

Appendix A:

Mounds View School District's plan for determining a Specific Learning Disability

The Mounds View School District supports all students within the mainstream through a rigorously implemented instructional model that differentiates instruction in order to meet student's needs. Progress is monitored regularly by using MAP testing and Curriculum Based Measurements. Students who are not making expected progress in the general education curriculum after instructional interventions have been provided may be referred for a Special Educational evaluation.

At every school there is a Child Study Team (CST) which is responsible for reviewing all referrals from teachers, parents, and outside agencies. The CST meets regularly to review student pre-referral interventions and the progress or lack of progress that has been made. From this information the team determines whether or not an evaluation is warranted based on the information available.

For students who are suspected of having a Specific Learning Disability (SLD), the Mounds View School District uses the discrepancy model for identifying students with a Specific Learning Disability. The procedures for this identification are as follows:

1. Documentation of Inadequate Achievement

The child does not achieve adequately in one or more of the following areas: Oral Expression, Listening Comprehension, Written Expression, Basic Reading Skills, Reading Comprehension, Reading Fluency, Mathematics Calculation, and Mathematical Problem Solving.

AND

The child exhibits a pattern of strengths and weaknesses in performance, achievement or both, relative to age, state approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of SLD.

AND

Documentation to support this finding must be both representative of the student's curriculum and useful for developing instructional goals and objectives. Documentation includes evidence of low achievement from the following sources: Cumulative record reviews, Class work samples. Anecdotal teacher's records, Statewide and district assessments, Formal, diagnostic and informal tests, Results from targeted support programs in general education, and Curriculum based evaluation results.

2. Information Processing

The child has a disorder in one or more of the following psychological processes which includes an information processing condition that is manifested in a variety of settings by behaviors such as inadequate: Acquisition of information, Organization, Planning and Sequencing, Working Memory-including verbal, visual or spatial, Transfer of information, Visual and auditory

processing, Speed of processing, Verbal and non-verbal expression, or Motor control for written tasks.

3. Severe Discrepancy

The child demonstrates a severe discrepancy between general intellectual ability and achievement in at least one of the identified areas of achievement. The demonstration of a severe discrepancy is not based solely on the use of standardized tests. The instruments used to assess the child's general intellectual ability and achievement are individually administered and interpreted by appropriate licensed persons using standardized procedures. For initial placement, the severe discrepancy is equal to or greater than 1.75 standard deviations below the mean on a distribution of regression scores for the general population at the student's chronological age.

Appendix B: Mounds View School's plan for receiving referrals

Finding students with disabilities, ages Birth to 21, who reside in or attend school in your school district is mandated by IDEA. This means that the Mounds View School District is responsible for identifying all students with disabilities who attend not only our public schools, but also students who attend non-public schools, including students who are home schooled. This does not include charter schools that may be located in the district. Charter schools are public schools.

Responsibility for finding students with disabilities begins at birth. All children who are suspected of having conditions with a high probability of requiring special education services, disabilities or developmental delays from birth to age 5 must be referred for special education as soon as a disability is suspected.

For some children, this action begins at birth. Physicians and health care providers are required to report babies born with disabilities within the first 48 hours after birth. After that, parents or service providers are given information about how to refer a child for an evaluation if a disability is suspected.

School Districts provide pre-school screenings to three to five year old children that live in the district. The purpose of the screenings is to identify students who may need special education prior to beginning kindergarten. Parents of pre-school children are contacted by mail and requested to bring their children to the screening. The screenings are also advertised in local papers in order to find all of the children. These are all examples of child find. Children who are evaluated and meet criteria for special education begin to receive special services as indicated through the evaluation and IEP process.

Once a student begins kindergarten, each school (each teacher) is responsible for documenting the progress of each student. If a student is not making progress, parents are notified, interventions are put in place to assist the student in making progress toward state benchmarks. If the student continues to show a lack of progress, he/she may be referred for an evaluation for special education.

Public school special education staff is responsible for identifying students with disabilities in the non-public schools. This is accomplished by designating public school staff responsible, working with the non-public school to establish a team who will help to determine which students are not making progress, and training non-public staff with regard to providing interventions for students in their classrooms. Once a student is suspected of having a disability, a referral for a special education evaluation is made to the public school staff.

Parents of students who are home schooled are encouraged to call their neighborhood school if they suspect their child has a disability. Parents receive this information along with other information pertinent to home schooling.

The following information outlines the pre-referral process including classroom teacher responsibilities and intervention strategies in most areas and describes the referral process.

Intervention and Referral Process

The student intervention process is present at each school. The following process has primarily been used by the elementary schools, however, both the middle schools and high schools have developed pre-referral procedures that embody the same basic principles. Referrals from parents and teachers are processed through this system. Referrals from other sources such as physicians and mental providers, etc. primarily come through the parents and enter the following system unless there is good reason to forego the intervention process.

Student Intervention Teams: Consist at a minimum of one special education teacher, a school psychologist, general education teacher, and others that individual buildings think might be beneficial for the process. In some buildings, the process has been moved into the grade level meetings to enhance discussion and be efficient with time.

Each team meeting should have the following roles assigned:

1. Building representative / scheduler (e.g., Project GUIDE person); duties = manage agenda, email members with agenda, etc.
2. Meeting facilitator
3. Note-taker and time-keeper

Process:

- 1) Teacher(s) must contact the student's parents/guardians about their educational concerns before any intervention process is begun. (Please keep a record of this contact and the parent's response – See Initial Parent Contact Form.)
- 2) General education teachers need to share pertinent information. This can be accomplished by completing the General Modification Form. These general Modifications must be done for approximately 30 school days. Please feel free to contact your school psychologist for informal consultation when developing General Education Modifications. If the Modifications are successful, then continue with them and document changes. If the Modifications are not successful, move on to step 3. Please keep this information and related documentation in an Intervention folder.
- 3) Refer student to the Intervention Team by contacting your building's SIT representative or the grade level teacher in charge of the grade level meetings. This person will supply you with an Intervention Referral Form and will schedule a time for discussing the child at a team meeting. The team representative will distribute copies of the agenda to all relevant professionals.
- 4) At this meeting the team will:
 - a. Review student's file and identify student's strengths and needs by reviewing the Intervention Referral Form
 - b. Choose one specific target behavior (academic, social, etc.).

- c. Brainstorm possible intervention ideas to address specific concern.
- d. Determine a first intervention based on ideas, including goal statement, intervention strategy, measurement criteria, and a review date in approximately 30 days (See Problem-Solving Worksheet). Team should reconvene on an emergency basis if a significant behavioral escalation occurs.
- e. Regular Education teacher(s) will implement the intervention and collect specified data.
- f. On review date, the team will meet to review intervention data collected by the regular education teacher. If the intervention was successful, continue. If the undesired behavior is continuing, repeat steps b - f.
 - i. NOTE: Two specific interventions may be done simultaneously if they are targeting different issues.
 - ii. Brainstorming / Problem-Solving sessions during team meetings will be documented on the Problem-Solving worksheets and filed in a three-ring binder.

5) If the interventions are not successful as defined by the Team, and the data suggest that the child may have a disabling condition, then complete the Home/Family Questionnaire and the Underachievement Checklist. Place this additional documentation in the child's intervention folder.

6) The Intervention Folder goes to the Special Education Referral Team (SERT).

Members of the SERT will review the contents of the folder and determine what steps should be taken. If the team determines that a special education evaluation is appropriate, a Special Education teacher will be assigned as the contact person who is responsible for setting up the Pre-Assessment Meeting.

7) A pre-assessment meeting will be held

- a. Parents, classroom teacher, and special education staff will meet to discuss the evaluation plan. Parents must give permission to go forward with an initial special education evaluation.

- b. When permission is given, there are 30 school days to evaluate the student, report on the results, and determine eligibility. The special education teacher will schedule a meeting to share the results of the evaluation.

- c. If the student is found to have a disability, is eligible for special education, and is in need of special education services, then the team will develop an Individual Education Plan.

- d. The parents have 14 calendar days to decide whether to accept proposed special education services. Parents must give written permission prior to starting special education services.

Appendix C: Mounds View Schools Special Education Programs / Options

Special Education Programs/ Options Mounds View School District

ECSE	K Centers/Elementary	Middle School	High School	18-21
<p>Help Me Grow/ Early Childhood Information and Referral (ECIRRC) - Central Intake -Service Coordination</p> <p>B-2 ECSE - Primarily Home Visits</p> <p>3-5 ECSE - Integrated classrooms with ECFE/School Readiness/Headstart - ASD Class</p>	<p>Each Elementary School has a wide range of services for students in all disability areas based on needs</p> <p>Consultation</p> <p>Co-teaching options</p> <p>Resource Room</p> <p>InSTEPS (Independent Steps Toward Educational and Practical Skills) - West @ PW, 1 classroom - East @ TL, 1 classroom</p> <p>STAGES (Structured Teaching And Guided Educational Supports) - West @ SS, 3 classrooms - East @ TL, 3 classrooms</p> <p>WINGS - Soar to Success - Sunnyside, 2 classrooms</p> <p>Bridges - Pathways to Success Gr K- 5 - Wynnsong</p>	<p>Each Middle School has a wide range of services for students in all disability areas based on needs</p> <p>Consultation</p> <p>Co-teaching options</p> <p>Resource Room</p> <p>STAGES (Structured Teaching And Guided Educational Supports) - Edgewood, 2 classrooms</p> <p>WINGS - Soar to Success - Edgewood, 1 classroom</p> <p>Bridges - Pathways to Success Gr 6- 7 - Wynnsong</p> <p>REACH Academy (Responsibility, Effort, Achievement, Character, Hope) Gr 8</p>	<p>Each High School has a wide range of services for students in all disability areas based on needs</p> <p>Consultation</p> <p>Co-teaching options</p> <p>Resource Room</p> <p>eALC (Area Learning Center)</p> <p>REACH Academy (Responsibility, Effort, Achievement, Character, Hope) - Gr 8 - 12</p> <p>REACH Transition (Responsibility, Effort, Achievement, Character, Hope) Gr 11- 12</p>	<p>CLT (Career and Life Transition Programs) - Twin Lakes - Shoreview</p> <p>REACH Transition Program (Responsibility, Effort, Achievement, Character, Hope) - Twin Lakes</p>
ECSE	K Centers/ Elementary	Middle School	High School	18-21
<p>Oral/ Aural Program - 916</p>	<p>Karner Blue - 916</p> <p>Pankalo Ed Center - 916</p>	<p>Karner Blue - 916</p> <p>Pankalo Ed Center - 916</p> <p>Bellaire Ed Center - 916</p> <p>Quora - 916</p> <p>South Campus - 916</p>	<p>Quora - 916</p> <p>South Campus - 916</p> <p>WELS South - 916</p>	<p>South Campus - 916</p> <p>WELS North - 916</p> <p>WELS South - 916</p>

Appendix D: Procedural safeguards, Part B and Part C

<https://education.mn.gov/MDE/dse/sped/proc/>

Appendix E:



Mounds View Special Education Parent and Professional Advisory Council

The Special Education Parent and Professional Advisory Council (SEPPAC) is a group of parents and staff whose purpose is to share information and advise the district on behalf of students receiving special education. The Council welcomes members who represent all schools and programs in the Mounds View School District.

Where:

Mounds View Public School District Center

4570 Victoria Street N, Shoreview

6:45 - 8:15 p.m.

SEPPAC meets 2-3 times per year. In addition to addressing general business, there are meetings on specific topics available for parents and staff. All meetings are 6:45-8:15 p.m. and are held at the Mounds View Public Schools District Center (4570 Victoria Street N, Shoreview).

The SEPPAC is co-chaired by the Director of Student Services, Assistant Director and two parent volunteers.

The co-chairs and at least one additional member will meet in August of each year and determine the number of meetings for the year, meeting dates and the topics of each meeting.

Dates and topics are posted on the District website.