pdf/references.pdf</a>
<b>Great Leaps</b>	PA, Ph, F	K-8**	<p>FCRR – “consistent with current research knowledge in both its instructional design and content. There is encouraging research support confirming the efficacy of Great Leaps in improving reading fluency for middle school students. At this point, the research supporting Great Leaps is targeted at the middle school level; however, because the instructional design and principles are consistent throughout every grade level for Great Leaps, it is likely that similar outcomes at the other levels could be expected.”</p> <ul style="list-style-type: none"> <li>• Mercer, C.D., Campbell, K.U., Miller, M.D., Mercer, K.D., &amp; Lane, H.B. (2000). Effects of a reading fluency intervention for middle schoolers with specific learning disabilities. Learning Disabilities Research &amp; Practice, 15, 179-189.</li> <li>• Meyer, M. (2002). Repeated Reading: An old standard is revisited and renovated. Perspectives, 2 (1) 15-18.</li> </ul>
<b>Language!</b>	PA & Ph	3 through 12	FCRR – 3+’s in all NRP areas, except vocabulary but “preliminary research results are very promising
<b>Letter/ Sound Correspondence</b>	PA	preK –K,1	<ul style="list-style-type: none"> <li>• Adams, M.J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press.</li> </ul>



			<ul style="list-style-type: none"> <li>Adams, M.J. (2001). Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B. Neuman &amp; D.K. Dickinson (eds.), <i>Handbook of Early Literacy Research</i> (pp. 66-80). New York: Guilford Press.</li> <li>Chard, D.J., &amp; Osborn, J. (1999). Word Recognition: Paving the road to successful reading. <i>Intervention in school and clinic</i>, 34(5), 271-277.</li> </ul>
<b>Newscaster</b>	F	1-5	<ul style="list-style-type: none"> <li>Armbruster, B.B., Lehr, F., &amp; Osborn, J. (2001). Put reading first: The research building blocks for teaching children to read. Washington, DC: US Department of Education, National Institute for Literacy.</li> <li>Dowhower. S.L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. <i>Reading Research Quarterly</i>. 22, 389-406. (listening to a tape).</li> <li>Heckelman, R.G. (1969). A neurological-impress method of remedial reading instruction. <i>Academic Therapy</i>, 4, 277-282.</li> <li>Rasinski, T.V. (2003). The fluent reader: Reading strategies for building word recognition, fluency, and comprehension. New York, NY: Scholastic Professional Books.</li> <li>Searfoss, L. (1975). Radio Reading. <i>The Reading Teacher</i>, 29, 295-296.</li> <li>Stahl S. (2004). What Do We Know About Fluency? Findings of the National Reading Panel. In McCardle, P., &amp; Chabra, V. (Eds. <i>The Voice of Evidence in Reading Research</i>. Brookes: AU.</li> </ul>
<b>Partner Reading/ Pairs Reading</b>	F		<ul style="list-style-type: none"> <li>Partner reading was adapted from CWPT (Delquadri et.al., 1986) and PALS (Mathes &amp; Fuchs, 1993, Mathes, et.al, 1994. The effectiveness of this instructional practice in general education and special education classrooms has been well established.</li> </ul>
<b>Pencil Tap</b>		For students who have decoding skills but need to use them consistently	<ul style="list-style-type: none"> <li>Hattie, J., &amp; Timperley, H. (2007). The power of feedback. <i>Review of Education Research</i>. 77(1, 81-112).</li> <li>Howell, K., W., &amp; Nolet. V., (2000). <i>Curriculum-Based Evaluation: Teaching and Decision Making</i> 3rd Ed. Belmont, CA: Wadsworth.</li> <li>Lysakowski, R.S., &amp; Walberg, H.J. (1982). Instructional effects of cues, participation, and corrective feedback: A quantitative synthesis. <i>American Educational Research Journal</i> Vol 19(4., 559-578</li> <li>Tenenbaum, G., &amp; Goldring, E. (1989). A meta-analysis of the effects of enhanced instruction: Cues, participation, reinforcement and feedback and correctives on motor skill learning. <i>Journal of Research &amp; Development in Education</i>. Vol 22(3. 53-64)</li> </ul>

<b>Phoneme Blending</b>	PA	K-1	<ul style="list-style-type: none"> <li>• Adams, M.J. (1990. Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press.</li> <li>• Bos, C.D., &amp; Vaughn, S. (2002.. Strategies for teaching students with learning and behavioral problems (5th Ed.). Boston: Allyn &amp; Bacon.</li> <li>• Ehri, L.C., Nunees, S.R., &amp; Willows, D.M. (2001.. Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. Reading Research Quarterly, 36(3.. 250-287.</li> <li>• Elkonin, D.B. (1973.. U.S.S.R. In J. Downing (Ed.), Comparative Reading (pp.551-579.. New York: MacMillan.</li> <li>• National Reading Panel. (2000.. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Bethesda, MA: National Institutes of Health.</li> <li>• Santi, K.L., Menchetti, B.M., &amp; Edwards, B.J. (2004.. A comparison of eight kindergarten phonemic awareness programs based on empirically validated instructional principles. Remedial and Special Education, Vol 25(3. 189-196.</li> <li>• Smith, C.R. (1998.. From gibberish to phonemic awareness: Effective decoding instruction. Exceptional Children, Vol 30(6. 20-25</li> <li>• Smith, S.B., Simmons, D.C., &amp; Kame'enui, E, J. (1998.. Phonological Awareness: Research bases. In D.C. Simmons &amp; E.J. Kame'enui (Eds.), What Reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Lawrence Erlbaum Associates.</li> <li>• Snider, V. E. (1995.. A primer on phonemic awareness: What it is, why it is important, and how to teach it. School Psychology Review, 24, 443-455.</li> </ul>
<b>Phoneme Segmenting</b>	PA	K-1	<ul style="list-style-type: none"> <li>• Adams, M.J. (1990.. Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press.</li> <li>• Blachman, B. A. (1991.. Early intervention for children's reading problems: Clinical applications of the research on phonological awareness. Topics in Language Disorders, 12, 51-65.</li> <li>• Bos, C.D., &amp; Vaughn, S. (2002.. Strategies for teaching students with learning and behavioral problems (5th Ed.). Boston: Allyn &amp; Bacon.</li> <li>• Ehri, L.C., Nunees, S.R., &amp; Willows, D.M. (2001.. Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. Reading Research Quarterly, 36(3.. 250-287.</li> <li>• National Reading Panel. (2000.. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Bethesda, MA: National Institutes of Health.</li> </ul>

			<ul style="list-style-type: none"> <li>• Santi, K.L., Menchetti, B.M., &amp; Edwards, B.J. (2004.. A comparison of eight kindergarten phonemic awareness programs based on empirically validated instructional principles. Remedial and Special Education, Vol 25(3). 189-196.</li> <li>• Smith, C.R. (1998.. From gibberish to phonemic awareness: Effective decoding instruction. Exceptional Children Vol 30(6). 20-25.</li> <li>• Smith, S.B., Simmons, D.C., &amp; Kame'enui, E, J. (1998.. Phonological Awareness: Research bases. In D.C. Simmons &amp; E.J. Kame'enui (Eds.), What Reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Lawrence Erlbaum Associates.</li> <li>• Snider, V. E. (1995.. A primer on phonemic awareness: What it is, why it is important, and how to teach it. School Psychology Review, 24, 443-455.</li> </ul>
<b>Read Naturally</b>	F	1 thru 5	FCRR-but none are controlled studies
<b>Read Well:</b> Read Well K Read Well 1 Read Well Plus	PA, Ph, F, V, C	K-3	FCRR- "the instructional content and design of <i>Read Well</i> is consistent with the most recent research in reading. These studies demonstrate that exposure to <i>Read Well K</i> and <i>Read Well 1</i> increase student performance on reading and language standardized test scores."
<b>Repeated Readings</b>	F	K-12	<ul style="list-style-type: none"> <li>• Moyer, S.B. (1982). Repeated reading. Journal of Learning Disabilities, 45, 619-623</li> <li>• Rasinski, T.V. (1990). Effects of repeated reading and listening -while-reading on reading fluency. Journal of Educational Research, 83(3), 147-150.</li> <li>• Rashotte, C.A., &amp; Torgeson, J.K. (1985). Repeated reading and reading fluency in learning disabled children. Reading Research Quarterly. 20, 180-188</li> <li>• Samuels, S. J. (1979). The method of repeated reading. The Reading Teacher, 32, 403-408.</li> <li>• Samuels, S.J., (1987). Information processing abilities and reading. Journal of Learning Disabilities, 20(1), 18-22.</li> <li>• Sindelar, P.T., Monda, L.E., &amp; O'Shea, L.J. (1990). Effects of repeated reading on instructional and mastery level readers. Journal of Educational Research, 83, 220-226.</li> <li>• Therrien, W.J. (2004). Fluency and comprehension gains as a result of repeated reading: A meta-analysis .Remedial and Special Education. 25(4) 252-261</li> </ul>
<b>Road to the Code</b>	PA & Ph	K,1	FCRR-"These studies form the empirical foundation upon which Road to the Code was developed. Evidence based on these studies highlight the

			importance of early instruction in phonemic awareness and the alphabetic principle in facilitating the acquisition of early reading skills. We conclude that the instructional design and strategies used in Road to the Code are consistent with current scientifically based reading research. There is also encouraging research that supports the use of this program to significantly improve early reading skills."
<b>Stop and Go</b>	F, C	1-5	<ul style="list-style-type: none"> <li>• Blevins, W. (2001.. Building Fluency: Lessons and Strategies for Reading Success. New York: Scholastic Professional Books.</li> <li>• Rasinski, T., &amp; Padak, N. (1994.. Effects of fluency development on urban second-graders. Journal of Education Research, 87.</li> <li>• Rasinski, T.V. (2003.. The fluent reader: Reading strategies for building word recognition, fluency, and comprehension. New York, NY: Scholastic Professional Books.</li> </ul>
<b>Word Blending</b>	PA & Ph	K-5 +	<ul style="list-style-type: none"> <li>• Adams, M.J. (2001).Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B. Neuman &amp; D.K. Dickinson (eds.), Handbook of Early Literacy Research (pp. 66-80). New York: Guilford Press.</li> <li>• Goswami, U. (2000). Causal connections in beginning reading: The importance of rhyme. Journal of Research in Reading, 22(3) 217-240.</li> <li>• Greaney, K.T., Tunmer, W.E., &amp; Chapman, J.W., (1997). Journal of Educational Psychology, 89(4)645-651.</li> </ul>
<b>Words Their Way / Word Sorts</b>	Ph & V (leading to increased fluency)	Pre-K thru 12	<ul style="list-style-type: none"> <li>• Morris, D. Word sort: A categorization strategy for improving word recognition ability. Reading Psychology, 3, 247-259.</li> <li>• Joseph, L. (2002). Facilitating word recognition and spelling using word boxes and word sort phonic procedures. School Psychology Review, 31 122-129.</li> <li>• Based on research on developmental spelling and word knowledge (see references list p. 428-433 in "Words their Way" book.</li> </ul>

**Specific Components included in SRBI System: Decision rules used to indicate progression through the model.**

**A. List the relevant indices, cut-offs or data review procedures that are to be used to indicate inadequate response.**

**Kindergarten Reading: Pine Island Elementary School - FAST**

<b>Grade</b>	<b>Benchmark</b>	<b>Slope (Growth)</b>	<b>% Mastery</b>	<b>Level</b>	<b>Other</b>
<b>Core Instruction</b>  <b>Letter Sound Fluency</b>	3 lsc - Sept 26 lsc - Jan 41 lsc - May	0.94 sounds per week	98%		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
<b>Secondary</b>	0 lsc - Sept 13 lsc - Jan 27 lsc - May	0.53 sounds per week	<98%		

**1st Grade Reading: Pine Island Elementary School - FAST**

<b>Grade</b>	<b>Benchmark</b>	<b>Slope (Growth)</b>	<b>% Mastery</b>	<b>Level</b>	<b>Other</b>
<b>Core Instruction</b>  <b>Oral Reading Fluency</b>	14 wcpm - Sept 37 wcpm - Jan 66 wcpm - May	1.56 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
<b>Secondary</b>	6-13 wcpm - Sept 16-36 wcpm - Jan 30-65 wcpm - May	1.3 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

<b>Tertiary</b>	< 6 wcpm - Sept < 16 wcpm - Jan < 30 wcpm - May	1.1 words per week	<95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
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## 2nd Grade Reading: Pine Island Elementary School - FAST

<b>Grade</b>	<b>Benchmark</b>	<b>Slope (Growth)</b>	<b>% Mastery</b>	<b>Level</b>	<b>Other</b>
<b>Core Instruction</b>  <b>Oral Reading Fluency</b>	56 wcpm - Sept 84 wcpm - Jan 101 wcpm - May	1.19 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
<b>Secondary</b>	22-55 wcpm - Sept 46-83 wcpm - Jan 66-100 wcpm - May	0.99 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
<b>Tertiary</b>	< 22 wcpm - Sept < 46 wcpm - Jan < 66 wcpm - May	0.83 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

## 3rd Grade Reading: Pine Island Elementary School - FAST

<b>Grade</b>	<b>Benchmark</b>	<b>Slope (Growth)</b>	<b>% Mastery</b>	<b>Level</b>	<b>Other</b>
<b>Core Instruction</b>	87 wcpm - Sept 110 wcpm - Jan 125 wcpm - May	1.01 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.

<b>Oral Reading Fluency</b>					
<b>Secondary</b>	51-86 wcpm - Sept 75-109 wcpm - Jan 90-124 wcpm - May	0.82 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
<b>Tertiary</b>	< 51 wcpm - Sept < 75 wcpm - Jan < 90 wcpm - May	0.97 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

**4th Grade Reading: Pine Island Elementary School - FAST**

<b>Grade</b>	<b>Benchmark</b>	<b>Slope (Growth)</b>	<b>% Mastery</b>	<b>Level</b>	<b>Other</b>
<b>Core Instruction</b>  <b>Oral Reading Fluency</b>	115 wcpm - Sept 133 wcpm - Jan 147 wcpm - May	0.88 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
<b>Secondary</b>	84-114 wcpm - Sept 101-132 wcpm - Jan 113-146 wcpm - May	0.69 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
<b>Tertiary</b>	< 84 wcpm - Sept < 101 wcpm - Jan	0.55 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data

	< 113 wcpm - May				points fall below projected goal line.
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## **Adaptive Reading : Pine Island Elementary School - FAST**

### **1st Grade:**

<b>Grade</b>	<b>Benchmark</b>	<b>Slope (Growth)</b>	<b>% Mastery</b>	<b>Level</b>	<b>Other</b>
<b>Core Instruction</b>  <b>Adaptive Reading</b>	435 - Sept 455 - Jan 468 - May	4.48 points per month	N/A		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
<b>Secondary</b>	413 - Sept 431 - Jan 445 - May	4.36 points per month	N/A		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
<b>Tertiary</b>	< 413 - Sept < 431 - Jan < 445 - May	0.46 words per week	N/A		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

### **2nd Grade:**

<b>Grade</b>	<b>Benchmark</b>	<b>Slope (Growth)</b>	<b>% Mastery</b>	<b>Level</b>	<b>Other</b>
<b>Core Instruction</b>  <b>Adaptive Reading</b>	469 - Sept 481 - Jan 490 - May	2.23 points per month	n/a		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
<b>Secondary</b>	445 - Sept 462 - Jan	1.64 points per month	n/a		Students progress is reviewed when 4 of 6 consecutive data



	469 - May				points fall below projected goal line.
<b>Tertiary</b>	< 445- Sept < 462 - Jan < 469 - May	1.18 points per month	n/a		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

### 3<sup>rd</sup> Grade:

<b>Grade</b>	<b>Benchmark</b>	<b>Slope (Growth)</b>	<b>% Mastery</b>	<b>Level</b>	<b>Other</b>
<b>Core Instruction</b> <b>Adaptive Reading</b>	490 - Sept 498 - Jan 503 - May	1.77 Fall to Spring			
<b>Secondary</b>	468 - Sept 477 - Jan 483 - May	1.22 Fall to Spring			
<b>Tertiary</b>	< 468 - Sept < 477 - Jan < 483 - May	0.76 Fall to Spring			

### 4th Grade:

<b>Grade</b>	<b>Benchmark</b>	<b>Slope (Growth)</b>	<b>% Mastery</b>	<b>Level</b>	<b>Other</b>
<b>Core Instruction</b> <b>Adaptive Reading</b>	502 - Sept 509 - Jan 513 - May	1.40 Fall to Spring			

<b>Secondary</b>	484 - Sept 493 - Jan 496 - May	0.85 Fall to Spring			
<b>Tertiary</b>	< 484 - Sept < 493 - Jan < 496 - May	0.42 Fall to Spring			

**B. Describe rationale/basis for the decision rules and note the year during which they were determined** (check to ensure decision rules allow for equitable treatment of diverse populations):

- a. **Pine Island School District: FAST** - Decision rules are periodically reviewed to ensure they are being applied. Data on students who receive secondary/tertiary support is collected on a biweekly basis at minimum. We allow sufficient time (at least 7 weeks per intervention) for the student to have exposure to the intervention and the curriculum and consider multiple factors (attendance, intervention fidelity, health concerns, behavior, etc) that may impact the success of an intervention before making the decision to alter course. Interventions are modified if we find that the slope of the student graph is negative or has no progress after 3-5 data points have been collected. In schools with LEP populations, the ELL instructor is invited to attend PST meetings to give feedback on the student language assessments and share student progress in ESL classes.
- b. **Pine Island School District: MCA** - MCA data is reviewed once per year in the spring. If students receive a "Does Not Meet" on the prior year's MCA assessment, the student would be considered for possible placement within the school reading intervention program.

**C. Special Education Progress Monitoring and Exit Criteria.**

- a. Does the site use time series analysis graphs to assess progress before and after entrance into special education?  
  
☒ Yes      ☐ No
- b. Is a school-wide method established to evaluate student progress in special education? (tests/procedures, data collection, frame of reference, criterion)  
  
☒ Yes      ☐ No
- c. What are the special education exit criteria for students? Prior to exiting from Special Education (other than when aging out or graduating), students must undergo comprehensive evaluation.

When considering a student for dismissal/exit from special education, the following should be considered:

1. The student demonstrates the ability to function independently.
2. The student meets their IEP goals and objectives
3. The student can access and perform adequately in the general curriculum

The school-wide method for evaluating student progress in special education includes Progress reporting in FAST, State and District standardized testing.

**The team will consider exiting the student if the following conditions are met:**

- Documentation of the likelihood of adequate achievement in response to appropriate classroom instruction without intensive support in the following areas: basic reading skills, reading comprehension, reading fluency and
- Documentation of progress in state-approved grade-level standards in one or more areas listed above (including English Language Arts strands for literature, foundational skills, and informational texts)
- Documentation that the information processing condition can be accommodated in the general education setting without requiring specialized instruction.

As evidenced by at least two or more of the following sources: class work samples, anecdotal teacher records, state and district assessments, formal/informal and diagnostic tests, curriculum-based evaluation results, results from targeted support programs in general education.

## **Parental Notification and Consent Policies**

**Describe the parent notification and consent policies.**

- The instructional strategies and services provided to increase the student's rate of learning. Instructional strategies are research-based. They will be delivered in small groups of approximately six students or less for Tier 2 services and in small groups of approximately three students or less for Tier 3 services.
- Data collected regarding the nature of the child's performance. Progress monitoring data will be collected twice a month for Tier 2 and at least weekly for Tier 3 services.
- When a parent is notified of the due process procedures and protections. Parents are notified when their student is referred to a Tier 2 program, when there is a change in programming that requires additional time for instruction, and/or when the student is referred for further evaluation for special education services

## Procedures for Ensuring Integrity of Implementation

In this section, describe the process you will use to ensure consistent implementation of: assessments, interpretation of data, interventions, and a data-based decision making process, in order to obtain valid knowledge and data about the integrity of implementation. **Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).**

### **A. Briefly describe procedures to address implementation of assessment and instructional practices.** **Subsumed under Minn. R. 3525.1341 Subp. 4.**

- a. **What steps does the school follow to ensure that assessment and instructional methods are meeting the needs of all groups of students (e.g., accountability for equity within core instruction, which is the first step in reducing over-representation of linguistically and culturally diverse populations within continuum of supports)?** We have implemented a “walk-through” fidelity checklist for school administrators to use to verify the content of core instruction. We also have checklists in place to verify the fidelity of the standardized assessments that we administer at each building (FAST Reading). Our problem-solving teams at each building are asked to review the effectiveness of core reading instruction when students are referred to the team for additional reading support. We also ensure that our teams review our benchmark reading data three times per year to evaluate their progress.
- b. **Document who checks accountability of assessment and instructional practices across continuum of supports and how often.** The responsibility for checking accountability of instructional practices and assessment falls first to the building administrator, although in some cases, this duty is performed by a trained designee, such as a reading specialist or school psychologist. We ask that fidelity checks on core instruction are completed in each classroom at a minimum of three times per school year. Fidelity checks for administration of assessment should also be completed, at minimum, once per school year. Fidelity checks for intervention practices will be performed by a variety of professionals; we aim to check the fidelity of our interventions at minimum of once per student.

### **B. Briefly describe steps to address integrity of implementation of policies and procedures.** **Subsumed under Minn. R. 3525.1341 Subp. 4.**

- a. **What systems are in place to ensure that policies and procedures for notifying parents, data-based decision making, and moving students through models are consistently implemented?** Teachers are asked to notify parents as soon as intervention begins, and are required to document this contact on their initial referral paperwork. We ask that our school problem-solving teams document and review all forms that are collected on students who are receiving reading intervention. We use progress monitoring graphs, with data collected at regular intervals (minimally every two weeks) and ask the teams to evaluate these graphs on a regular basis (every 6-8 weeks) to determine student progress. Teams keep calendars for this purpose. We have asked our teams to use a Student Process Checklist to evaluate students who are non-responders to intervention (meaning: showing 3-5 data points below the target goal line or with no progress) to ensure that the referral to special education addresses the student's

complete intervention history. We also use classroom walk-through data and direct teacher observation information.

- b. **When implementation is inconsistent, what steps will be taken to address inconsistencies?** We will start by reviewing the fidelity checklist information collected on both core classroom instruction and on the interventions the student is receiving. If we find errors on either of these monitoring tools, core classroom fidelity will be addressed by the building administrator. Intervention fidelity will be addressed by other trained staff with reteaching to the interventionist where necessary. We will work as a school district to ensure that our staff is receiving adequate staff development and support on all interventions, with frequent opportunities to review.

## **Professional Development Plan for SRBI Systems and Procedures**

Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).

**A. Briefly describe staff development plan for implementing system of SRBI.** This should include discussion of: ongoing efforts to increase effective implementation of research-based instructional strategies and interventions, align interventions with state and local grade-level standards, use of student data to improve achievement, enhance teacher content knowledge and instructional skills, as well as improve data analysis, problem solving and collaboration among instructional staff.

- a. Pine Island School District has invested into the following areas in help implementing their SRBI plan:
- i. Professional Learning Communities (PLC) by grade level that meet weekly strictly looking at data
  - ii. Two instructional coaches
  - iii. Teacher Development and Evaluation plan that requires a data-driven student learning goal
- b. Pine Island School District provides on-going training in problem solving and specific interventions. The district utilizes Professional Learning Communities (PLCs) for staff to review data. Grade level teams meet on a weekly basis to review individual student and grade level data. Pine Island School District provides access to a variety of data-warehouses including FAST, Schoology, and Skyward.

## **B. Describe procedures for increasing effective implementation of selected instructional strategies or interventions.**

- a. The Staff Development committee will review and revise the plan annually based on the analysis results. Individual districts will continue on-going "in-house" staff development with book studies, professional learning communities, and via other methods.
- b. The building principals work closely with the grade level teams to implement effective general education reading curriculum/interventions. Building principals do periodic fidelity checks in the

area of reading core instruction. The special education director meets with the building principals throughout the school year to determine if the SRBI process is being implemented with fidelity throughout the district and revises the SRBI plan as indicated to reflect current practice and procedures.

## **System of Scientific Research-Based Intervention (SRBI) Plan - Pine Island Middle School**

The purpose of this document is to provide district staff with a self-review or a gap-analysis for their system of Scientific Research-Based Intervention (SRBI). All the elements should be fully implemented.

Full implementation means that all components are fully integrated and part of how the school does business. The focus is on measuring how well the interventions and instructional practices are being implemented so that changes in student performance can be attributed to the scientific evidence-based intervention.

Pine Island School District will know they have reached full implementation when:

- A. Anyone entering the school and classroom could observe consistent skillful teaching and interventions provided to students.
- B. Data systems are efficient and generate valid data that is used for decision making. Data is being used to assess the extent to which student progress is equivalent to what is expected (based upon the research).
- C. The focus of coaching has shifted from supporting staff in implementing the components of SRBI to using data to determine if SRBI is being implemented as designed.
- D. Continuous improvement cycles are in place at the classroom, school and/or district level to ensure resources are aligned to improve and maintain the system of SRBI.

### **School Information**

**School district or agency:** Pine Island School District

**School Sites Implementing Scientific Research Based Intervention Systems:** Pine Island Elementary School, Pine Island Middle School

#### **Contact information for program leads:**

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**SRBI System Approach: Describe the continuum of supports.** Include levels of support, model of support (such as standard treatment protocol or hybrid of standard treatment and problem solving, etc.).

All students grades five through eight receive at least 60-120 minutes of core reading instruction using grade level MN standards for grade 5, grade 6, grade 7, and grade 8. Benchmark data is collected three times a year using Fastbridge Assessment Systems in the fall, winter, and spring.

At the middle school level, if a student's FAST aReading or aMath score falls in the 'risk level categories of some risk or high risk', the student receives Tier II instructional programming including: Leveled Literacy Intervention (100 Book). Benchmark navigators are used according to specific student needs. FAST probes are administered every other week for students identified in need of reading services.

### **Problem Solving Team Membership**

A data team, consisting of the building principal, instructional coach, special education director, ADSIS academic and behavior instructors, middle school counselor, and our onsite mental health therapist, meet at least three times a year after FAST assessments are administered to review data. If these scores are consistently low, the data team forwards the information to the Problem Solving Team (PST).

Core PST members include the building principal, instructional coach, special education director, ADSIS academic and behavior instructors, middle school counselor and our onsite mental health therapist. The team meets once a month to process PST referrals.

Grade level PST members include the building principal, instructional coach, ADSIS academic and behavior instructors, middle school counselor, and all grade level core teachers. The team meets once a week to discuss students and classroom interventions and review any data the teachers may have collected. If after at least two interventions' data show no progress, the team will decide if the student needs to be brought up at the next Core PST meeting.

### **Interventions**

- A. Phonics - Leveled Literacy Intervention (100 Book) (Middle School Target Grades 5-6)
- B. Phonemic Awareness - Leveled Literacy Intervention (100 Book)(Middle School Target Grades 5-6)
- C. Fluency (All fluency intervention is done at INDEPENDENT LEVEL text.)
  - a. ROAR- Repeated Oral Assisted Reading
  - b. Duet Reading
  - c. PRESS Interventions
- D. Comprehension
  - a. Leveled Literacy Intervention (100 Book) (Middle School Grades 5-6)
  - b. Graphic Organizers for Guided Reading (Middle School)
  - c. Benchmark Navigators (Middle School)



These interventions are implemented five times per week for a minimum of 20-30 minutes per session for six weeks. The grade level PST team reviews data on a monthly basis to monitor student progress. At the end of the six weeks, data is reviewed by the entire team and the classroom teachers. Based on the data, a student may continue the intervention, the intervention may be modified or the student could be referred back to the Core PST for a special education referral.

Students who receive Tier II interventions also receive Tier I instruction. Students who receive Tier III interventions also receive Tier II intervention and Tier I instruction.

## **Specific Components Included in SRBI System: Screening**

### **A. Define timelines for screening process and benchmarking (e.g., Fall, Winter, Spring)**

*As required in Minn. R. 3525.1341 Subp. 4.*

- a. **FASTBridge Screening** - FAST screening processes/benchmarking takes place in district schools three times per year. Fall is measured during the month of September, winter is measured during the month of January, and spring is measured during the month of May. FAST aReading and aMath Tests are given three times a year (fall, winter, and spring).
- b. **MCA** - The district administers the Minnesota Comprehensive Assessments (MCA) for students in grades 3-8 in the areas of reading, math and science (grades 5 and 8 only). The reading and math tests are administered once per year. Students whom their IEP team deem eligible will be given the Minnesota Test of Academic Skills (MTAS), which measures their skills on an alternative set of grade level standards.

### **B. Define cut-offs and rationale/basis for cut-offs (note date cut-offs were last revised).**

Pine Island School District will ensure that cut-offs allow for equitable treatment of diverse populations.

- a. **District Cutoffs: FAST** - Cutoffs for identifying students in need of intervention are determined by FAST national aggregate norms. FAST identifies those students who are at or below the national 40th percentile score in each measure as at “some risk” and potentially in need of additional support and intervention. Pine Island School District determines which measures are applicable for identifying students in need of additional support at each grade level.
- b. **District Cutoffs: MCA** - Those students who fall below the score of 40 will receive intensive interventions.

### **C. List the measures used to screen and track performance in each grade and content area implementing a system of SRBI.**

### District Cutoffs: FAST

	Fall	Winter	Spring
Grade 5 aReading	509	517	522
Grade 6 aReading	512	523	527
Grade 7 aReading	520	525	531
Grade 8 aReading	526	530	536

### District Cutoffs: MCA

	Cutoff
Grade 5 MCA	539
Grade 6 MCA	639
Grade 7 MCA	739
Grade 8 MCA	839

**D. Briefly define the assessment tool and describe how it is used. Note the frequency of measure and whether the measure is for identifying risk or formulating instruction within intervention.**

- a. **Pine Island Middle School: FAST** - FAST assessments in curriculum-based measures are timed measures of early literacy and oral reading fluency skills. Students are read standardized directions and asked to complete the task described on the test. They are scored according to the correct number of responses. These formative assessments are used for screening students given in the fall, winter and spring. FAST adaptive reading testing assesses students' broad reading abilities in a computer-adaptive format. The results from both assessments are used to first identify students who may be at risk. They are also used to identify instruction that can be used when providing intervention. Students who score below the identified targets are then matched with strategy-specific intervention that focuses on the at-risk category.

- b. **Pine Island Middle School: MCA** - Decision rules were established during the 2010 school year and are periodically reviewed to ensure they are being applied. MCA data on students who receive secondary/tertiary support is collected on yearly basis in the spring. Specific MCA strand data is analyzed and considered when developing interventions to meet the needs of the student. As with all data and intervention decisions, multiple factors are considered (attendance, intervention fidelity, health concerns, behavior, etc.).

## Specific Components Included in SRBI System: Continuum of Instructional Supports

- A. Use the matrix below to describe instructional strategies and interventions for each level of support, for each grade level, in each content area. Pine Island School District will find the matrix helpful in addressing parent questions about the approach to be used as well as establishing a plan to evaluate fidelity of implementation.

Grade Levels 5, 6, 7, 8	Content Area: Reading			
Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports Target/Flex	Tertiary Supports Reading ADSIS
Typical length/duration of Intervention  Required in Minn. R. 3525.1341 Subp. 4	5th - 30 min/day; 2 days/week	5th - 45 min/daily 6th - 44 min/daily 7th - 44 min/daily 8th - 44 min/daily	5th - 30 min/day; 2 days/week  6th - 44 min/day; 2 days/week  7th - advisory - 20 min, 4 days/week  8th - advisory - 25 min, 4 days/week	5th/6th - 44 min, 4 days/week  7th/8th - 44 min, 5 days/week
Focus of intervention		5th - Fluency, Vocabulary, Comprehension - fiction and nonfiction  6th - Vocabulary, comprehension - fiction and nonfiction, Main idea, setting, plot, theme, fluency,	5th - vocabulary, comprehension - fiction and nonfiction  6th - Vocabulary, context clues, comprehension-fiction and nonfiction.  7th - Reading strategies	Literature:  Comprehension: main idea, inference, vocabulary, context clues  Elements of plot and story structure

		<p>inferencing, compare/contrast, point of view</p> <p>7th - Reading strategies, vocabulary, ELA 7th grade MN standards</p> <p>8th grade - ELA MN standards</p>	<p>8th - What the Text Says, Central Ideas, People Events &amp; Ideas, Word Meaning &amp; Choice, Text Structure, Point of View, Multimedia, Arguments &amp; Claims</p>	<p>Nonfiction: text features (headings, tables, etc.)</p> <p>Comprehension: sequence, main idea/details,</p>
<b>List the research-based instructional approaches to be used</b>		<p>5th - Teacher modeling, partner reading, literature groups, high frequency words</p> <p>6th - Teacher modeling, partner reading, flexible grouping, group discussion techniques.</p> <p>7th - Reading strategies, teacher modeling, peer-assisted learning strategies (PALS)</p> <p>8th - Flexible grouping, small group instruction, teacher modeling, literature groups, peer scaffolding</p>	<p>5th - Flexible groups, context clues, word bases, nonfiction text features, nonfiction text structures</p> <p>6th - Modeling, flexible grouping, guided reading</p> <p>7th - One-on-one with teacher, data-driven instruction</p> <p>8th - Flexible groups, small group instruction, homogeneous grouping, teacher modeling</p>	<p>ADSIS: Small group instruction, guided reading, teacher modeling, one-on-one</p>
<b>List the materials to be used (e.g., components, programs, series, texts/reading series)</b>		<p>5th - Scott Foresman, Action 100, Rebecca Sitton Spelling, The Lion, the Witch, and the Wardrobe, historical novels at independent color</p>	<p>5th - Newsela, National Geographic, novels at independent color levels</p> <p>6th-Newsela, Action 100, novels at independent color levels with teacher created</p>	<p>Scholastic teacher materials on comprehension, vocabulary, roots, IXL, Newsela, novels at different reading levels,</p>

		<p>levels, National Geographic</p> <p>6th - Newsela, Action 100, teacher-created curriculum based on MN standards paired with short stories and Novels: <i>Home of the Brave</i>, <i>The Birchbark House</i>, <i>Harriet Tubman</i> (whole group novels).</p> <p>7th - Newsela, teacher-created curriculum based on MN standards paired with short stories, poems, daily reading practice (DRP), Word Wizard, and novels: A Christmas Carol and Nothing But the Truth</p> <p>8th - Newsela, Words to Go, teacher-created curriculum based on MN standards paired with short stories, poems, <i>The Giver</i> by Lois Lowry, <i>The Diary of a Young Girl</i> by Anne Frank,</p>	<p>curriculum based on MN standards.</p> <p>7th - Using CBM and reteaching</p> <p>8th - Words to Go, Newsela, <i>Writing Strategies</i> by Serravallo, <i>Reading Strategies</i> by Serravallo</p>	<p>success with Reading, Nonfiction and fiction paired texts, skill focus based on MN standards</p>
<b>Describe how instruction delivered, for how many minutes per</b>		<p>5th - whole group 45 minutes/day, 5 days/week</p>	<p>5th - whole group 30 minutes, 2 days/week</p> <p>6th - smaller flexible groups, 44 min/day; 2 days/week</p>	<p>5th/6th - small group 44 min, 4 days/week</p>

<b>day, days/week</b>		6th - whole group 44/minutes/day, 5 days/week  7th - whole group 44 minutes/day, 5 days/week  8th - whole group 44 minutes/day, 5 days/week	7th - advisory - one-to-one instruction, 20 minutes, 4 days/week  8th - advisory, small flexible group instruction, 25 minutes, 4 days/week	7th/8th - small group 44 min, 5 days/week
<b>Describe who delivers instruction/rat io of students to staff</b>		5th - Teacher delivered 1:25 ratio  6th - Teacher delivered 1:25 ratio  7th - Teacher delivered 1:25 ratio  8th - Teacher delivered 1:30 ratio	5th - Teacher delivered 1:25 ratio 2 days/week, 1:15 ratio 2 days/week  6th - Teacher delivered 1:15 ratio 44 min/day;2 days/week  7th - Teacher delivered 1:1 ratio, 4 days/week  8th - Teacher delivered 1:15 ratio	5th/6th: Teacher and para 1:6 ratio, 4 days/week  7th/8th: Teacher and para 1:6 ratio, 5 days/week
<b>Progress Monitoring Data to be collected</b>  Required in Minn. R. 3525.1341 Subp.3 F.		FastBridge (5-8)  Schoology Mastery Report (8th)	Paraprofessional, teachers (5-8)	FAST - reading fluency and comprehension 1x/week

**B. List references for interventions, instruction, or instructional strategies that verify that they are evidence-based.**

Citations may come from peer-reviewed meta-analyses, credible institutions or organizations such as a national technical assistance center or other sources with documentation of the research-base establishing the efficacy of listed practices.

All programs used are research based.

**Sources of Evidence Key:**

FCRR = Florida Center for Reading Research

WWC = What Works Clearinghouse

**National Reading Panel areas of instruction for which the intervention was designed:**

Alphabetic - a combined category of phonemic awareness and phonics used by the WWC

PA = Phonemic Awareness ; Ph = Phonics; F = Fluency; V = Vocabulary; C = Comprehension

Intervention	National Reading Panel Area(s)	Grade Levels	Sources of Evidence
Benchmark Navigators	F, V, C	5–8	<ul style="list-style-type: none"><li>• Allington, Richard L. (1983) “The Reading Instruction Provided Readers of Differing Reading Abilities.” Elementary School Journal, 18, pp. 548–559.</li><li>• Anderson, C. (2000) How’s It Going? A Practical Guide to Confering With Students. Portsmouth, NH: Heinemann.</li><li>• Dorn, L., and C. Soffros. (2005) Teaching for Deep Comprehension. Portland, ME: Stenhouse, 2005.</li><li>• Duke, N., and P. D. Pearson. (2002) “Effective Practices for Developing Reading Comprehension” in A. E. Farstrup and S. Samuels, eds. What Research Has to Say About Reading Instruction, pp. 204–242. IRA.</li></ul>
Duet Reading	F	1–5	<ul style="list-style-type: none"><li>• Aulls, M.W., (1982). Developing Readers in Today’s Elementary Schools. Allyn &amp; Bacon: Boston.</li><li>• Blevins, W. (2001). Building Fluency: Lessons and Strategies for Reading Success. New York: Scholastic Professional Books.</li></ul>

			<ul style="list-style-type: none"> <li>• Dowhower, S.L. (1991). Speaking of prosody: Fluency's unattended bedfellow. <i>Theory into Practice</i>, 30 (3), 165-175.</li> <li>• Mathes, P.G., Simmons, D.C., &amp; Davis, B.I. (1992). Assisted reading techniques for developing reading fluency. <i>Reading Research and Instruction</i>, 31, 70-77.</li> <li>• Weinstein, G., &amp; Cooke, N. L. (1992). The effects of two repeated reading interventions on generalization of fluency. <i>Learning Disability Quarterly</i>, 15, 21-27.</li> </ul>
<b>Early Reading Intervention: Scott Foresman</b>	PA, Ph, F, V	K-1	FCRR – Project Optimize is predecessor; “the content and instructional design of the Scott Foresman Early Reading Intervention is aligned with current scientifically based reading research”.
<b>FCRR Strategies</b>	PA, Ph, F, V, C	K-5	FCRR-“ Research has repeatedly demonstrated the importance of initial instruction that includes the five critical components of reading: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. To be most effective, the five critical components need to be taught explicitly within classrooms that are strongly positive and engaging, use writing activities to support literacy, and provide students with many opportunities to read interesting text and complete authentic reading and writing assignments.” See references: <a href="http://www.fcrr.org/assessment/ET/pdf/references.pdf">http://www.fcrr.org/assessment/ET/pdf/references.pdf</a>
<b>Fountas and Pinnell Leveled Literacy Intervention</b>	PA, Ph, F, V, C	K-5	<ul style="list-style-type: none"> <li>• Ransford-Kalson, Carolyn R. et. al: Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas and Pinnell's Leveled Literacy Intervention System in Rural and Suburban Schools, CREP, 2009-2010</li> <li>• Ransford-Kalson, Carolyn, R. et. al; Efficacy of the Leveled Literacy Intervention System for K-2 Urban Students: An Empirical Evaluation of LLI in Denver Public Schools, CREP 2011-2012</li> </ul>
<b>Great Leaps</b>	PA, Ph, F	K-8**	FCRR – “consistent with current research knowledge in both its instructional design and content. There is encouraging research support confirming the efficacy of Great Leaps in improving reading fluency for middle school students. At this point, the research supporting Great Leaps is targeted at the middle school



			<p>level; however, because the instructional design and principles are consistent throughout every grade level for Great Leaps, it is likely that similar outcomes at the other levels could be expected.”</p> <ul style="list-style-type: none"> <li>• Mercer, C.D., Campbell, K.U., Miller, M.D., Mercer, K.D., &amp; Lane, H.B. (2000). Effects of a reading fluency intervention for middle schoolers with specific learning disabilities. <i>Learning Disabilities Research &amp; Practice</i>, 15, 179-189.</li> <li>• Meyer, M. (2002). Repeated Reading: An old standard is revisited and renovated. <i>Perspectives</i>, 2 (1) 15-18.</li> </ul>
<b>Guided Reading</b>	Ph, F, V, C	K-4	<ul style="list-style-type: none"> <li>• Allington, R. L. (1983). The reading instruction provided readers of differing reading ability. <i>Elementary School Journal</i>, 83, 548-559.</li> <li>• Barr, R, &amp; Dreeben, R. (1991). Grouping students for reading instruction. In R. Barr, M. L. Kamil, P. B. Mosenthal, &amp; P. D. Pearson (Eds.) <i>Handbook of Reading Research</i>, Volume II. Mahway, NJ: Lawrence Erlbaum Associates.</li> <li>• Fountas, I. C., &amp; Pinnell, G. S. (1996). <i>Guided reading: Good first teaching for all children</i>. Portsmouth, NH: Heinemann.</li> <li>• Good, T. K., &amp; Marshall, S. (1984). Do students learn more in heterogeneous or homogeneous groups? In P. L. Peterson, I. C. Wilkinson, &amp; M. Hallinan, (Eds.). <i>The social context of instruction</i>. New York: Academic Press.</li> <li>• Stahl, K. A. D. (2009). The effects of three instructional methods on the reading comprehension and content acquisition of novice readers. <i>Journal of Literacy Research</i>, 40, 3, pp. 359-391.</li> </ul>
<b>Language!</b>	PA & Ph	3 through 12	FCRR – 3+’s in all NRP areas, except vocabulary but “preliminary research results are very promising
<b>Letter/Sound Correspondence</b>	PA	preK –K,1	<ul style="list-style-type: none"> <li>• Adams, M.J. (1990). <i>Beginning to read: Thinking and learning about print</i>. Cambridge, MA: MIT Press.</li> <li>• Adams, M.J. (2001). Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B. Neuman &amp; D.K. Dickinson (eds.), <i>Handbook of Early Literacy Research</i> (pp. 66-80). New York: Guilford Press.</li> </ul>

			<ul style="list-style-type: none"> <li>Chard, D.J., &amp; Osborn, J. (1999). Word Recognition: Paving the road to successful reading. <i>Intervention in school and clinic</i>, 34(5), 271-277.</li> </ul>
<b>Newscaster</b>	F	1-5	<ul style="list-style-type: none"> <li>Armbruster, B.B., Lehr, F., &amp; Osborn, J. (2001). Put reading first: The research building blocks for teaching children to read. Washington, DC: US Department of Education, National Institute for Literacy.</li> <li>Dowhower. S.L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. <i>Reading Research Quarterly</i>. 22, 389-406. (listening to a tape).</li> <li>Heckelman, R.G. (1969). A neurological-impress method of remedial reading instruction. <i>Academic Therapy</i>, 4, 277-282.</li> <li>Rasinski, T.V. (2003). The fluent reader: Reading strategies for building word recognition, fluency, and comprehension. New York, NY: Scholastic Professional Books.</li> <li>Searfoss, L. (1975). Radio Reading. <i>The Reading Teacher</i>, 29, 295-296.</li> <li>Stahl S. (2004). What Do We Know About Fluency? Findings of the National Reading Panel. In McCardle, P., &amp; Chabira, V. (Eds). <i>The Voice of Evidence in Reading Research</i>. Brookes: AU.</li> </ul>
<b>Orton Gillingham</b>	PA, Ph, F, V, C	K-4	<ul style="list-style-type: none"> <li>"Academy of Orton-Gillingham." Academy of Orton-Gillingham. N.p., n.d. Web. 09 Feb. 2014. Gillingham, A. &amp; Stillman, B.W. (1997).</li> <li>The Gillingham Manual: remedial training for students with specific disability in reading, spelling and penmanship. (8th ed.). Cambridge, MA: Educators Publishing Service.</li> <li>Henry, M. K. &amp; Brickley, S. G. (Eds.). (1999). <i>Dyslexia: Samuel T. Orton and his legacy</i>. Baltimore: The International Dyslexia Association</li> </ul>
<b>Partner Reading/Pairs Reading</b>	F	K-3	<p>Partner reading was adapted from CWPT (Delquadri et.al., 1986) and PALS (Mathes &amp; Fuchs, 1993, Mathes, et.al, 1994. The effectiveness of this instructional practice in general education and special education classrooms has been well established.</p>

<b>Pencil Tap</b>		For students who have decoding skills but need to use them consistently	<ul style="list-style-type: none"> <li>• Hattie, J., &amp; Timperley, H. (2007). The power of feedback. <i>Review of Education Research</i>. 77(1, 81-112).</li> <li>• Howell, K., W., &amp; Nolet, V., (2000). <i>Curriculum-Based Evaluation: Teaching and Decision Making</i> 3rd Ed. Belmont, CA: Wadsworth.</li> <li>• Lysakowski, R.S., &amp; Walberg, H.J. (1982). Instructional effects of cues, participation, and corrective feedback: A quantitative synthesis. <i>American Educational Research Journal</i> Vol 19(4., 559-578</li> <li>• Tenenbaum, G., &amp; Goldring, E. (1989). A meta-analysis of the effects of enhanced instruction: Cues, participation, reinforcement and feedback and correctives on motor skill learning. <i>Journal of Research &amp; Development in Education</i>. Vol 22(3. 53-64)</li> </ul>
<b>Phoneme Blending</b>	PA	K-1	<ul style="list-style-type: none"> <li>• Adams, M.J. (1990). <i>Beginning to read: Thinking and learning about print</i>. Cambridge, MA: MIT Press.</li> <li>• Bos, C.D., &amp; Vaughn, S. (2002.. <i>Strategies for teaching students with learning and behavioral problems</i> (5th Ed.). Boston: Allyn &amp; Bacon.</li> <li>• Ehri, L.C., Nunees, S.R., &amp; Willows, D.M. (2001.. <i>Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis</i>. <i>Reading Research Quarterly</i>, 36(3.. 250-287.</li> <li>• Elkonin, D.B. (1973.. U.S.S.R. In J. Downing (Ed.), <i>Comparative Reading</i> (pp.551-579.. New York: MacMillan.</li> <li>• National Reading Panel. (2000.. <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. Bethesda, MA: National Institutes of Health.</li> <li>• Santi, K.L., Menchetti, B.M., &amp; Edwards, B.J. (2004.. A comparison of eight kindergarten phonemic awareness programs based on empirically validated instructional principles. <i>Remedial and Special Education</i>, Vol 25(3. 189-196.</li> <li>• Smith, C.R. (1998.. <i>From gibberish to phonemic awareness: Effective decoding instruction</i>. <i>Exceptional Children</i>, Vol 30(6. 20-25</li> <li>• Smith, S.B., Simmons, D.C., &amp; Kame'enui, E. J. (1998.. <i>Phonological Awareness: Research bases</i>. In D.C. Simmons &amp;</li> </ul>

			<p>E.J. Kame'enui (Eds.), What Reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Lawrence Erlbaum Associates.</p> <ul style="list-style-type: none"> <li>• Snider, V. E. (1995.. A primer on phonemic awareness: What it is, why it is important, and how to teach it. School Psychology Review, 24, 443–455.</li> </ul>
<b>Phoneme Segmenting</b>	PA	K–1	<ul style="list-style-type: none"> <li>• Adams, M.J. (1990.. Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press.</li> <li>• Blachman, B. A. (1991.. Early intervention for children's reading problems: Clinical applications of the research on phonological awareness. Topics in Language Disorders, 12, 51–65.</li> <li>• Bos, C.D., &amp; Vaughn, S. (2002.. Strategies for teaching students with learning and behavioral problems (5th Ed.). Boston: Allyn &amp; Bacon.</li> <li>• Ehri, L.C., Nunees, S.R., &amp; Willows, D.M. (2001.. Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. Reading Research Quarterly, 36(3.. 250–287.</li> <li>• National Reading Panel. (2000.. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Bethesda, MA: National Institutes of Health.</li> <li>• Santi, K.L., Menchetti, B.M., &amp; Edwards, B.J. (2004.. A comparison of eight kindergarten phonemic awareness programs based on empirically validated instructional principles. Remedial and Special Education, Vol 25(3. 189–196.</li> <li>• Smith, C.R. (1998.. From gibberish to phonemic awareness: Effective decoding instruction. Exceptional Children Vol 30(6. 20–25.</li> <li>• Smith, S.B., Simmons, D.C., &amp; Kame'enui, E. J. (1998.. Phonological Awareness: Research bases. In D.C. Simmons &amp; E.J. Kame'enui (Eds.), What Reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Lawrence Erlbaum Associates.</li> </ul>

			<ul style="list-style-type: none"> <li>• Snider, V. E. (1995.. A primer on phonemic awareness: What it is, why it is important, and how to teach it. <i>School Psychology Review</i>, 24, 443–455.</li> </ul>
<b>Read Naturally</b>	F	1-5	FCRR-but none are controlled studies
<b>Read Well:</b>  Read Well K  Read Well 1  Read Well Plus	PA, Ph, F, V, C	K-3	FCRR- “the instructional content and design of <i>Read Well</i> is consistent with the most recent research in reading. These studies demonstrate that exposure to <i>Read Well K</i> and <i>Read Well 1</i> increase student performance on reading and language standardized test scores.”
<b>Repeated Readings</b>	F	K-12	<ul style="list-style-type: none"> <li>• Moyer, S.B. (1982). Repeated reading. <i>Journal of Learning Disabilities</i>, 45, 619–623</li> <li>• Rasinski, T.V. (1990). Effects of repeated reading and listening –while-reading on reading fluency. <i>Journal of Educational Research</i>, 83(3), 147–150.</li> <li>• Rashotte, C.A., &amp; Torgeson, J.K. (1985). Repeated reading and reading fluency in learning disabled children. <i>Reading Research Quarterly</i>, 20, 180–188</li> <li>• Samuels, S. J. (1979). The method of repeated reading. <i>The Reading Teacher</i>, 32, 403–408.</li> <li>• Samuels, S.J., (1987). Information processing abilities and reading. <i>Journal of Learning Disabilities</i>, 20(1), 18–22.</li> <li>• Sindelar, P.T., Monda, L.E., &amp; O’Shea, L.J. (1990). Effects of repeated reading on instructional and mastery level readers. <i>Journal of Educational Research</i>, 83, 220–226.</li> <li>• Therrien, W.J. (2004). Fluency and comprehension gains as a result of repeated reading: A meta-analysis. <i>Remedial and Special Education</i>, 25(4) 252–261</li> </ul>

<b>Road to the Code</b>	PA & Ph	K-1	FCRR-“These studies form the empirical foundation upon which Road to the Code was developed. Evidence based on these studies highlight the importance of early instruction in phonemic awareness and the alphabetic principle in facilitating the acquisition of early reading skills. We conclude that the instructional design and strategies used in Road to the Code are consistent with current scientifically based reading research. There is also encouraging research that supports the use of this program to significantly improve early reading skills.”
<b>S.M.A.R.T.</b>	K-4	PA, Ph	<ul style="list-style-type: none"> <li>• Brigance, A. (1987, 1999) Brigance K &amp; 1 Screen for Kindergarten and First Grade. Second Edition. North Billerica, MA: Curriculum Associates.</li> <li>• Fuchs, L.S., Fuchs, D. and Compton, D.L. (2004) Monitoring Early Reading Development in First Grade: Word Identification Fluency Versus Nonsense Word Fluency. <i>Exceptional Children</i>, 71(1): 7-21. MLRC Staff. (2001)</li> <li>• MLRC 2000-2001 Summary Report, Minneapolis: Minnesota Learning Resource Center. (Results of Minnesota SMART sites and Landau Reflex)</li> <li>• Morris, D., Bloodgood, J. and Perney, J. (2003) Kindergarten Mediators of First and Second Grade Reading Achievement. <i>Elementary School Journal</i>, 104(2)): 93- 189.</li> <li>• Nicholson, C.L. (1990) Slosson Oral Reading Test-Revised SORT-R3 Manual. Slosson Educational Publications: East Aurora, NY.</li> <li>• Palmer, L.L. and DeBoer, B. (2005) Efficacy of the Visual Skills Component of the SMART Program in Maturing Kindergarten Visual Readiness Abilities among Students At-Risk for School Failure Knox County Public Schools, 2004-2005 A Preliminary Report of Mid-Year Results Minneapolis: Minnesota Learning Resource Center.</li> <li>• Reynolds, W.M. (1987) Wepman’s Auditory Discrimination Test, Second Edition. Los Angeles: Western Psychological Services</li> </ul>
<b>Sonday</b>	K-4	PA, Ph, F, V, C	<ul style="list-style-type: none"> <li>• Adams, M.J., Foorman, B.R., Lundberg, I., &amp; Beeler, T. (Spr-Sum, 1998). The elusive phoneme: Why phonemic awareness is so</li> </ul>

			<p>important and how to help children develop it. American Educator, 22(1-2), pp. 18-29.</p> <ul style="list-style-type: none"> <li>• Beck, I, McKeown, M, Hamilton, R., &amp; Kugan, L.(Spring, Summer, 1998). Getting at the meaning: how to help students unpack difficult text. American Educator, v22 n1-2 p66- 71,85</li> <li>• Danies, M. (1996). Seeing Language: The Effect over Time of Sign Language on Vocabulary Development in Early Childhood Education. Child Study Journal, 26, 3, pp. 193-208.</li> <li>• Daniels, M. (Sum, 1994). Words more powerful than sound. Sign Language Studies, 83, pp. 156- 166.</li> <li>• Dole, Janice A.; et. al, ( March, 1995) Teaching Vocabulary within the Context of Literature. Journal of Reading, 38, 6, pp. 452-60.</li> <li>• Fernandez-Fein, S. &amp; Baker, L. (Sept, 1997). Rhyme and alliteration sensitivity and relevant experiences among preschoolers from diverse backgrounds. Journal of Literacy Research, 29(3), pp. 433-459.</li> <li>• LaBerge, D. &amp; Samuels, S.J. (1974). Toward a theory of automatic information processing in reading. Cognitive Psychology, 6,293-323.</li> <li>• Moats, L.C., (2001). When Older Kids Can't Read. Educational Leadership, 36.</li> </ul>
<b>Stop and Go</b>	F, C	1-5	<ul style="list-style-type: none"> <li>• Blevins, W. (2001.. Building Fluency: Lessons and Strategies for Reading Success. New York: Scholastic Professional Books.</li> <li>• Rasinski, T., &amp; Padak, N. (1994.. Effects of fluency development on urban second-graders. Journal of Education Research, 87.</li> <li>• Rasinski, T.V. (2003.. The fluent reader: Reading strategies for building word recognition, fluency, and comprehension. New York, NY: Scholastic Professional Books.</li> </ul>
<b>Word Blending</b>	PA & Ph	K-5 +	<ul style="list-style-type: none"> <li>• Adams, M.J. (2001).Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B. Neuman &amp; D.K. Dickinson (eds.), Handbook of Early Literacy Research (pp. 66-80). New York: Guilford Press.</li> <li>• Goswami, U. (2000). Causal connections in beginning reading: The importance of rhyme. Journal of Research in Reading, 22(3) 217-240.</li> </ul>

			<ul style="list-style-type: none"> <li>• Greaney, K.T., Tunmer, W.E., &amp; Chapman, J.W., (1997). Journal of Educational Psychology, 89(4)645-651.</li> </ul>
<b>Words Their Way/Word Sorts</b>	Ph & V (leading to increased fluency)	K-8	<ul style="list-style-type: none"> <li>• Morris, D. Word sort: A categorization strategy for improving word recognition ability. Reading Psychology, 3, 247-259.</li> <li>• Joseph, L. (2002). Facilitating word recognition and spelling using word boxes and word sort phonic procedures. School Psychology Review, 31 122-129.</li> <li>• Based on research on developmental spelling and word knowledge (see references list p. 428-433 in "Words their Way" book.</li> </ul>



**Specific Components included in SRBI System: Decision rules used to indicate progression through the model.**

**A. List the relevant indices, cut-offs or data review procedures that are to be used to indicate inadequate response**

**5<sup>th</sup> Grade Reading: Pine Island Middle School - FAST**

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
<b>Core Instruction Oral Reading Fluency</b>	133 wcpm - Sept 151 wcpm - Jan 163 wcpm - May	0.77 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
<b>Secondary</b>	108-132 wcpm - Sept 124-150 wcpm - Jan 138-162 wcpm - May	0.60 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
<b>Tertiary</b>	<107 wcpm - Sept < 123 wcpm - Jan < 137 wcpm - May	0.46 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

**6<sup>th</sup> Grade Reading: Pine Island Middle School - FAST**

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
<b>Core Instruction Oral Reading Fluency</b>	142 wcpm - Sept 159 wcpm - Jan 172 wcpm - May	0.79 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
<b>Secondary</b>	117-141 wcpm - Sept	0.64 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall

	132-158 wcpm - Jan 145-171 wcpm - May				below projected goal line.
<b>Tertiary</b>	<117 wcpm - Sept < 132 wcpm - Jan < 145 wcpm - May	0.49 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

### **Adaptive Reading: Pine Island Middle School - FAST**

#### **5th grade:**

<b>Grade</b>	<b>Benchmark</b>	<b>Slope (Growth)</b>	<b>% Mastery</b>	<b>Level</b>	<b>Other</b>
<b>Core Instruction Adaptive Reading</b>	509 - Sept 517 - Jan 522 - May	1.17 points per month	n/a		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
<b>Secondary</b>	502 - Sept 509 - Jan 514 - May	0.62 points per month	n/a		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
<b>Tertiary</b>	497 - Sept 503 - Jan 507 - May	0.20 points per month	n/a		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

#### **6th grade:**

<b>Grade</b>	<b>Benchmark</b>	<b>Slope (Growth)</b>	<b>% Mastery</b>	<b>Level</b>	<b>Other</b>
<b>Core Instruction</b>	516 - Sept	1.37 points per month	n/a		Student's progress is reviewed at F/W/S

<b>Adaptive Reading</b>	523 - Jan 527 - May				benchmarks to ensure that performance is maintained.
<b>Secondary</b>	509 - Sept 515 - Jan 519 - May	1.24 points per month	n/a		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
<b>Tertiary</b>	502 - Sept 508 - Jan 512 - May	1.24 points per month	n/a		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

**B. Describe rationale/basis for the decision rules and note the year during which they were determined** (check to ensure decision rules allow for equitable treatment of diverse populations)

- a. **Pine Island Middle School: FAST** - Decision rules are periodically reviewed to ensure they are being applied. Data on students who receive secondary/tertiary support is collected on a biweekly basis at minimum. We allow sufficient time (at least 7 weeks per intervention) for the student to have exposure to the intervention and the curriculum and consider multiple factors (attendance, intervention fidelity, health concerns, behavior, etc) that may impact the success of an intervention before making the decision to alter course. Interventions are modified if we find that the slope of the student graph is negative or has no progress after 3-5 data points have been collected. In schools with LEP populations, the ELL instructor is invited to attend PST meetings to give feedback on the student language assessments and share student progress in ESL classes.
- b. **Pine Island Middle School: MCA** - Decision rules were established during the 2010 school year and are periodically reviewed to ensure they are being applied. MCA data on students who receive secondary/tertiary support is collected on yearly basis in the spring. Specific MCA strand data is analyzed and considered when developing interventions to meet the needs of the student. As with all data and intervention decisions, multiple factors are considered (attendance, intervention fidelity, health concerns, behavior, etc.).

**C. Special Education Progress Monitoring and Exit Criteria.** Note this is optional but may be useful for sites using data in re-evaluations or documenting improvement of Special Education students in Continuous Improvement Monitoring Process (CIMP) Plans.

- a. Does the site use time series analysis graphs to assess progress before and after entrance into special education?

☒ Yes                      ☐ No

- b. Is a school-wide method established to evaluate student progress in special education? (tests/procedures, data collection, frame of reference, criterion)

☒ Yes                      ☐ No

- c. **What are the special education exit criteria for students?** Prior to exiting from special education (other than when aging out or graduating), students must undergo comprehensive evaluation. When considering a student for dismissal/exit from special education, the following should be considered:

- i. The student demonstrates the ability to function independently.
- ii. The student meets their IEP goals and objectives
- iii. The student can access and perform adequately in the general curriculum

The school-wide method for evaluating student progress in special education includes Progress reporting in FAST, State and District standardized testing.

**The team will consider exiting the student if the following conditions are met:**

- Documentation of the likelihood of adequate achievement in response to appropriate classroom instruction without intensive support in the following areas: basic reading skills, reading comprehension, reading fluency *and*
- Documentation of progress in state-approved grade-level standards in one or more areas listed above (including English Language Arts strands for literature, foundational skills, and informational texts)
- Documentation that the basic psychological processing condition can be accommodated in the general education setting without requiring specialized instruction.

As evidenced by at least two or more of the following sources: class work samples, anecdotal teacher records, state and district assessments, formal/informal and diagnostic tests, curriculum-based evaluation results, results from targeted support programs in general education.

## Parental Notification and Consent Policies

**Describe the parent notification and consent policies.** Note how a parent will receive communication about:

- The instructional strategies and services provided to increase the student's rate of learning. Instructional strategies are research-based. They will be delivered in small groups of approximately six students or less for Tier 2 services and in small groups of approximately three students or less for Tier 3 services.
- Data collected regarding the nature of the child's performance. Progress monitoring data will be collected twice a month for Tier 2 and at least weekly for Tier 3 services.
- When a parent is notified of the due process procedures and protections. Parents are notified when their student is referred to a Tier 2 program, when there is a change in programming that requires additional time for instruction, and/or when the student is referred for further evaluation for special education services. Parents are notified in writing.

**Procedures for Ensuring Integrity of Implementation.** Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).

**A. Briefly describe procedures to address implementation of assessment and instructional practices** Subsumed under Minn. R. 3525.1341 Subp. 4.

- a. **What steps does the school follow to ensure that assessment and instructional methods are meeting the needs of all groups of students (e.g., accountability for equity within core instruction, which is the first step in reducing over-representation of linguistically and culturally diverse populations within continuum of supports)?** We have implemented fidelity checklists for school administrators to use to verify the content of core instruction. We also have checklists in place to verify the fidelity of the standardized assessments that we administer at each building (FAST). Our problem-solving teams at each building are asked to review the effectiveness of core reading instruction when students are referred to the team for additional reading support. We also ensure that our teams review our benchmark reading data three times per year to evaluate their progress.
- b. **Document who checks accountability of assessment and instructional practices across continuum of supports and how often.** The responsibility for checking accountability of instructional practices and assessment falls first to the building administrator. We ask that observations on core instruction are completed in each classroom, as well as professional growth goal setting and instructional coaching ongoing throughout the school year. Fidelity checks for administration of assessment should also be completed, at minimum, once per school year. Fidelity

checks for intervention practices will be performed by a variety of professionals; we aim to check the fidelity of our interventions at minimum of once per student.

**B. Briefly describe steps to address integrity of implementation of policies and procedures** Subsumed under Minn. R. 3525.1341 Subp. 4.

- a. **What systems are in place to ensure that policies and procedures for notifying parents, data-based decision making, and moving students through models are consistently implemented?** Teachers are asked to notify parents as soon as intervention begins and are required to document this contact on their initial referral paperwork. We ask that our school problem-solving teams document and review all forms that are collected on students who are receiving reading intervention. We use progress monitoring graphs, with data collected at regular intervals (minimally every two weeks) and ask the teams to evaluate these graphs on a regular basis (every 6-8 weeks) to determine student progress. Teams keep calendars for this purpose. We have asked our teams to use a Student Process Checklist to evaluate students who are non-responders to intervention (meaning: showing 3-5 data points below the target goal line or with no progress) to ensure that the referral to special education addresses the student's complete intervention history. We also use classroom walk-through data and direct teacher observation information.
- b. **When implementation is inconsistent, what steps will be taken to address inconsistencies?** Core classroom fidelity will be addressed by the building administrator. Intervention fidelity will be addressed by other trained staff with reteaching to the interventionist where necessary. We will work as a larger district and as independent school districts to ensure that our staff is receiving adequate staff development and support on all interventions, with frequent opportunity to review.

## **Professional Development Plan for SRBI Systems and Procedures**

Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).

**A. Briefly describe staff development plan for implementing system of SRBI.**

Pine Island School District provides on-going training in problem solving and specific interventions. The district employs an instructional coach in each building which helps staff work toward goals related to data and academics. Staff are also encouraged to seek out professional development that will best help them meet their goal. A specified number of hours can be counted toward individualized professional development each year.

**B. Describe procedures for increasing effective implementation of selected instructional strategies or interventions**

The Staff Development committee will review and revise the plan annually based on the analysis results. Individual districts will continue on-going "in-house" staff development with book studies, professional learning communities, instructional coaching and via other methods.

The building principals work closely with the grade level teams to implement effective general education reading curriculum/interventions. Building principals do periodic fidelity checks in the area of reading core instruction. The special education director meets with the building principals throughout the school year to determine if the SRBI process is being implemented with fidelity throughout the district and revises the SRBI plan as indicated to reflect current practice and procedures.

Each grade level meets once a week to talk about student progress related to academic goals. Different strategies are discussed and students are placed in multi-tiered groups based on needs. Support is also given through a problem solving committee when grade levels are looking for further assistance.

## Appendix B: Pine Island Referral Forms

Referral Form for Early Childhood Special Education (Birth to Age 6)

<https://helpmegrowmn.org/HMG/index.htm>

Referral Form for Special Education (Grades K-12)



### Pine Island Public Schools

#### Special Ed Pre-Referral Form

<b>Name</b>	
<b>Grade</b>	
<b>Referred by</b>	
<b>Date Referred</b>	
<b>Reason for pre-referral</b>	

Communication Log			
Date	Contacted by	Information shared	Follow-up needed and by whom?

Parent Contact Log			
Date	Contacted by	Information shared	Follow-up needed and by whom?

Current and Previous Tier 1 Academic and/or Behavioral Interventions (General ed classroom information)
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Date	Subject area	Curriculum/Techniques used (e.g., Wonders, teacher-created, SEL, PBIS)	Minutes of intervention per day	Progress/Data (current grades, progress monitoring data, etc.)

**Current and Previous Tier 2 Academic and/or Behavioral Interventions  
(General ed classroom and/or ADSIS/Title/Reading Corps information)**

Dates of Intervention	Subject area	Curriculum/Techniques used (e.g., Wonders, PRESS, IXL)	Minutes of intervention per day	Progress/Data (current grades, progress monitoring data, etc.)

**Current and Previous Tier 3 Academic and/or Behavioral Interventions  
(ADSI/Title/Reading Corp information)**

Dates of Intervention	Subject area	Curriculum/Techniques used (e.g., PRESS, IXL, Math Recovery, CICO.)	Minutes of intervention per day	Progress/Data (current grades, progress monitoring data, etc.)

**Current and Previous Accommodations and Modifications Used in the Classroom**

Dates used	Description of accommodation/modification	Outcome

**Background Information for Student**

Has the student ever been retained?  
If yes, in what grade:

**School History (list all schools attended, if known)**

School Attended	Dates or Grades

--	--

Pattern of School Attendance for the current year		
Number of absences	Number of Tardies	Any unique circumstances related to absences?

Benchmark and Test Results (attach copy of results, if desired)		
Name of Test (Fast aReading, Fast aMath Reading MCA, etc.)	Score	National Percentile Rank (for Fast testing), Exceeds/Meets/Partially Meets/Does not Meet for MCA testing

Any additional information you would like us to know?

## FOR SPED STAFF TO COMPLETE

Any previous special education testing?

If yes, area(s) evaluated:

Date of previous evaluation:

Did student qualify for services?

If yes, type and amount of services:

Sensory (please highlight areas of concern):

Vision:

➤ Nearpoint

➤ Farpoint

➤ Colorblind

➤ Glasses

Date of last vision screening:

Location:

Examiner:

Hearing:

➤ Acuity

➤ History of ear problems - explain:

Date of last hearing screening:

Location:

Examiner:

Health/Physical (please describe area(s) of concern):

Serious illness/disease:

Chronic Problems:

Medication and diagnosis:

Other:

# Appendix C: Pine Island Procedural Safeguard Notice



## **PART B NOTICE OF PROCEDURAL SAFEGUARDS PARENTAL RIGHTS FOR PUBLIC SCHOOL SPECIAL EDUCATION STUDENTS**

The material contained in this document is intended to provide general information and guidance regarding special education rights and procedural safeguards afforded to parents of children age 3 through 21 under state and federal law. This document explains a selection of some of the rights and procedural safeguards provided to parents under the Individuals with Disabilities Education Act (IDEA), the implementing regulations at 34 C.F.R Part 300, and applicable Minnesota laws and regulations; it is not a complete list or explanation of those rights. This notice is not a substitute for consulting with a licensed attorney regarding your specific legal situation. This document does not purport to include a complete rendition of applicable state and federal law, and the law may have changed since this document was issued.

### **INTRODUCTION**

This document provides an overview of parental special education rights, sometimes called procedural safeguards. These same procedural safeguards are also available for students with disabilities who have reached the age of 18.

The District must provide you with this Notice of Procedural Safeguards at least one time per year. It must also be given to you:

1. The first time your child is referred for a special education evaluation or if you request an evaluation;
2. The first time you file a complaint with the Minnesota Department of Education (MDE) in a school year;
3. The first time you or the district requests a due process hearing in a school year;
4. On the date the district decides to change the placement of your student by removing the student from school for a violation of the district discipline policy; or
5. Upon your request.

## PRIOR WRITTEN NOTICE

The district must provide you with prior written notice each time it proposes to initiate or change, or refuses to initiate or change:

- the identification of your child;
- the evaluation and educational placement of your child;
- the provision of a free appropriate public education (FAPE) to your child; or
- When you revoke consent for services for your child in writing and before the district stops providing special education and related services.

This written notice must include:

1. A description of the action proposed or refused by the district;
2. An explanation of why the district proposes or refuses to take the action;
3. A description of each evaluation procedure, assessment, record, or report the district used as a basis for its proposal or refusal;
4. A statement that you, as parents of a child with a disability, have protection under these procedural safeguards and information about how you can get a copy of the brochure describing the procedural safeguards;
5. Sources for you to contact to obtain assistance in understanding these procedural safeguards;
6. A description of other options the IEP team considered and the reasons why those options were rejected; and
7. A description of other factors relevant to the district's proposal or refusal.

In addition to federal requirements, prior written notice must inform you that, *except for the initial placement of your child in special education*, the school district will proceed with its proposal for your child's placement, or for providing special education services, unless you notify the district of an objection within 14 days of when the district sent you the prior written notice. The district must also provide you with a copy of the proposed IEP whenever the district proposes to initiate or change the content of the IEP.

The prior written notice must also state that, if you object to a proposal or refusal in the prior written notice, you must have an opportunity for a conciliation conference, and the school district must inform you of other alternative dispute resolution procedures, including mediation and facilitated IEP team meetings, under Minnesota Statutes, section 125A.091, Subdivisions 7-9.

## FOR MORE INFORMATION

If you need help in understanding any of your procedural rights or anything about your child's education, please contact your district's special education director or the person listed below. This notice must be provided in your native language or other mode of communication you may be using. If your mode of communication is not a written language, the district must take steps to translate this notice orally or by other means. The district must ensure that you understand the content of this notice and maintain written evidence that this notice was provided to you in an understandable mode of communication and that you understood the content of this notice.

If you have any questions or would like further information, please contact:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

For further information, you may contact one of the following organizations:

ARC Minnesota (advocacy for persons with developmental disabilities)

[www.thearcofminnesota.org](http://www.thearcofminnesota.org)

651-523-0823

1-800-582-5256

Minnesota Association for Children's Mental Health

[www.macmh.org](http://www.macmh.org)

651-644-7333

1-800-528-4511

Minnesota Disability Law Center

[www.mndlc.org](http://www.mndlc.org)

612-334-5970 (Twin Cities Metro)

1-800-292-4150 (Greater Minnesota)

612-332-4668 (TTY)

PACER (Parent Advocacy Coalition for Educational Rights)

[www.pacer.org](http://www.pacer.org)

952-838-9000

1-800-53-PACER,

952-838-0190 (TTY)

Minnesota Department of Education

[www.education.state.mn.us](http://www.education.state.mn.us)

651-582-8689

651-582-8201 (TTY)

## **ELECTRONIC MAIL**

If your school district gives parents the choice to receive notices by email, you can choose to receive your prior written notice, procedural safeguards notice, or notices related to a due process complaint via email.

## **PARENTAL CONSENT**

### **Definition of Consent**

Consent means that you have been fully informed of all information relevant to the activity for which your consent is sought, in your native language, or through another mode of communication. In order to consent you must understand and agree in writing to the carrying out of the activity for which your consent is sought. This written consent must list any records that will be released and to whom.

### **Revocation of Consent**

Consent is voluntary and may be revoked in writing at any time. However, revocation of consent is not retroactive; meaning revocation of consent does not negate an action that has occurred after the consent was given and before the consent was revoked.

### **When the District Must Obtain Your Consent**

#### ***A. Initial Evaluation***

The district must obtain your written and informed consent before conducting its initial evaluation of your child. You or a district can initiate a request for an initial evaluation. If you do not respond to a request for consent or if you refuse to provide consent for an initial evaluation, the district cannot override your refusal to provide consent. An initial evaluation shall be conducted within 30 school days from the date the district receives your permission to conduct the evaluation, unless a conciliation conference or hearing is requested.

A district will not be found in violation of meeting its child find obligation or its obligations to conduct evaluations and reevaluations if you refuse to consent to or fail to respond to a request for consent for an initial evaluation.

If you consent to an initial evaluation, this consent cannot be construed as being consent for the initial provision of special education and related services.

### ***B. Initial Placement and Provision of Special Education Services and Related Services***

The district must obtain your written consent before proceeding with the initial placement of your child in a special education program and the initial provision of special education services and related services to your child determined to be a child with a disability.

If you do not respond to a request for consent, or if you refuse to consent to the initial provision of special education and related services to your child, the district may not override your written refusal.

If you refuse to provide consent for the initial provision of special education and related services, or you fail to respond to a request to provide consent for the initial provision of special education and related services, the district will not be considered in violation for failure to provide your child with special education and related services for which the district requested consent.

### ***C. Reevaluations***

Your consent is required before a district conducts a reevaluation of your child. If you refuse consent to a reevaluation, the district may not override your written refusal. A reevaluation shall be conducted within 30 school days from the date the district receives your permission to conduct the evaluation or within 30 days from the expiration of the 14 calendar day time period during which you can object to the district's proposed action.

### ***D. Transition Services***

Your consent is required before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

### ***When Your Consent is Not Required***

*Except for an initial evaluation and the initial placement and provision of special education and related services*, if you do not notify the district of your objection within 14 days of when the district sends the notice of the district's proposal to you, the district's proposal goes into effect even without your consent.

Additionally, your consent is not required for a district to review existing data in your child's educational file as part of an evaluation or a reevaluation.

Your consent is also not required for the district to administer a test or other evaluation that is given to all children, unless consent is required from parents of all children.

### ***Parent's Right to Object and Right to a Conciliation Conference***

You have a right to object to any action the district proposes within 14 calendar days of when the district sends you the prior written notice of their proposal. If you object to the district's proposal, you have the right to request a conciliation conference, mediation, facilitated IEP team meeting or a due



process hearing. Within ten calendar days from the date the district receives notice of your objection to its proposal or refusal in the district's prior written notice, the district will ask you to attend a conciliation conference.

Except as provided under Minnesota Statutes, section 125A.091, all discussions held during a conciliation conference are confidential and are not admissible in a due process hearing. Within five days after the final conciliation conference, the district must prepare and provide to you a conciliation conference memorandum that describes the district's final proposed offer of service. This memorandum is admissible evidence in any subsequent proceeding.

You and the district may also agree to use mediation or a facilitated individualized education program (IEP) team meeting to resolve your disagreement. You or the district can also request a due process hearing (see section about Impartial Due Process Hearings later in this document). The district must continue to provide an appropriate education to your child during the proceedings of a due process hearing.

### **Confidentiality and Personally Identifiable Information**

Personally identifiable information is information that includes, but is not limited to, a student's name, the name of the student's parent or other family members, the address of the student or student's family, a personal identifier, such as the student's Social Security number, student number, or biometric record, another indirect identifier, such as the student's date of birth, place of birth, a mother's maiden name, other information that, alone or in combination, is linked to or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty, or information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

Districts and MDE must protect the confidentiality of any personally identifiable data, information, and records they collect, maintain, disclose, and destroy.

Generally, your written consent is required before a district may disclose personally identifiable information from your child's educational record with anyone other than officials of participating agencies collecting or using the information under the Individuals with Disabilities Education Act (IDEA) or for any purpose other than meeting a requirement of that law.

When your consent is not required to share personally identifiable information. Your consent, or the consent of an eligible student (age 18 or older), is not required before personally identifiable information contained in education records is released to officials of a school district or the state department of education for meeting IDEA requirements.

Your child's educational records, including disciplinary records, can be transferred without your consent to officials of another school, district, or postsecondary institution if your child seeks to enroll in or attend the school or institution or a school in that district.

Disclosures made without your consent must be authorized under the Family Educational Rights and Privacy Act (FERPA). Please refer to 34 C.F.R. Part 99 for additional information on consent requirements concerning data privacy under federal law.

## **Directory Information**

Directory information can be shared without your consent. This type of information is data contained in an education record of your child that would not generally be considered harmful or an invasion of privacy if disclosed.

Directory information includes, but is not limited to, a student's address, telephone number, email address, date and place of birth, major field of study, grade level, enrollment status, dates of attendance, participation in official activities and sports, weight and height of athletic team members, degrees, honors, and awards received, the most recent educational agency or institution attended, and a student ID number, user ID, or other unique personal identifier used for accessing or communicating electronically if certain criteria are met. Directory information does not include a student's Social Security number or a student ID number not used in connection with accessing or communicating electronically as provided under federal law.

Districts must give you the option to refuse to let the district designate any or all data about your child as directory information. This notice can be given to you by any means reasonably likely to inform you or an eligible student of this right. If you do not refuse to release the above information as directory information, that information is considered public data and can be shared without your consent.

Data about you (meaning parents) is private data but can be treated as directory information if the same procedures that are used by a district to designate student data as directory information are followed.

## **WRITTEN ANNUAL NOTICE RELATING TO THIRD PARTY BILLING FOR IEP HEALTH-RELATED SERVICES**

Before billing Medical Assistance or MinnesotaCare for health-related services the first time, and each year, the district must inform you in writing that:

1. The district will share data related to your child and health-related services on your child's IEP with the Minnesota Department of Human Services to determine if your child is covered by Medical Assistance or MinnesotaCare and whether those services may be billed to Medical Assistance or MinnesotaCare.
2. Before billing Medical Assistance or MinnesotaCare for health-related services the first time, the district must obtain your consent, including specifying the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided), the purpose of the disclosure, the agency to which the disclosure may be made (i.e., the Department of Human Services) and which specifies that you understand and agree

that the school district may access your (or your child's) public benefits or insurance to pay for health-related services.

3. The district will bill Medical Assistance or MinnesotaCare for the health-related services on your child's IEP.
4. The district may not require you to sign up for or enroll in Medical Assistance or MinnesotaCare or other insurance programs in order for your child to receive special education services.
5. The district may not require you to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for health services provided, but may pay the cost that you otherwise would be required to pay.
6. The district may not use your child's benefits under Medical Assistance or MinnesotaCare if that use would: decrease available lifetime coverage or any other insured benefit; result in your family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time your child is in school; increase your premiums or lead to the discontinuation of benefits or insurance; or risk your loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.
7. You have the right to receive a copy of education records the district shares with any third party when seeking reimbursement for IEP health-related services.

You have the right to stop your consent for disclosure of your child's education records to a third party, including the Department of Human Services, at any time. If you stop consent, the district may no longer share your child's education records to bill a third party for IEP health-related services. You can withdraw your consent at any time, and your child's IEP services will not change or stop.

## **INDEPENDENT EDUCATIONAL EVALUATIONS**

An independent educational evaluation (IEE) is an evaluation by a qualified person(s) who is not an employee of your district. You may ask for an IEE at school district expense if you disagree with the district's evaluation. A hearing officer may also order an independent educational evaluation of your child at school district expense during a due process hearing.

Upon request for an IEE, the district must give you information regarding its criteria for selection of an independent examiner and information about where an independent education evaluation may be obtained.

If you request an IEE, the district must, without delay, ensure that it is provided at public expense or request a hearing to determine the appropriateness of its evaluation. If the district goes to hearing

and the hearing officer determines the district's evaluation is appropriate, you still have the right to an independent evaluation, but not at public expense.

If you obtain an IEE, the results of the evaluation must be considered by the IEP/IIIP (Individual Interagency Intervention Plan) Team and may be presented as evidence at a due process hearing regarding your child.

## **EDUCATION RECORDS**

### **Definition of an Education Record**

Under federal law an education record means those records that are directly related to a student and that are maintained by the department or the district.

### **Your Access to Records**

If you want to look at your child's education records, the district must give you access to those records for your review. Education records include most of the information about your child that is held by the school. However, information held solely by your child's teacher for his or her own instructional use may not be included in the education records.

The district must allow you to review the records without unnecessary delay, and before any meeting regarding an IEP, or any hearing or resolution session about your child. In addition, the district must comply with your request to review your child's education records immediately, if possible, or within 10 days of the date of the request (excluding Saturdays, Sundays and legal holidays), if immediate compliance is not possible.

Your right to inspect and review records includes the right to:

1. An explanation or interpretation from the district of your child's records upon request;
2. Have your representative inspect and review the records on your behalf;
3. Request that the district provide copies of your child's educational records to you; and
4. Review your child's records as often as you wish in accordance with state law. State law provides that if you have been shown private data and have been informed of its meaning, that data does not need to be disclosed to you for a period of 6 months unless a dispute or action is pending or new information is created or collected.

### **Transfer of Rights**

Your rights regarding accessing your child's education records generally transfer to your child at age 18. Notice must be provided to you and your child regarding this transfer of rights.

### **Records on More Than One Child**

If any education record includes information on more than one child, you have the right to inspect and review only information relating to your child. You can seek consent to review and inspect

education records that include information about children in addition to your own, but the parents of those children have a right to refuse your request for consent.

### **List of Types and Locations of Information**

Upon your request, the district and the department must provide you with a list of the types and locations of education records they collect, maintain or use.

### **Record of Access by Others**

The district must keep a record of each request for access to, and each disclosure of, personally identifiable information in your child's education records. This record of access must include the name of the individual who made the request or received personally identifiable information from your child's education records, the date access was given and the purpose of the disclosure or the individual's legitimate interest in the information.

### **Consent to Release Records**

Generally, your consent is required before personally identifiable information is released to unauthorized individuals or agencies. The consent must be in writing and must specify the individuals or agencies authorized to receive the information: the nature of the information to be disclosed; the purpose for which the information may be used; and a reasonable expiration date for the authorization to release information. Upon request, the district must provide you with a copy of records it discloses after you have given this consent.

The district may not disclose information contained in your child's IEP/IIP, including diagnosis and treatment information, to a health plan company without your signed and dated consent.

### **Fees for Searching, Retrieving and Copying Records**

The district may not charge a fee to search or retrieve records. However, if you request copies, the district may charge a reasonable fee for the copies, unless charging that fee would prevent you from exercising your right to inspect and review the education records because you cannot afford to pay it.

### **Amendment of Records at Parent's Request**

If you believe that information in your child's records is inaccurate, misleading, incomplete or in violation of your child's privacy or other rights, you may request in writing that the district amend or remove the information.

The district must decide within a reasonable time whether it will amend the records. If the district decides not to amend the records, it must inform you that you have the right to a hearing to challenge the district's decision. If, as a result of that hearing, the district decides that the information is not inaccurate, misleading, or otherwise in violation of your child's privacy right, it must inform you that you have the right to include a statement of your comments and disagreements alongside the challenged information in your child's education records. A hearing to

challenge information in education records must be conducted according to the procedures for such hearings under FERPA.

### **Transfer of Records**

Minnesota Statutes require that a district, a charter school, or a nonpublic school transfer a student's educational records, including disciplinary records, from a school a student is transferring from to a school in which a student is enrolling within 10 business days of a request.

### **Destruction of Records**

The district must inform you when personally identifiable information is no longer needed in order to provide education services to your child. That information must be destroyed at your request. However, the school may retain a permanent record of your child's name, address, phone number, grades, attendance records, classes attended, grade level completed and year completed.

Under federal law, destruction means the physical removal of personal identifiers from information so that the information is no longer personally identifiable. Thus, the student's record does not need to be physically destroyed to comply with your request to destroy special education related records. Districts can appropriately comply with this requirement by removing personally identifiable information from the student's records. The choice of destruction method generally lies with the school district.

The district shall not destroy any education records if there is an outstanding request to inspect or review the records.

Despite your request to destroy records a district can keep certain records necessary to comply with the General Education Provision Act (GEPA), which requires that recipients of federal funds keep records related to the use of those funds. You may want to maintain certain special education records about your child for documentation purposes in the future, such as for applying for SSI benefits.

## **MEDIATION**

Mediation is a free, voluntary process to help resolve disputes. You or your district may request free mediation from the Minnesota Department of Education's Special Education Alternative Dispute Resolution program at 651-582-8222 or 1-866-466-7367. Mediation uses a neutral third party trained in dispute resolution techniques. Mediation may not be used to deny or delay your right to a due process hearing. Both you and district staff must agree to try mediation before a mediator can be assigned. At any time during the mediation, you or the district may end the mediation.

If you and the district resolve all or a portion of the dispute or agree to use another procedure to resolve the dispute, the mediator shall ensure that the resolution or agreement is in writing and signed by both you and the district and that both parties receive a copy of the document. The written resolution or agreement shall state that all discussions that occurred during mediation are confidential and may not be used as evidence in any hearing or civil proceeding. The resolution or agreement is legally binding on both you and the district and is enforceable in state or federal

district court. You or the district can request another mediation to resolve a dispute over implementing the mediation agreement.

## **FILING A WRITTEN COMPLAINT**

Any organization or individual may file a complaint with the Minnesota Department of Education (MDE). Complaints sent to MDE must:

1. Be in writing and be signed by the individual or organization filing the complaint;
2. Allege violations of state or federal special education law or rule;
3. State the facts upon which the allegation is based;
4. Include the name, address and telephone number of the person or organization making the complaint;
5. Include the name and address of the residence of the child and the name of the school the child is attending;
6. A description of the nature of the child's problem; including facts relating to the problem,;
7. A proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed; and
8. Be forwarded to the public agency providing services to the child at the same time the complaint is sent to MDE.

The complaint must be sent to:

Minnesota Department Education

Division of Compliance and Assistance

Due Process Supervisor

1500 West Highway 36

Roseville, MN 55113-4266

651.582.8689 Phone

651.582.8725 Fax

The complaint must be received by MDE no later than one year after the alleged violation occurred. MDE will issue a written decision within 60 days, unless exceptional circumstances require a longer time or you or the district agree to extend the time to participate in mediation. The final complaint

decision may be appealed to the Minnesota Court of Appeals by you (the parent) or the school district injured-in-fact by the decision within 60 days of receiving notice of the final decision.

## **MODEL FORMS**

MDE has developed model forms that can be used to file special education or due process complaints. These forms are not required, but are available as a resource to use when filing a complaint. These model forms are available on MDE's website: MDE > School Support > Compliance and Assistance > Due Process Forms.

## **IMPARTIAL DUE PROCESS HEARING**

Both you and the district have a right to request an impartial due process hearing in writing within two years of the date you or the agency knew or should have known about the alleged action that forms the basis of the due process complaint.

A due process hearing can be requested regarding a proposal or refusal to initiate or change a child's evaluation, IEP, educational placement, or to provide FAPE.

A due process hearing may address any matter related to the identification, evaluation, educational placement, manifestation determination or provision of a free and appropriate public education of your child. Within 15 days of receiving notice of your due process complaint, and prior to the due process hearing, the school district must arrange for a resolution meeting with you and the relevant members of the IEP Team who have knowledge of the facts alleged in the due process complaint.

The purpose of this meeting is for you to discuss the due process complaint, and the facts that form the basis of the due process complaint, so that the school district has the opportunity to resolve the dispute that is the basis for the due process complaint.

The resolution meeting need not be held if you and the school district agree in writing to waive the meeting or agree to mediation. A resolution meeting is also not required to be held when the district is the party who requests a due process hearing.

If the matter is not resolved within 30 days of receipt of the due process complaint, the hearing timelines begin.

If the school district is unable to obtain your participation in the resolution meeting or mediation after reasonable efforts have been made and the school district does not agree to waive the meeting in writing, the school district may, at the conclusion of the 30-day period, request that a hearing officer dismiss your due process complaint.

## **Loss of Right to a Due Process Hearing**

NOTE: Due to an interpretation of state law by the 8th Circuit Court of Appeals, if your child changes school districts and you do not request a due process hearing before your child enrolls in a new district, you may lose the right to have a due process hearing about any special education



issues that arose in the previous district. You do still have a right to request a due process hearing about special educational issues that may arise in the new district where your child is attending.

### **Procedures for Initiation of a Due Process Hearing**

Upon a written request for a hearing, the district must give you a copy of this procedural safeguard notice and a copy of your rights at hearing. If you or the district request a hearing, the other party must be provided with a copy of the request and submit the request to the department. Once it receives the request, the department must give a copy of the procedural safeguards notice to you. All written requests must include:

1. The name of your child;
2. The address of your child;
3. The name of the school your child is attending;
4. A description of the problem(s), including your view of the facts; and
5. A proposed resolution of the problem to the extent known and available to you at the time.

MDE maintains a list of qualified hearing officers. Upon receipt of a written request for a hearing, MDE will appoint a hearing officer from that list to conduct the hearing. Below are a few of your rights at hearing. This is not a complete list of rights.

Both you and the district have the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;
2. Present evidence and confront, cross-examine and compel the attendance of witnesses;
3. Prohibit the introduction of any evidence at the hearing that has not been disclosed at least five business days before the hearing, including evaluation data and recommendations based on that data; and
4. Receive a free copy of the hearing transcript or electronic recording of findings of fact and decisions.

As a parent, you, specifically, have the right to:

1. Have your child, who is the subject of the hearing, present;
2. Open the hearing to the public; and
3. Have the record or transcript of the hearing and the hearing officer's findings of fact, conclusions of law and decisions made provided to you at no cost.

## **Responding to the Hearing Request**

If you file a hearing request and you did not previously receive a prior written notice from the district about the subject matter of the hearing request, the district must send you a written explanation of why the district refused to take the action raised in the hearing request within 10 days of receiving the hearing request. This explanation must include a description of other options considered by the IEP team, why those options were rejected, a description of each evaluation procedure, assessment, record, or report that the district used as the basis for the proposed or refused action, and a description of the factors relevant to the district's proposal or refusal decision.

The district can assert that the hearing request does not meet the requirements under state law. A hearing request is considered sufficient unless the party who received the request notifies the hearing officer in writing within 15 days of receiving the request that they believe the request does not meet statutory requirements. The hearing officer must determine whether the hearing request meets statutory requirements within 5 days of receiving the request and notify the parties.

Upon receiving your hearing request, the district must also send you a written response that addresses the issues you raised in the hearing request within 10 days of receiving the request.

## **Disclosure of Additional Evidence Before a Hearing**

A prehearing conference must be held within 5 business days of the date the commissioner appoints a hearing officer. This conference can be held in person, at a location within the district, or by telephone. At least 5 business days before a hearing, you and the district must disclose to each other all evaluations of your child completed by that date and recommendations based on those evaluations that are intended to be used at the hearing. A hearing officer may refuse to allow you to introduce any undisclosed evaluations or recommendations at the hearing without consent of the other party.

## **The Hearing Decision**

A hearing decision must be issued and provided to each party within 45 calendar days, or within an appropriately extended time period, upon the expiration of the 30-day resolution period after the due process complaint was received by the state agency. A hearing officer may extend the time beyond the 45-day period if requested by either party for good cause shown on the record. A hearing officer must conduct oral arguments in a hearing at a time and place that is reasonably convenient to you and your child. A hearing officer's decision on whether your child received FAPE must be based on evidence and arguments that directly relate to FAPE. The hearing decision is final unless you or the district files a civil action. A hearing officer lacks the authority to amend a decision except for clerical and mathematical errors.

## **Separate Request for Due Process Hearing**

You have the right to file a separate due process complaint on an issue separate from a due process complaint already filed.

## **Free or Low-Cost Legal Resources**

The district must inform you of any free or low-cost legal and other relevant services available in the area if you request the information or if you or the school district file a due process complaint. A list of free or low-cost legal resources is also available on [MDE's Special Education Hearings web page](#) (MDE> Select School Support > Compliance and Assistance > Special Education Hearings).

## **COMPLAINT AND HEARINGS DATABASE**

Final decisions on special education complaints and due process hearings are available to the public on the MDE website. MDE maintains a public database called the Complaints, Hearings, and Letters Search Engine. Decisions available in the database are redacted and all personally identifiable information is removed. This database is available on the Compliance and Assistance webpage on the MDE website at:

<http://w20.education.state.mn.us/WebsiteContent/ComplianceSearch.jsp>.

## **CIVIL ACTION**

When you or the district disagrees with the findings or decisions made by a hearing officer, either party may file a court action. The action may be brought in federal district court or the state court of appeals. Different standards of review apply in each court. An appeal to the state court of appeals must be made within 60 calendar days of your receipt of the decision. An appeal to federal district court must be made within 90 days of the date of the decision.

## **PLACEMENT DURING A HEARING OR CIVIL ACTION**

During a hearing or court action, unless you and the district agree otherwise, your child will remain in the educational placement where he/she is currently placed and must not be denied initial admission to school. This is commonly referred to as the “stay-put” rule.

Two exceptions to the “stay-put” rule exist:

1. Students may be removed from their educational setting for not more than 45 school days to an interim alternative educational placement for certain weapon, drug or serious bodily injury violations; and
2. A hearing officer's decision agreeing with you that a change in placement is appropriate as the “stay-put” placement during subsequent appeals.

## **EXPEDITED HEARINGS**

You (the parent) or the district can request an expedited hearing in the following situations:

1. Whenever you dispute the district's proposal to initiate or change the identification, evaluation or educational placement of your child or the district's provision of FAPE to your child;

2. Whenever you dispute the district's refusal to initiate or change the identification, evaluation or educational placement of your child or the district's provision of FAPE to your child;
3. Whenever you dispute the manifestation determination; and
4. Whenever the district believes that maintaining the current placement of your child is substantially likely to result in injury to the child or to others.

You or a school district may file a written request for an expedited due process hearing as described above.

### **Timelines for Expedited Hearings**

Expedited hearings must be held within 20 school days of the date the hearing request is filed. The hearing officer must issue a decision within 10 school days after the hearing. A resolution meeting must occur within 7 days of receiving the hearing request, unless you and the school district agree in writing to either waive the resolution meeting or use the mediation process. The expedited due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receiving the request.

### **Dismissal of Complaint**

If the school district is unable to obtain your participation in the resolution meeting or mediation after reasonable efforts have been made and the school district does not agree to waive the meeting in writing, the school district may, at the conclusion of the 30-day period, request that a hearing officer dismiss your due process complaint.

### **Placement by a Hearing Officer**

A hearing officer may decide to move your child to an interim alternative educational setting for up to 45 school days if the hearing officer determines your child is substantially likely to injure himself or herself or others if he/she remains in the current placement.

### **Right to Appeal Decision**

You or the district can appeal the decision of a hearing officer in an expedited due process hearing.

## **INTERIM ALTERNATIVE EDUCATIONAL PLACEMENT**

The district may change your child's educational placement for up to 45 school days, if your child:

1. Carries a dangerous weapon to or possesses a dangerous weapon at school, on school premises, or at a school function under the jurisdiction of the school district or MDE as defined in federal law;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the school district or MDE. This does not include alcohol or tobacco; or

3. Inflicts serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the school district or MDE as defined in federal law.

On the date the district decides to remove your child and the removal is a change of placement of a child with a disability because of a violation of a code of student conduct, the school district must notify you of that decision, and provide you with the procedural safeguards notice.

The IEP/IIP team determines the interim alternative educational setting and appropriate special education services. Even though this is a temporary change, it must allow your child:

1. To continue to participate in the general education curriculum and progress towards meeting goals set out in your child's IEP, although in a different setting; and
2. Include services and modifications designed to prevent the behavior from recurring.

If your child is placed in an interim alternative educational setting, an IEP/IIP meeting must be convened within 10 school days of the decision. At this meeting, the team must discuss behavior and its relationship to your child's disability. The team must review evaluation information regarding your child's behavior, and determine the appropriateness of your child's IEP/IIP and behavior plan. The team will then determine if your child's conduct was caused by, or had a direct relationship to his or her disability, or if your child's conduct was the direct result of the school district's failure to implement the IEP.

## **ATTORNEY'S FEES FOR HEARINGS**

You may be able to recover attorney fees if you prevail in a due process hearing. A judge may make an award of attorney's fees based on prevailing rates in your community. The court may reduce an award of attorney's fees if it finds that you unreasonably delayed the settlement or decision in the case. If the district prevails and a court agrees that your request for a hearing was for any improper purpose, you may be required to pay the district's attorney's fees.

## **EXCLUSIONS AND EXPULSION OF PUPILS WITH A DISABILITY**

Before your child with a disability can be expelled or excluded from school, a manifestation determination must be held. If your child's misbehavior is related to his or her disability, your child cannot be expelled.

When a child with a disability is excluded or expelled under the Pupil Fair Dismissal Act, Minnesota Statutes Sections 121A.41-56, for misbehavior that is not a manifestation of the child's disability, the district shall continue to provide special education and related services after the period a period of suspension, if imposed.

## **DISCIPLINARY REMOVALS**

If a child with a disability is removed from his or her current educational placement, this is considered a change of placement if:

1. The removal is for more than 10 school days in a row; or
2. Your child has been subjected to a series of removals that constitute a pattern because:
  - a. The series of removals total more than 10 school days in a year;
  - b. Your child's behavior is substantially similar to your child's behavior in previous incidents that resulted in a series of removals; and
  - c. Of additional factors such as the length of each removals, the total amount of time your child has been removed, and the proximity of the removals to one another.

The determination of whether a pattern of removals constitutes a change of placement is made by the district. If this determination is challenged it is subject to review through due process and judicial proceedings.

## **CHILDREN NOT DETERMINED ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES**

If your child has not been determined eligible for special education and related services and violates a code of student conduct, and the school district knew before the discipline violation that your child was a child with a disability then your child can utilize the protections described in this notice.

A district is deemed to have knowledge that your child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. You expressed concern in writing to supervisory or administrative personnel at the district or to your child's teacher that your child is in need of special education and related services;
2. You requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
3. Your child's teacher or other district personnel expressed specific concerns about a pattern of behavior demonstrated by your child directly to the district's director of special education or to other district supervisory staff.

### **Exceptions to a District's Knowledge**

A district would not be deemed to have such knowledge if:

1. You have previously refused consent for an evaluation of your child or you have previously refused special education services; or
2. Your child has already been evaluated and determined to not be a child with a disability under Part B of IDEA.

### **Conditions that Apply if There is No Basis of Knowledge.**

If a district does not have knowledge that your child is a child with a disability prior to taking disciplinary measures against your child, your child may be subjected to similar disciplinary consequences that are applied to children without disabilities who engage in similar behaviors.

If a request is made for an evaluation of your child during the time period in which your child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is complete, your child remains in the educational placement determined by the district, which can include suspension or expulsion without educational services. In Minnesota, regular special education services are provided on the sixth day of a suspension and alternative education services are provided.

### **REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES**

A district can report a crime committed by a child with a disability to appropriate authorities and State law enforcement and judicial authorities can exercise their responsibilities under the law related to crimes committed by a child with a disability.

#### **Transmittal of records**

If a district reports a crime committed by a child with a disability, the district must ensure that copies of the child's special education and disciplinary records are transmitted to the appropriate authorities to whom the crime is reported for consideration. However, the district may only transmit copies of your child's special education and disciplinary records to the extent permitted by FERPA.

### **PRIVATE SCHOOL PLACEMENT**

IDEA does not require the district to pay for the cost of educating your child, including special education and related services, at a private school if the district made FAPE available to your child and you chose to place your child in a private school. However, you may be able to recover tuition expenses for a private school placement if you informed the district of your intent to enroll your child in a private school at public expense in a timely manner and if a hearing officer finds that the district did not promptly make FAPE available to your child prior to your child being enrolled in the private school and if the private placement is appropriate. You must inform the district of your intent to place your child in a private placement at public expense at the most recent IEP/IIIP meeting prior to removal of your child from public school or by written notice to the district at least 10 business days prior to removal of your child from public school.

Your notice must state why you disagree with the district's proposed IEP/IIIP or placement. If a hearing officer or court finds that the district failed to provide or is unable to provide your child with an appropriate education and that the private placement is appropriate, you may be reimbursed for the cost of the private placement. Failure to tell the school of your intent to enroll your child in a private school at public expense, failure to make your child available for evaluation prior to placing your child in a private school after the district has given you notice of its intent to evaluate your

child, or other unreasonable delay on your part could result in a reduction or denial of reimbursement for the private school placement.

A hearing officer cannot reduce or deny the cost of reimbursement if: the district prevented you from being provided with this notice; you did not receive notice of your responsibilities as discussed above in this section; or if compliance with the above requirements would likely result in physical harm to your child and if you failed to provide the required notice because you cannot write in English or if compliance with the above requirements would likely result in serious emotional harm to your child.



# Appendix D: Operating Procedures Community Transition Interagency Committee (CTIC)



## REGION 10 LOW INCIDENCE PROJECTS

801 FRONTAGE RD NW

BYRON, MN 55920

(507) 775-2037

[WWW.region10projects.org](http://WWW.region10projects.org)

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## Region 10 Community Transition Interagency Committee (CTIC)

### Mission Statement

*Minnesota will be a place where people with disabilities are living, learning, working and enjoying life in the most integrated setting.*

### Purpose Of The Committee

Region 10 Community Transition Interagency Committee (CTIC) will develop and ensure the implementation of interagency policies and procedures so that eligible students and their families are identified and have access to appropriate services and supports.

### Glossary Of Terms

- CTIC– Community Transition Interagency Committee
- Regional CTIC – Region 10 CTIC
- SEAU – Special Education Administrative Unit
- RLIP – Regional Low Incidence Projects
- RLIF - Regional Low Incidence Facilitator
- CTE - Career and Technical Education

### Requirements Of The Committee

#### Statutory Requirements:

[125A.22 COMMUNITY TRANSITION INTERAGENCY COMMITTEE.](#)

- A district, group of districts, or special education cooperative, in cooperation with the county or counties in which the district or cooperative is located, may establish a community transition interagency committee for youth with disabilities, beginning at grade 9 or age equivalent, and their families. Members of the committee may include representatives from special education, vocational and regular education, community education, postsecondary education and training institutions, mental health, adults with disabilities who have received transition services if such persons are available, parents of youth with disabilities, local business or industry, rehabilitation services, county social services, health agencies, and additional public or private adult service providers as appropriate. The committee may:
  1. identify current services, programs, and funding sources provided within the community for secondary and postsecondary aged youth with disabilities and their families that prepare them for further education; employment, including integrated competitive employment; and independent living;
  2. facilitate the development of multi agency teams to address present and future transition needs of individual students on their individualized education programs;
  3. develop a community plan to include mission, goals, and objectives, and an implementation plan to assure that transition needs of individuals with disabilities are met;
  4. recommend changes or improvements in the community system of transition services; and
  5. exchange agency information such as appropriate data, effectiveness studies, special projects, exemplary programs, and creative funding of programs.

### **Relationships/ Alignment / Priorities**

#### **Lead Agency and State Partners**

- Minnesota Department of Education (MDE)
- Minnesota Department of Employment and Economic Development (DEED)
- Minnesota Vocation and Rehabilitation Services (VRS)
- Minnesota Workforce Development Inc. (WDI)
- Minnesota Department of Health (MDH)
- Minnesota Olmstead Plan
- Workforce Innovation and Opportunity Act

#### **Local Agencies**

- Region 10 Low Incidence Projects and Member Districts
  - [ALBERT LEA AREA SCHOOLS](#)
  - [AUSTIN PUBLIC SCHOOLS](#)
  - [AUSTIN ALBERT LEA AREA SPECIAL EDUCATION COOPERATIVE](#)

- [CANNON VALLEY SPECIAL EDUCATION COOPERATIVE](#)
- [FARIBAULT PUBLIC SCHOOLS](#)
- [FILLMORE CENTRAL PUBLIC SCHOOLS](#)
- [GOODHUE COUNTY EDUCATION DISTRICT](#)
- [HIAWATHA VALLEY EDUCATION DISTRICT](#)
- [MEDFORD PUBLIC SCHOOLS](#)
- [MINNESOTA STATE ACADEMY](#)
- [NORTHFIELD PUBLIC SCHOOLS](#)
- [OWATONNA PUBLIC SCHOOLS](#)
- [ROCHESTER PUBLIC SCHOOLS](#)
- [SOUTHERN MINNESOTA EDUCATION CONSORTIUM](#)
- [WINONA AREA PUBLIC SCHOOLS](#)
- [ZUMBRO EDUCATION DISTRICT](#)
- County Social Services in all 11 counties in Region 10
  - Olmsted
  - Dodge
  - Steele
  - Freeborn
  - Rice
  - Goodhue
  - Winona
  - Wabasha
  - Houston
  - Fillmore
  - Mower
- Community Based Service Providers
- MaxAbility Southern Minnesota Disability Employment Network

### **Operational Considerations**

- Fiscal Host: The fiscal host for the Region 10 CTIC is the Zumbro Education District.
- Maintenance Of Documents: The Region 10 Low Incidence Projects will maintain CTIC documents. Examples of documents include Operating Procedures, Work Plan, meeting minutes, fiscal host, membership rosters, meeting sign-in sheets, and other documents as identified.
- Website Posting: Minutes, agendas, etc. will be on <http://region10projects.org>.
- Process to change Operating Procedures:

- Changes proposed at one meeting will be voted on at the meeting or within two weeks electronically. If electronic voting is needed, proper documentation explaining the proposed change will be sent with the request for electronic vote.

## **Demographics**

- **Geographic Area Served:**
  - Region 10 Low Incidence Projects covers 11 counties
  - 6,770 square miles
  - Population of 497,763
  - Serving approximately 82,400 students.
  - Serving approximately 12,300 special education students.
  - Serving approximately 550 Birth – 2 students
- **Counties Served:**
  - Dodge
  - Goodhue
  - Houston
  - Olmsted
  - Fillmore
  - Freeborn
  - Wabasha
  - Winona
  - Rice
  - Mower
  - Steele
- **Head Start Programs Served:**
  - Tri Valley Migrant Head Start, Families First of Minnesota, Head Start- Freeborn & Olmsted Fillmore Head Start, Three Rivers, & SEMCAC
- **Reservation Served:**
  - Prairie Island Reservation
- **School Districts Served:**
  - 44 School Districts
  - 6 Non-Public Schools
  - 11 Charter Schools
  - 1 Online Charter
  - 3 Cooperatives
  - 3 Education Districts
  - 1 Consortium

## **Membership**

- Terms of Membership: Membership is at will and reviewed annually at the Spring CTIC meeting.
- Membership Representation may include:
  - Region 10 Low Incidence Facilitator
  - Special Educator Director
  - Special Education Teacher
  - Vocational Education / Career and Technical Education
  - Regular Education
  - Community Education
  - Postsecondary education and training institutions
  - Mental health providers
  - Adults with disabilities who have received transition services (if available)
  - Parents
  - Local business or industry
  - MN Vocational Rehabilitation Services
  - County Social Services
  - MN Department of Health
- Additional Representative Membership:
  - Private Agencies
  - Public Agencies
  - School Nurses
  - Other Members
- A membership list is available upon request by the RLIF.

## **Meetings**

- Meetings are open and available to the public to participate.
- Quarterly meetings will be held.
  - 1<sup>st</sup> Q: Summer July-September
  - 2<sup>nd</sup> Q: Fall October-December
  - 3<sup>rd</sup> Q: Winter January-March
  - 4<sup>th</sup> Q: Spring April-June
- Meeting Notification: Notices, agendas, and supporting documents will be sent out electronically (unless requested otherwise) prior to the meetings.

- Decision-Making Process/Voting: Decisions are determined by consensus whenever possible or by a vote of a simple majority of those in attendance.
- Distribution Of Meeting Minutes To Other Stakeholders, Interested Parties: Minutes will be distributed to parties and posted on the website at <http://region10projects.org>.
- Electronic Participation: It may be acceptable to attend/vote by contacting the Chair.

Adopted: December 7, 2017

# Appendix E: IEIC Operating Procedures

## **OPERATING PROCEDURES Region 10 Help Me Grow Interagency Early Intervention Committee (IEIC)**

**Mission Statement:** *Promoting positive beginnings by identifying and serving eligible children and their families.*

**Purpose Of The Committee:** Region 10 Help Me Grow IEIC will develop and assure the implementation of interagency policies and procedures so that eligible children ages birth to five and their families are identified and have access to appropriate services and supports.

**Glossary Of Terms:** ICC – Governor’s Interagency Coordinating Council IEIC – Interagency Early Intervention Committee Regional IEIC – Region 10 Help Me Grow IEIC SEAU – Special Education Administrative Unit CoE – Centers of Excellence (project through MDE) RLIP – Regional Low Incidence Projects

**Requirements Of The Committee Statutory Requirements:** Purpose of Interagency Early Intervention Committee: M.S. 125A.30

- a. A school district, group of districts, or special education cooperative, in cooperation with the health and human service agencies located in the county or counties in which the district or cooperative is located, must establish an Interagency Early Intervention Committee for children with disabilities under age five and their families under this section, and for children with disabilities ages three to 22 consistent with the requirements under sections 125A.023 and 125A.027. Committees must include representatives of local health, education, and county human service agencies, county boards, school boards, early childhood family education programs, Head Start, parents of young children with disabilities under age 12, child care resource and referral agencies, school readiness programs, current service providers, and may also include representatives from other private or public agencies and school nurses. The Committee must elect a chair from among its members and must meet at least quarterly.
- b. The Committee must develop and implement interagency policies and procedures concerning the following ongoing duties:
  - 1. develop public awareness systems designed to inform potential recipient families, especially parents with premature infants, or infants with other physical risk factors associated with learning or development complications, of available programs and services;

2. to reduce families' need for future services, and especially parents with premature infants, or infants with other physical risk factors associated with learning or development complications, implement interagency child find systems designed to actively seek out, identify, and refer infants and young children with, or at risk of, disabilities, including a child under the age of three who: (i) is involved in a substantiated case of abuse or neglect or (ii) is identified as affected by illegal substance abuse, or withdrawal symptoms resulting from prenatal drug exposure;
3. establish and evaluate the identification, referral, child and family assessment systems, procedural safeguard process, and community learning systems to recommend, where necessary, alterations and improvements;
4. assure the development of individualized family service plans for all eligible infants and toddlers with disabilities from birth through age two, and their families, and individual education plans and individual service plans when necessary to appropriately serve children with disabilities, age three and older, and their families and recommend assignment of financial responsibilities to the appropriate agencies;
5. implement a process for assuring that services involve cooperating agencies at all steps leading to individualized programs;
6. facilitate the development of a transitional plan if a service provider is not recommended to continue to provide services;
7. identify the current services and funding being provided within the community for children with disabilities under age five and their families;
8. develop a plan for the allocation and expenditure of additional state and federal early intervention funds under United States Code, title 20, section 1471 et seq. (Part C, Public Law 108-446) and United States Code, title 20, section 631, et seq. (Chapter I, Public Law 89-313); and 9. develop a policy that is consistent with section 13.05, subdivision 9, and federal law to enable a member of an interagency early intervention committee to allow another member access to data classified as not public.

c. The local Committee shall also:

1. participate in needs assessments and program planning activities conducted by local social service, health and education agencies for young children with disabilities and their families; and
2. review and comment on the early intervention section of the total special education system (TSES) for the district, the county social service plan, the section or sections of the community health services plan that address needs of and service activities targeted to children with special health care needs, the section on children with special needs in the county child care fund plan, sections in Head Start plans on coordinated planning and services for children with special



needs, any relevant portions of early childhood education plans, such as early childhood family education or school readiness, or other applicable coordinated school and community plans for early childhood programs and services, and the section of the maternal and child health special project grants that address needs of and service activities targeted to children with chronic illness and disabilities.

## **Relationships/ Alignment / Priorities**

**Lead Agency and State Partners:** Minnesota Department of Education is the lead agency for Part C Early Intervention services, with Minnesota Department of Health and Department of Human Services participating as state partners, in delivering a comprehensive and coordinated interagency system. State agency staff may attend and participate in the Region 10 HELP ME GROW IEIC as ex officio members.

**Governor’s Interagency Coordinating Council (ICC):** The Region 10 Help Me Grow designee will attend the ICC meetings and report the business of the Regional IEIC to the ICC in the role of a guest.

**Special Education Administrative Units (SEAU):** The Region 10 Help Me Grow IEIC will collaborate with SEAUs to examine and distinguish local vs. regional priorities. Funding priorities will be established to help guide the funding decisions at the SEAU.

**Other local agencies:** Linkages to local entities (community-based service providers) should be maintained. SEAUs and local agencies will collaborate to maintain established relationships.

**Centers of Excellence for Young Children with Disabilities Project (COE):** The Region 10 Help Me Grow IEIC will collaborate with the COE to ensure that ongoing training needs are met. The COE will participate in assessing district/local agency needs for training.

## **Operational Considerations**

**Fiscal Host:** The fiscal host for the Region 10 Help Me Grow IEIC is the Zumbro Education District. *The agency designated as the fiscal host must be an eligible recipient of federal special education funds and agrees to expend these federal funds consistent with the approved budget and in accordance with the “Statement of Assurances” as signed by the district special education director and superintendent.*

**Local Primary Agency (LPA):** The local primary agency for the Region 10 Help Me Grow IEIC is the Zumbro Education District. *The LPA will perform duties consistent with Minnesota Statutes, section 125A.31 including: providing oversight of funds received through the annual fund request and providing oversight for data collection efforts.*

**Maintenance Of Documents:** The Local Primary Agency will maintain IEIC documents. Examples of

documents include Operating Procedures, Work Plan, meeting minutes, fiscal host, membership rosters, meeting sign-in sheets, and other documents as identified.

**Website Posting:** Minutes, agendas, etc. will be on  
<http://region10projects.org>.

**Help Me Grow** Minnesota's early intervention system - **Help Me Grow** - includes two programs for eligible children. ***Help Me Grow: Infant and Toddler Intervention*** are special services and supports for children birth through age two and their families. ***Help Me Grow: Preschool Special Education*** is for eligible children ages three to five years. Minnesota children eligible for Help Me Grow can receive services in their home, childcare setting or school. Help Me Grow services are free to eligible families regardless of income or immigrant status. **Website:**  
<http://www.health.state.mn.us/divs/fh/mcshn/ecip.htm>

**Process to change Operating Procedures:** Changes proposed at one meeting will be voted on at the meeting or within two weeks electronically providing an electronic quorum has been met (see description of a quorum). If electronic voting is needed, proper documentation explaining the proposed change will be sent with the request for electronic vote. Within 30 days of the date the proposed change is received, it shall be submitted in writing to the IEIC Chair, who will then distribute the request to the Regional IEIC membership (as defined below). The membership shall have received the proposed amendment or amendments at least 14 days prior to the meeting.

## Demographics

**Geographic Area Served:** Region 10 Low Incidence Projects covers 10 counties

- 6,770 square miles
- Population of 460,102.
- Serving approximately 80,600 students.
- Serving approximately 10,300 special education students.
- Serving approximately 4,000 Birth – 2 students

**Counties Served:** Dodge, Goodhue, Houston, Olmsted, Fillmore, Freeborn, Wabasha, Winona, Rice, Mower, Steele

**Head Start Programs Served:** Tri Valley Migrant Head Start, CCR&R Head Start- Freeborn & Olmsted, Three Rivers, & SEMCAC

**Reservation Served:** Prairie Island Reservation

**School Districts Served:**

- 70 school districts
  - 45 Public Schools
  - 3 Education Districts
  - 1 Consortium
  - 11 Charter Schools

Albert Lea, Austin, Blooming Prairie, Byron, Caledonia, Cannon Falls Chatfield Dover-Eyota Faribault Fillmore Central Glenville-Emmons Goodhue Goodhue County Ed District Grand Meadow Hayfield Hiawatha Valley Ed District, Houston, Kasson-Mantorville, Kenyon-Wanamingo, Kingsland LaCrescent-Hokah, Lake City, Lanesboro, LeRoy-Ostrander, Lewiston Altura Lyle Mabel-Canton Medford Northfield Owatonna PEM Community Pine Island Redwing Rochester Southeast Service Cooperative, Southland, Spring Grove, St. Charles, Stewartville, Triton, Wabasha-Kellogg, Winona, Zumbro Ed District, Zumbrota-Mazeppa, Bethlehem Academy, Divine Mercy, Faribault Lutheran Academy, Hollandale Christian School, Rochester Catholic Sacred Heart, St. Dominic, St. Mary's in Owatonna, St. Theodore Catholic, LaCrescent, Montessori Academy, ROCCHS, Austin Catholic, Cannon River, STEM School, MN State Academies, Red Wing Public Schools, Rushford-Peterson <sup>7</sup>

## **Membership**

**Terms Of Membership:** Membership is at will and reviewed annually at the Spring IEIC meeting.

**Mandated Sector Membership Representation:**

- Health
- Education
- County Human Services
- County Board
- School Board
- Early Childhood Family Education Programs
- Head Start
- Parents Of Young Children With Disabilities Under Age 12
- Child Care Resource And Referral
- School Readiness Programs

- Current Service

**Additional Representative Membership:**

- Private Agencies
- Public Agencies
- School Nurses
- Other Members

**Ex Officio Membership**

- IEIC Coordinator
- MDE designee
- COE staff
- Regional Low Incidence Facilitator

**Recruitment/ Selection Of Membership:**

- Determined by the Region 10 Help Me Grow IEIC

**Chair & Co-Chair:**

- Chair
- Co-Chair
- Note Taker

**Other officers:**

- ICC Representatives (2)

**Meeting Facilitator:** The Chair/Co-Chair will be responsible to facilitate the Region 10 Help Me Grow IEIC meetings.

**Assurance Of Area Representation:** There will be 2 representatives from each county in the Region 10 IEIC including representation from the mandated sector membership. The representative will share

information from those constituents.

**Removal/Replacement:** Members of the Region 10 Help Me Grow IEIC who are unable to continue on the Regional IEIC: Priority will be to fill the vacancy with the mandated sector membership defined in statute. If unable, another representative from that county may serve. In the event a Regional IEIC committee member shall miss two of the scheduled committee meetings in a twelve-month period without notifying the IEIC Chair(s), the Chair(s) of the Regional IEIC Committee shall have the right to remove the absent member and the membership committee shall fill the vacancy thereby created.

**Conflict Of Interest:** Any individual working for an agency that may benefit from a decision that is made would need to disclose that potential conflict of interest. No member of the Committee may cast a vote on any matter that would provide direct financial or other perceived benefit to that member or otherwise give the appearance of a conflict of interest.

## **Meetings**

**Meeting Cycle:** Quarterly meetings will be held.

1<sup>st</sup> Q: Summer July-September

2<sup>nd</sup> Q: Fall October-December

3<sup>rd</sup> Q: Winter January-March

4<sup>th</sup> Q: Spring April-June

**Meeting Notification:** Notices, agendas, and supporting documents will be sent out electronically (unless requested otherwise) 2 weeks prior to meetings.

**Parliamentary Authority:** Roberts Rule of Order

**Attendance:** Two consecutive absences without notifying the chair may result in dismissal from the Committee. Designees may be assigned as follows:

When members are unable to attend scheduled Region 10 Help Me Grow IEIC meetings, they may assign a designee, in writing, to the Chair. The designee shall have the authority to exercise the full privileges of the absent member.

**Decision-Making Process/Voting:** Decisions will be via electronic means at the Chair's discretion.

**Distribution Of Meeting Minutes To Other Stakeholders, Interested Parties:** Minutes will be

distributed to parties and posted on the website at <http://region10projects.org>.

**Electronic Participation:** It may be acceptable to attend/vote by contacting the Chair.

**Absentee Voting:** A member who is unable to attend a meeting may vote on any noticed action item by submitting his or her vote in writing to the Chair(s) in advance of the meeting in which the action will be taken. Such votes may be sent by mail, email or facsimile transmission.

**Standing Agenda Format:** The agenda format will follow the Roberts Rules

**Quorum:** Quorum will be a simple majority of current membership.

**Voting:** A quorum must be present to hold a vote. Decisions by the Region 10 Help Me Grow IEIC shall, to the extent possible, be made by consensus of members (and designees). If there is no consensus, decisions shall be made by a majority vote (51%) of the voting members (and designees).

**Conflict:** When a decision cannot be reached, an outside facilitator may be brought in to assist, if needed.

**Reimbursement Policies:** The Region 10 Help Me Grow IEIC will determine if any members or positions shall receive reimbursement for participation and duties on the IEIC. If a Regional IEIC member is serving within his/her assigned job duties, the Regional IEIC committee will not reimburse expenses.

Stipend ½ day/full day Mileage = government rate

## **Region 10 IEIC Operating Procedures**

### **Establishment & Updates**

**YEAR IEIC ESTABLISHED:** FALL 2011

**APPROVAL SIGNATURES:** COLLEEN JOHNSON / MARK KRUG

SIGNED MARCH 27, 2012

\_\_\_\_\_ / \_\_\_\_\_

# Appendix F: Special Education Advisory Council

## Pine Island School District Special Education Advisory Council (SEAC) Bylaws

### **SEAC Mission**

To advocate for high quality educational programs for all learners and assure that the Pine Island School Board, District Administration, and community members are informed of special education successes, issues, and concerns.

To increase the involvement and add the informed perspective of parents and families of children with disabilities in the making and implementation of Pine Island School District policies.

To fulfill the requirements of MN Statute 125A.24

### **Operational Procedures**

The SEAC shall be advisory in nature to the Director of Special Education regarding recommendations for current or proposed special education policy, programs, or service at the district level. The Director of Special Education will have final authority on how to proceed with recommendations.

Information may be brought to SEAC by the members of SEAC, parents, and district representative(s). Topics shall be submitted to the chairperson of SEAC and approved items will be added to future agendas.

The SEAC shall establish and implement annual goals for the continuous improvement of special education services.

### **Membership**

The SEAC shall be composed of parents of students, community members, and employees of the Pine Island School District. Members will include parents of students with special needs, community members, and district staff. Parents will represent at least fifty percent of the SEAC membership. Every effort will be made to ensure that the SEAC membership reflects a wide range of disabilities.

**Terms of Membership** - SEAC members shall serve an initial two-year term. The term in office shall begin with the first meeting of the school year. Those who are appointed to the council during the course of the school year will start their two-year term the following school

year. Members in good standing may be reappointed on a yearly basis at the discretion of the Director of Special Education.

## **Meetings**

Meetings shall be held in October and April yearly at the Pine Island District Office conference room from 4:00 - 5:00 p.m. Mileage will be available to parents who attend by completing the necessary Pine Island mileage reimbursement paperwork. The SEAC shall determine if and when longer meeting times may be necessary. All meetings are open to the public.

1. Meeting procedures: Discussion, leading toward consensus of members present, will be the prevailing procedure in SEAC meetings.
2. Agenda: Topics shall be submitted to the Chairperson of SEAC and approved items will be added to the agenda. Agendas will be sent to the SEAC members at least one week prior to the meetings.
3. Minutes: Minutes will be distributed to SEAC members at least one week following the meeting.
4. Officers: The officer elected for a two-year term will be the Chairperson. The secretary will create the minutes and distribute them. Nomination for the Chairperson will be made by council representatives. See attached SEAC Chairperson Responsibilities.
5. Consultants: The SEAC may request consultation from professionals within and outside the Pine Island School District on a volunteer basis. All requests for consultants to share information with SEAC need to be approved by the Director of Special Education.

## **Attendance Requirements**

Members who acquire two absences during a one-year term will be asked to resign from the council. The SEAC will consider waving attendance requirements given extenuating circumstances.

## **SEAC Chairperson Responsibilities**

- Develop a meeting agenda with the approval of the Director of Special Education.
- Send the Secretary a copy of the approved agenda to be distributed to SEAC members at least one week prior to the SEAC meeting.
- Arrange for consultants and/or speakers with approval and assistance from the Director of Special Education
- Facilitate the SEAC meeting
- Work with Pine Island Special Education Director to appoint new members (district student(s)/parent(s),staff).



## Appendix G: Policy and Procedure for Speech Telepractice Services

### DHS expands telemedicine services for public health care program enrollees

April 2, 2020

DHS received federal approval to temporarily ease certain limits on receiving care and services through telephone and video visits that can instead be provided safely and effectively without an in person face-to-face visit.

Effective April 1, 2020, the DHS commissioner:

- Removed the cap of three telemedicine visits per week for Medical Assistance and MinnesotaCare enrollees
- Expanded the definition of telemedicine to include telephone calls so providers who have a telemedicine agreement already in place with DHS can serve patients through telephone visits
- Allowed a provider's first visit with a Medical Assistance or MinnesotaCare enrollee to be conducted on the phone.

These measures help public health care program enrollees and providers follow social distancing best practices.

Under current state law, telemedicine services are limited to specific providers and certain delivery methods (Minnesota Statute, 256B.0625, subdivision 3b).

Delivering services via telemedicine requires submission of a telemedicine assurance statement as well as several documentation requirements. Clinics and providers need to ensure that telemedicine services are only used when safe and effective for the member.

These changes remain in effect until the peacetime emergency is terminated or until it is rescinded by proper authority.

Permalink: <http://mn.gov/dhs/media/news/index.jsp?id=1053-426542>



## Pine Island Public Schools

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Dr. Tammy Champa, Superintendent

Mitchel Schiltz, 9-12 Principal    Josh Westphal, 5-8 Principal    Cindy Hansen, PreK-4 Principal

### **Policy and Procedures for Speech Telepractice Services - Beginning Fall, 2020**

Speech/Language Pathologists (SLP) follows the regulations for speech/language services of the Minnesota Department of Education and the school-specific policies and procedures in which our SLP's serve. A summary includes the following:

#### **Eligibility for Speech Language Services**

For speech and language disabilities, there are separate eligibility criteria for four areas: language disorder, articulation disorder, voice disorder, and fluency disorder as defined by Minnesota Rule 3525.1343, subp. 1-4 as follows:

#### **Definition of a Speech or Language Impairment**

Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

#### **Fluency Disorder**

##### **1. Definition of a Fluency Disorder**

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

##### **2. Criteria for a Fluency Disorder**

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

- a. The pattern interferes with communication as determined by an educational speech-language pathologist and either another adult or the student; AND
- b. Dysfluent behaviors occur during at least 5% of the words spoken on two or more speech samples.

## **Voice Disorder**

### **1. Definition of a Voice Disorder**

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

### **2. Criteria for a Voice Disorder**

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

- a. The pattern interferes with communication as determined by an educational speech-language pathologist and either another adult or the student; AND
- b. Achievement of a moderate to severe vocal severity rating is demonstrated on a voice evaluation profile administered on two separate occasions, two weeks apart, and at different times of the day.

## **Articulation Disorder**

### **1. Definition of an Articulation Disorder**

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

### **2. Criteria for an Articulation Disorder**

A student has a articulation disorder and is eligible for speech or language special education services when the pupil meets the criteria in item A, and either sub item (B) or (C):

- a. The pattern interferes with communication as determined by an educational speech-language pathologist and either another adult or the student; AND
- b. Test performance falls 2.0 standard deviations or more below the mean on a technically adequate, norm referenced articulation test, OR
- c. A student is nine years of age or older and a sound is consistently in error as documented by two, three-minute conversational speech samples.

## **Language Disorder**

### **1. Definition of a Language Disorder**

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

### **2. Criteria for a Language Disorder**

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

- a. The pattern interferes with communication as determined by an educational speech-language pathologist and either another adult or the student;
- b. An analysis of a language sample or documented observation of communicative interaction indicates the student's language behavior falls below or is different from what would be expected given consideration to chronological age, developmental level, or cognitive level; AND
- c. The student scores 2.0 standard deviations below the mean on at least two technically adequate, norm referenced language tests if available; OR
- d. If technically adequate, norm referenced language tests are not available to provide evidence of a deficit of 2.0 standard deviations below the mean in the area of language, two documented measurement procedures indicate substantial differences from what would be expected given consideration to chronological age, developmental level or cognitive level. The documented procedures may include additional language samples, criterion-referenced instruments, observations in natural environments, and parent reports.

## **Evaluations**

- Regular education teachers must implement and document results for two pre-referral interventions for the behavior(s) of concern prior to a referral for special education evaluation including language, articulation, voice and stuttering, as well as all other areas of special education.

- Results from pre-referral interventions are used to help determine if an evaluation is necessary.
- An evaluation planning meeting must be held and parents must have input when the team reviews pre-referral and classroom performance data, discusses specific evaluation needs, and plans out a comprehensive evaluation.
- Multiple evaluation tools and methods must be used to determine eligibility for special education services, including speech-language services. It is not appropriate to use only standardized or norm-referenced tests. Instead, additional evaluation tools must be used in conjunction with standardized tests. These may include observations and behavioral samples, teacher/parent interviews, checklists, criterion referenced tests, and other informal evaluation procedures
- The student must qualify for speech-language interventions by meeting the criteria for the speech or language impairment.
- The school team has to complete the evaluation and report the results to the parent within 30 school days of the parent's consent to the evaluation. The evaluation summary report must address all eligibility components for the specific speech-language disability category of concern.
- Evaluations must use unbiased evaluation tools, and to rule out the presence of cultural, linguistic, and socioeconomic factors when evaluating students from diverse ethnic or cultural backgrounds for eligibility for speech-language services.
- Testing must be done in the student's native language to determine if a speech-language disorder exists in the student's native language as well as English using an interpreter who speaks the student's native language. English Language Learners are eligible for speech-language services in the schools only if a speech-language disorder can be demonstrated in the native language and in English. The reporting of test scores in standard deviation units is required for eligibility decisions. It is acceptable to report percentile ranks and other standard scores in addition to standard deviation units

## **Interventions**

- Types of interventions include direct, indirect, consultation, and home program for generalization and carry-over.
- IEP team determines the appropriate intervention model and frequency of intervention given the least restrictive environment, the general education curriculum, the advantages of the educational environment and the continuum of service.

## **Student Safety**

Speech Provider follows the school's policy and procedure to ensure student safety. In an unsafe student situation, the SLP will report the situation to the school's special education director/coordinator to document and proceed with the school's safety policy.

### **HIPAA Requirements**

HIPAA rules and regulations must be followed for students. Protected Health Information (PHI) includes name, age, address, social security number, health history, treatment, medications, payment record, and the fact that the student is an enrolled student, physical/mental/medical condition, including past, present or future. PHI may only be used, accessed, or disclosed as permitted by student's legal authority and may not be used, accessed, or disclosed unless related to treatment or payment or directed to do so by student's legal authority. Oral and written communication (which also includes phone, fax, and email) must safeguard PHI. Student records maintained in the SLPs office must be kept confidential and secure, and computer records and documents containing student information must be kept confidential and secure with a confidential computer password required to access student information. SLPs are required to follow their students' assigned school HIPAA rules and regulations. Any questions or concerns regarding HIPAA and PHI should be addressed to the student's school HIPAA specialists.

**<http://www.hhs.gov/hipaa/for-professionals/index.html>**

## **Provider Assurance Statement for Telemedicine Policies and Procedures - 2020-2021**

### **Patient Safety**

All students will be accompanied to the tele-therapy classroom/setting in home by a parent. The parent will stay with the student during the tele-therapy session/services. The parent will close the Google Hangout invite to ensure privacy for the student. Speech/Language Pathologists will also close the invite to ensure privacy for the student.

### **When to Discontinue Services**

Tele-therapy services will be discontinued for the following reasons:

1. When the student no longer qualifies for speech/language services
2. When the school no longer provides tele-therapy services due to resuming face-to-face interaction with the student
3. If, for any reason, the tele-therapy services were deemed to be inappropriate for students.

## **Confidentiality**

Speech/Language Pathologist shall keep all student information confidential, only discussing information with parents, teachers, or other involved professionals on a need to know basis.

## **Services**

Speech/Language Pathologists will:

1. Provide appropriate speech therapy services on a regular basis according to IEP specification using the tele-practice service model.
2. Provide appropriate documentation required by the school.
3. Develop and follow the IEP for the student's communication deficits or work with appropriate school staff to adjust the IEP to meet the student's needs.
4. Keep track of service times, beginning and end.
5. Services will be provided through a computer screen/camera/microphone in a classroom setting.

## **Telemedicine Services**

### **Criteria for Providing Services via Telemedicine**

MHCP allows payment for telemedicine services of some IEP health-related services.

Telemedicine is defined as the delivery of health care services or consultations while the child or youth is at an originating site and the licensed care provider is at a distant site.

### **Originating site**

The originating site is the location of the child or youth at the time the provider is providing the service via a telecommunication system. Document home or school as the originating site in the child's health record.

### **Distant site**

The distant site is the location where the licensed health care provider is located while providing the service via telemedicine. Use the place of service 02 on the claim to indicate the service was provided from the distant site.

### **Eligible Recipients**

Telemedicine coverage applies to a child or youth who is MA eligible, has an IEP and the service provided is identified in the IEP.

### **Eligible Providers**

To be eligible for reimbursement, the school or school district must self-attest that the telemedicine services provided by the professional provider either are employed by or contracted by the school meet all the conditions of the MHCP telemedicine policy by completing the **Provider Assurance Statement for Telemedicine (DHS-6808)**.

Eligible providers include the following:

- Charter Schools
- Education districts
- Intermediate districts
- Public School districts
- Tribal schools (schools that receive funding from the Bureau of Indian Affairs -BIA)
- Service cooperatives
- Special education cooperatives
- State academies

### **Telemedicine Coverage**

#### **Coverage limitations:**

MHCP allows payment for a total of three (this has been removed as of April 1, 2020) telemedicine IEP health related service visits per week per child or youth.

MHCP telemedicine coverage will not pay the following:

- Evaluations or assessments and services that are less effective than if provided in person, face-to-face
- Supervision evaluations or visits
- Personal care assistants
- Nursing services
- Transportation services
- Electronic connections that are conducted over a website that is not secure or encrypted as specified by the Health Insurance Portability & accountability Act of 1996 Privacy & Security rules (for example, Skype)
- Prescription renewals
- Scheduling a test or appointment
- Clarification of issues from a previous visit
- Reporting test results
- Non-clinical communication
- Communication via telephone, email or fax



## Documentation requirements

As a condition of payment, each occurrence of a telemedicine services must include the following documentation:

- The type of service provided
- The time the service begin and the time the service ended
- A description of the provider's basis for determining the telemedicine is an appropriate and effective means for delivering service to the recipient
- The mode of transmission of the telemedicine service
- The location of the originating and distant site

## Billing for Telemedicine

Use the same MCPC codes and modifiers that describe the IEP services being performed via telemedicine as you would if the service was being provided in person with the child at the same site. Include the following:

- Add the modifier to GT to indicate the service was provided via an interactive audio and video telecommunications systems
- Use the place-of-service code 02 indicating that the service was provided via telemedicine from a distant site

When reporting a service with the GT modifier, the school is certifying that the service was provided to a child or youth located at home or school via a secure interactive audio and visual telecommunications system.

Effective November 1, 2017, identify the distant site as the place of service 02.

**Example: Use HCPCS code T1018 and modifiers U1, TM, and GT to bill for occupational services provided via telemedicine. Use the place of service code 02. If the GT modifier is on the claim without the place of service code 02, the claim will be denied.**