

Ask Share Grow

**A Parent's Handbook to Special Education
at St. Louis Park Public Schools**



**St. Louis Park
Public Schools**

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Minnesota Multi-Tiered Systems of Support (MnMTSS)

What is MnMTSS?

- MnMTSS is a way schools in Minnesota work to help all students succeed. It stands for Minnesota Multi-Tiered System of Supports, which is a framework that focuses on giving students the right level of support based on their needs.

How does MnMTSS work?

MnMTSS is built around three levels of support to make sure every child gets what they need:

- Tier 1 – Universal Supports for All Students
 - What it means: This is the core teaching that all students get in the classroom. It includes things like quality instruction and positive classroom behaviors.
 - Example: Every student in the class receives lessons that are designed to meet the needs of most children. If they need extra help, teachers use small group activities or adjust how they teach.
- Tier 2 – Targeted Support for Some Students
 - What it means: Some students might need extra help beyond what they get in the classroom. In Tier 2, teachers offer more focused interventions in small groups or one-on-one sessions.
 - Example: A student who is struggling with reading might get additional lessons to help them improve their reading skills. These supports are designed for students who need a little extra boost but aren't yet needing more intense help.
- Tier 3 – Intensive Support for a Few Students
 - What it means: Some students may need more intensive, specialized support. In Tier 3, the help becomes even more focused and personalized.
 - Example: A child who struggles with both reading and behavior may work with a specialized teacher or therapist to get the help they need to succeed in school. This is for students who need a very high level of support to make progress.

How does MnMTSS help my child?

- Early Intervention: MnMTSS helps identify students who need extra support early, so they don't fall behind.
- Tailored to My Child's Needs: Whether your child needs small changes to how they're taught or more intensive help, MnMTSS makes sure the right kind of support is there.
- Focus on Success for All: The goal is to ensure every student can succeed, no matter their starting point, by providing the appropriate level of help.



Minnesota Multi-Tiered Systems of Support (MnMTSS) (cont.)

What does MnMTSS look like at school?

- Progress Monitoring: Teachers and staff regularly check in on how students are doing to see if they are making progress with the supports they're getting.
- Collaboration: Teachers, specialists, and other staff work together as a team to make sure your child is getting the right help.
- Adjustments as Needed: If a student isn't making enough progress, the support can be adjusted, either by moving to a different tier or by changing the approach.

What can I do as a parent?

- Stay Involved: You'll be kept informed about how your child is doing and whether they are getting the support they need.
- Ask Questions: If you think your child might need more support or if you're concerned, talk to your child's teacher. MnMTSS is about making sure every child is supported, so communication is key.
- Support at Home: If your child is receiving extra help at school, you might be given ideas for how you can support them at home too.

Why is MnMTSS important?

- MnMTSS is important because it ensures no student falls through the cracks. Every student gets the help they need, whether it's just a little extra support or something more intensive. It's about making sure all students can succeed in school, no matter their challenges or how they learn best.

Key Takeaways:

- MnMTSS helps schools provide the right level of support for every child.
- It uses three levels of support: Universal (for everyone), Targeted (for some), and Intensive (for a few).
- It ensures that if your child needs help, it's found early and the right support is put in place.
- Parents play an important role by staying informed and involved.



What is Special Education?

Under the Individuals with Disabilities Education Act (IDEA), Special Education means:

"Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability. Children who receive special education and related services are entitled to a free and appropriate public education (FAPE). This includes opportunities to participate in the school's general curriculum and to make progress towards meeting annual goals. Children who receive special education must also have opportunities to take part in other typical school activities that are appropriate to their individual needs."

As such, it should be noted that special education students are considered general education students first. Their inclusivity in the general education is essential to their academic and socioemotional progress in special education services.

In Minnesota, schools are required to serve eligible students from birth until the day before the student's 22nd birthday, or graduation from high school, whichever comes first. Services are provided by licensed personnel and include special teaching, materials, and techniques.

St. Louis Park Public Schools provides students with special education needs access to appropriate services in the following disability areas*, as defined by the Minnesota Department of Education:

- **Autism Spectrum Disorder (ASD):** A neurodevelopmental disorder that affects how an individual processes information and interprets the world. Core features of autism are persistent deficits in social interaction and communication; and restricted, repetitive or stereotyped patterns of behavior, interests or activities.
- **Blind-Visual Impairment (BVI):** A medically verified visual impairment accompanied by limitations in sight that interfere with acquiring information or interaction with the environment to the extent that special education instruction and related services are necessary.
- **Deaf-Blind (DB):** Includes both hearing and visual impairments, the combination of which causes communication and other developmental and educational needs.
- **Deaf-Hard of Hearing (DHH):** A diminished sensitivity to sound, or hearing loss that is expressed in terms of standard audiological measures.
- **Developmental Cognitive Disability (DCD):** Significantly below average general intellectual functioning resulting in or associated with deficits in adaptive behavior: either, Mild to Moderate or Severe-Profound.
- **Developmentally Delay (DD - Early Childhood Special Education, Birth-7 only):** A substantial delay or disorder in development or an identifiable sensory, physical, cognitive, social/emotional conditions, or other conditions known to hinder normal development.
- **Emotional/Behavioral Disorder (EBD):** An established pattern of interaction characterized by one or more of the following:
 - severely aggressive behaviors
 - impulsive behaviors
 - severely withdrawn behaviors
 - anxious behaviors
 - generally pervasive unhappiness
 - depression
 - severe mood swings
 - severely disordered thought processes manifested by unusual behavior patterns, atypical communication styles, or distorted interpersonal relationships



- **Other Health Disabilities (OHD):** A broad range of medically diagnosed chronic and associated acute health conditions that adversely affect educational performance to the extent special education and related services may be needed.
- **Physically Impaired (PI):** A medically diagnosed chronic physical impairment, either congenital or acquired, that adversely affects physical or academic functioning.
- **Severely Multiply Impaired (SMI):** Student has severe learning and developmental problems resulting from two or more disabling conditions.
- **Specific Learning Disability (SLD):** A condition in which a significant discrepancy between one's general intellectual ability and academic achievement in one or more of the following areas:
 - oral expression • listening comprehension • mathematical calculation • mathematical reasoning • basic reading skills • reading comprehension • written expression
- **Speech/Language Impairment (SLI):** A communication disorder in fluency, voice, articulation or language.
- **Traumatic Brain Injury (TBI):** An acquired injury to the brain caused by external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.
- *Please note that students may present with more than one disability category on their IEP.*

What are Related, Direct, and Indirect Services?

How are Special Education Services Provided?

Direct services are provided directly to the student from a professional for ages 3-22. Indirect services are provided from the professional to the teacher, parents, or others that work directly with the student. Indirect services may include consulting, progress reviews with the IEP team, observations and discussing strategies to help the student function better.

While the goal is to have students taught in their neighborhood school, it is not always appropriate based on the student's individual needs. Students may be placed in a program that can address their specific needs. Academic, functional, and behavioral needs in these program can vary, and can operate in conjunction with general education, with increased mainstreaming as the goal. Some students demonstrate needs that are more significant than what can be offered at a traditional school/site. These students may receive their services in conjunction with Intermediate District 287, which is a specialized provider of special education services.

Students in non-public schools in St. Louis Park, students who are homeschooled, students who receive in-patient medical services, and students who attend schools outside of St. Louis Park boundaries but are residents of St. Louis Park are also eligible to receive special education services.

What are Related Services?

Related services are supportive services or activities necessary for some students with disabilities to maximize their educational outcomes. The IEP team determines if a related service is necessary to support the student's IEP goals and objectives. These related services may be direct or indirect. Related services may include but are not limited to:

• Occupational Therapy • Physical Therapy • transportation • psychological services, including Social Work and Mental Health Providers • school health services • school nurse services • Speech-Language Pathology services • orientation and mobility services • developmental adaptive physical education

Some related services cannot be provided as a stand-alone service. In order to receive the support of some related services, the student must be eligible for special education services under a primary disability other than speech-language.

Additional supports that may not be listed on a student's IEP but are present in school buildings include: mental health providers, such as RELATE services; restorative practice leads, instructional coaches, and school counselors.

For more information, please visit the Minnesota Department of Education (MDE) Homepage



The ABCs of Special Education

ADA American Disabilities Act
ASD Autism Spectrum Disorder
ASL American Sign Language
AT Assistive Technology
BIP Behavior Intervention Plan
BIS Behavior Intervention Specialist
BVI Blind-Visually Impaired
CM Case Manager
CST Child Study Team
DAPE Developmental Adapted Physical Education
DB Deaf-Blind
DCD-MM Developmental Cognitive Disability Mild to Moderate
DCD-SP Developmental Cognitive Disability Severe/Profound
DD Developmental Delay
DHH Deaf and Hard of Hearing
EBD Emotional or Behavioral Disorders
ECSE Early Childhood Special Education
EI Early Intervention
ML Multilingual
ESY Extended School Year
FAPE Free Appropriate Public Education
FBA Functional Behavioral Assessment
FEDERAL SETTING
I = 0-21% of a student's time in special education settings
II = 21-60% of a student's time in special education settings
III = 60% or more of a student's time in special education settings
IV = separate special education site
V = hospital, day treatment or facility
IDEA Individuals with Disabilities Education Act
IEP Individualized Education Plan
IHP Individual Health Plan
ITI Infant-Toddler Intervention
IFSP Individualized Family Service Plan
LAUNCH Learners with Autism Needs and Unique Challenges
LEA Local Education Agency
LEP Limited English Proficiency
LRE Least Restrictive Environment
OT Occupational Therapy
PCA Personal Care Assistant
PI Physically Impaired
PLAAFP Present Levels of Academic Achievement and Functional Performance
PT Physical Therapy
SEAC Special Education Advisory Committee
SLD Specific Learning Disability
SLP Speech Language Pathologist
SMI Severely Multiply Impaired
TBI Traumatic Brain Injury
TSES Total Special Education System

For the complete list of acronyms used in Minnesota Special Education visit:



Early Childhood Special Education (ECSE): Birth to Three and Three to Kindergarten Programs

What is Early Childhood Special Education (ECSE)?

The ECSE program serves children birth through age 6 who have identified special education needs. Children qualify for services by meeting state established criteria. Parents and caregivers who are interested in having their child evaluated can make a referral through [Help Me Grow](#).

Early Intervention services are provided to a child and their family when the child has been found eligible based on a medical condition or delay in development, according to MN state criteria. The services occur within the child's natural setting(s) and are most often family-centered. Services may be provided by an early childhood special education teacher, speech language pathologist, occupational therapist, physical therapist, and/or other providers based on eligibility and need. Parents and caregivers are essential partners in creating meaningful, ongoing growth.

What is an Individual Family Support Plan (IFSP)?

The Individualized Family Service Plan — the “IFSP” — is the heart of early intervention. A written plan, called an IFSP, is developed by a team to record the family's outcomes for themselves and their child. It lists the early intervention services that will best help reach those outcomes and describes when, where, and how those services will be delivered. It will be a map to guide you and the professionals working with you. The IFSP should be the result of cooperative planning between you and the team of other people who are learning about your child. You will work together with professionals to find what you need to help your family reach your goals.

Transition from IFSP to Individualized Education Plan (IEP)

An IFSP is only for children under three years old. Between the ages of 2 years 3 months and 2 years 9 months, the IFSP team will discuss and work with you to plan your child's transition from the IFSP. This will include a transition meeting and discussion of potential future placements and services your child could benefit from, along with steps to help your child adjust to and transition to new settings. Some children no longer require or are eligible for services after age three. You and the team will determine if it is appropriate to conduct an evaluation to determine if your child qualifies for special education services for children three years old or older. If your child qualifies, an IEP will be proposed that is tailored to your child's special education needs, including goals and services appropriate to meet those needs. This process ensures that there is no gap in services for students who qualify. Parents are a key part of the planning to make sure the child's needs are met in a manner that supports their continued growth and development.

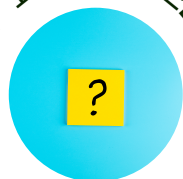
ECSE: Transition to Kindergarten

In the State of Minnesota, all students who turn 5 by September first are eligible for and encouraged to enroll in/attend Kindergarten. The child's IEP will continue to be implemented in kindergarten. Services are designed to ensure children with special education needs are integrated into their kindergarten classrooms while receiving necessary support. Services may be delivered in various settings, such as within the regular classroom, in small groups, or through consultations with teachers and specialists. Services may be provided by a special education teacher, speech language pathologist, occupational therapist, physical therapist, developmental adaptive physical education teacher, and/or other providers based on eligibility and need. The focus is on helping children succeed and be supported in the elementary school setting.

St. Louis Park Public Schools Special Education Process for Students Enrolled

The process of entering and existing special education should be made clear to all parties to achieve the best solution for families.

STEP 1: HELP NEEDED



Teachers or parents notice that their student is facing challenges in the classroom. A team made up of teachers and school administrators will come together and design suggestions for classroom-based interventions. This begins the Multi-tiered Systems of Support (MTSS) process.

STEP 2: REFERRAL



The team will review the results of the classroom-based interventions/MTSS. If they are not making progress a referral for special education evaluation is made.

STEP 3: EVALUATION



The evaluation will include assessment of the student's skills in all areas of concern. It may include work samples, testing, classroom observations, as well as parent and teacher interviews. The special education team is given 30 school days to complete an evaluation.

STEP 4: ELIGIBILITY



The team will meet and review the information gathered during the evaluation and determine whether the student qualifies for special education and is in need of specialized instruction.

STEP 5: IEP



Within 10 days of eligibility, an Individualized Education Plan/Program (IEP) is written. The plan will propose goals/objectives and describe any extra supports the student needs to be successful. It will describe the least restrictive environment (LRE) for the student and services.

STEP 6: SERVICES



The student will receive their services as described in their IEP. For initial IEPs, this occurs when parent/guardian permission is given following the IEP meeting. For annual IEPs, this begins 14 school days after the IEP meeting. Their progress will be closely monitored and will be reported to the parent/guardians several times each year.

STEP 7: REVIEW



The IEP must be reviewed and updated by the team at least once a year. The student must be reevaluated at least once every three years.

STEP 8: EXITING SERVICES



Students meeting their goals and no longer requiring specialized instruction are evaluated and exited from special education services. Please note that this is a team decision. Additional supports, such as a 504 Plan or connections with resources within the school building, will be discussed at the transition meeting.

The Individuals with Disabilities Education Act (IDEA) is a federal statute that provides guidelines and regulations for how states and public agencies provide early intervention, special education, and related services. The Minnesota Department of Education (MDE) provides further guidance and regulations.



Members of an IEP Team



At every IEP meeting, there must be:

- | | |
|-------------------------------------|--|
| ★ A general education teacher | ★ A parent(s) or legal guardian(s) |
| ★ A district representative | ★ A special education teacher |
| ★ An interpreter (if required) | ★ The student (if appropriate) |
| ★ Paraprofessional (if appropriate) | ★ Building administrators (if appropriate) |

Some IEP teams may be more than six people, while some might be less. Ensure that all members are accounted for on the team.



Components of an IEP

At the start of an IEP meeting...		
Formal Invite	Team Introductions	Excusal of Team Member
The school team will ask you about days and times that are convenient and send home a formal invitation to a meeting.	Everyone attending the meeting will introduce themselves.	<p>If a team member cannot attend the meeting for any reason, the team will ask your permission to excuse the team member by providing a signature on the sign-in sheet.</p> <p>This gives consent for the meeting to take place without that person.</p>
<p>Present Level of Academic Achievement and Functional Performance (PLAAFP): The team will ask for parent input about the student's strengths, weaknesses, and areas of concern.</p> <p><u>Example:</u></p>		
<div> <div>Present Level(s) of Academic Achievement and Functional Performance:</div> <p>The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources including parents.</p> <ul style="list-style-type: none"> For <i>preschool children</i>, describe how the disability affects the child's participation in appropriate activities. For <i>K-12 students</i>, describe how the disability affects the child's involvement and progress in the general curriculum. In addition, during grade 9 and above, address the present levels of performance in each of the transition areas. Include a needs statement, that results from the student's disability, that will be addressed by the Measurable Annual Goal. <p>Polly PAES-Lab is an 11th grader who currently attends Minnesota Valley School (MVS) in St. Peter. She lives at home with her parents Kris and Pat as well as her two younger siblings.</p> <p>Polly qualifies for services under the category of Other Health Disorders with a secondary qualification under the category of Emotional Behavioral Disorders. Polly has a diagnosis of Post Traumatic Stress Disorder and Anxiety which she takes medication for.</p> <p>She receives programming for academic and behavioral support throughout her day in a level 4 setting. Polly has a daily point sheet where we document both positive and unproductive behaviors. There is built-in processing time (to discuss both positive and negative behavior choices) as well as the opportunity to have sensory breaks throughout the school day.</p> <p>Polly enjoys music, drawing, anime, and being outdoors. She does a great job when she is motivated, provided structure, knows schedules ahead of time, and is with someone she knows well. However, she struggles to relate and socialize with peers. When peers try to speak with her she will shut down and refuse to answer questions, especially when there is someone she doesn't know around. Polly struggles with completing tasks she doesn't enjoy or views as too much work; with the current support/setting, however, Polly is demonstrating her ability to push through to attempt and many times complete, difficult assignments.</p> <p>Most of Polly's anxiety is centered around not being accepted, good enough, and sometimes thinking she is going to be taken advantage of. In the past she has reacted violently when pushed past her comfort zone by throwing items, breaking property, especially glass windows, etc., and using the broken items to threaten others if they don't leave her alone. These episodes have decreased to once every couple of months since she started attending MVS and has become familiar with others around her. As part of the Level 3 programming she receives at MVS, Polly participates in daily social skills groups and individual therapy sessions on a weekly basis.</p> <p>This year Polly will have the opportunity to attend the Practical Assessment Exploratory System (PAES) Lab where she will get to explore career options and be assessed on her current employability skills as part of her school day.</p> </div>		

Adapted from: Minnesota Valley Education District

IEPs are put together as a team effort. Always voice any concerns and opinions. These plans are good for one year, with the team meeting annually. Updates on goal progress will be sent home on a predetermined schedule (usually at the quarter or trimester mark). If changes need to be made before the team is due to meet annually, parents can request an IEP meeting to discuss amendments to the appropriate changes.



Components of an IEP (cont.)

Annual Goals: The team members will discuss the goals and objectives they are proposing for the year. These are made with parent input.

Example:

Measurable Annual Goal:

Polly will go from not knowing her career area of interest and competitive employability level to exploring 5 different career areas and determining which career area she is the most competitively employable based on PAES Lab assessment results, observations, and personal reflections by...

Benchmarks or Short Term Objectives:

1: Demonstrate the ability to independently complete the procedures of clocking in, requesting help, and completing tasks in the PAES lab as recorded on clock-in reports, lab supervisor observations, and task completion records by...

2: Explore careers by completing basic tasks in different career field areas within the lab based on completed task record sheets in all five career field areas by...

3: Reflect/Review data on work quality, task completion/speed of completion, and level of satisfaction completing tasks in the career areas explored to determine the career area of highest interest and competitive ability by....

How will progress toward meeting this annual goal be measured?

Checklists and task records from the PAES Lab, observations made by staff, and personal reports of student.

Accommodations: The team will discuss what accommodations and modifications may be needed in the general classroom.

Example:

MODIFICATIONS
Program Modifications, Supports and Adaptations in General and Special Education
Classroom teachers and shared paraprofessionals will provide verbal prompts, stated in a positive manner including the desired behavior, to redirect Polly's behavior.
Polly will have a written daily schedule provided by the classroom teacher, to assist in telling what will be happening next and when activities are to be finished.
Following instruction by the mainstream teacher, Polly will be permitted to return to the special education classroom to complete assigned work.
Polly will be allowed to take content tests in a private setting free of noise and distractions.

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Components of an IEP (cont.)

Extended School Year (ESY): The team will discuss if extended school year services are which is the most warranted.

Example:

Extended School Year

☐ Yes ☒ No ☐ More data needed

Note: In this example, Extended School Year has been checked "No", as it is not warranted; this may look different in your child's IEP and will be discussed at the IEP meeting.

Programs and Services (i.e., "Service Grid"): Various services will be discussed to determine which is the most. appropriate and the least restrictive environment (LRE) for the student to make progress

Example:

Special Education and Related Services (primarily direct instruction and services)

Statements of Special Education and related services	Start date	Frequency	Minutes per session		Location	Anticipated duration
			Indirect	Direct		
Secondary Transition: Employment Skills	09/01/2022	5/week	5	90	MVED PAES Lab	1 semester
Mental Health Services	09/01/2022	1/week	10	60	Minnesota Valley School	1 year
Emotional/Behavioral Disorder Services: Social Skills Instruction	09/01/2022	5/week	10	60		1 year

Child Specific Paraprofessional Support

☐ Yes ☒ No

Type of Paraprofessional Support	Start date	Frequency	Minutes per session	Location	Anticipated duration
Job Coach- Shared Small group	09/01/2022	5/week	145	MVED PAES Lab	1 semester

A paraprofessional will transport and accompany Polly along with 3-4 other students in the PAES Lab. The para will drive Polly to and from the PAES lab (as it is located off site) in a school vehicle. While in the lab the para will help with scoring job tasks as directed by the PAES Lab Supervisor, redirect behaviors, give verbal clarifications as needed and demonstrate tasks as needed.

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Components of an IEP (cont.)

Assessments: If the student participates in any classroom, district, and/or state assessments, those will be discussed, along with any accommodations.

Example:

STATE ASSESSMENTS FOR ACCOUNTABILITY: MCAs and MTAS

The information included in this section was determined by the IEP team. If a parent has completed the annual written refusal to participate in state-wide testing, the information is not relevant.

The student will participate in:

- ☒ MCA without accommodations
- ☐ MCA with accommodations listed:
- ☐ MCAs are NOT administered at the grade level covered by this IEP.

READING (Grades 3, 4, 5, 6, 7, 8 and 10)

Individual settings

MATH (Grades 3, 4, 5, 6, 7, 8 and 11)

Individual settings

SCIENCE (Grades 5, 8 and High School)

Individual settings

Explain how accommodations selected are representative of those used in the classroom.

Student is allowed to take all content tests in a quiet/private location on request.

- ☐ Minnesota Test of Academic Skills (MTAS), an alternate assessment based upon alternate achievement standards.

Document IEP team decision: Explain why this assessment option is appropriate.

Behavior Intervention Plan (BIP): If the student's behavior impacts their learning, then the BIP will be discussed.

Note: Please see this QR code for what a BIP entails:



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Components of an IEP (cont.)

Transition Section of IEP: The transition section of the IEP will be discussed either before or during the student's 9th grade year.

Example:

C. Transition Services

Instruction (i.e. specialized instruction, regular instruction, career and technical education):

Activity	Agency Providing Service on the IEP
Interpersonal Skills group to improve social and communication skills with peers.	School Mental Health Practitioners
Individual Therapy to work on personal strategies for controlling behavior and anxiety.	School Social Worker
Participate in PAES Lab simulated work program to teach work safety, communication, technical and other employability skills.	PAES Lab Supervisor (Instructor)
Replaced Math, English, Science and Social studies to accommodate for student's need to learn in a small group environment.	Sped Teacher

Related services:

Activity	Agency Providing Service on the IEP
Career Development and planning as well as 1:1 instruction in work skills such as filling out applications, interviewing, and soft skills to ensure maintained employment	Vocational Rehabilitation Services (VRS) Counselor

Community participation:

Activity	Agency Providing Service on the IEP
Driver's Education Course at SMILES to accommodate for student's need to learn in a small group environment.	Southern Minnesota Independent Living Centers Support Worker (SMILES)

The development of employment and other post-school adult living objectives:

Activity	Agency Providing Service on the IEP
Participate in PAES Lab simulated work program to explore career skills and interests.	PAES Lab Supervisor (Instructor)

If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation:

Activity	Agency Providing Service on the IEP
PAES Work Lab Evaluation of employability skills, weaknesses, and level of competitive ability compared to peers.	PAES Lab Supervisor (Instructor)

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IEP Team Contact Information Page

Case Managers: please highlight your name and contact information; if a Case Manager is not available, please contact a building administrator.

First Points of Contact:

General Education Teacher

Name: _____

Phone number: _____

Email: _____

Special Education Teacher

Name: _____

Phone number: _____

Email: _____

Contacts for Related Services and Other Staff:

Speech-Language Pathologist

Name: _____

Phone number: _____

Email: _____

Occupational Therapist

Name: _____

Phone number: _____

Email: _____

DAPE Teacher

Name: _____

Phone number: _____

Email: _____

Other Team Member

Name: _____







Phone number: _____

Email: _____

For a complete list of staff contact information, please visit the following:



Special Education Resources

Resource	Description	QR Code
Minnesota Department of Education (MDE)*	Government agency that oversees all K-12 public education in Minnesota.	
Minnesota Multi-tiered Systems of Supports (MTSS)	Minnesota Multi-Tiered System of Supports (MnMTSS) is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student.	
PACER Center*	PACER Center enhances the quality of life and expands opportunities for children, youth, and young adults with all disabilities and their families so each person can reach his or her highest potential. PACER operates on the principles of parents helping parents, supporting families, promoting a safe environment for all children, and working in collaboration with others.	
Help Me Grow*	Help Me Grow has many resources about the development of young children for parents and professionals. These resources include information on developmental milestones, YouTube videos, caregiver strategies to support development, screening and evaluation, and how to talk about developmental concerns.	
The Council for Exceptional Children	The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the success of children and youth with disabilities and/or gifts and talents.	
The Disability Resource Community	The Disability Resource Community is a platform designed for people with disabilities, their family members and caregivers to ask questions, share resources and build community around the things that matter most.	

Scan the QR code using your phone's camera to access the resource.

*indicates a website containing resources for multilingual families.



District Contact Information

Name	Title	Contact Information
Susanne Fahey	Student Services Analyst	Email: fahey.susanne@slpschools.org Phone: 952-928-6069

FAQs

- **Q: What is the difference between a 504 Plan, IFSP, and an IEP?**
- A: A 504 Plan, an IFSP, and an IEP are all designed to help students with disabilities, but they differ in their scope and eligibility criteria:
 - 504 Plan: For students who have a disability that substantially limits one or more major life activities but do not require special education services. It provides accommodations and modifications to help students access the general education environment, but it does not provide specialized instruction like an IEP. The 504 Plan is governed by Section 504 of the Rehabilitation Act.
 - Individualized Education Program (IEP): For students with specific disabilities that impact their ability to succeed in the general education curriculum. It provides special education services and is governed by IDEA (Individuals with Disabilities Education Act).
 - Individualized Family Service Plan (IFSP): For students from birth to age 3 with developmental delays or disabilities. It focuses on supporting both the child and family through early intervention services provided in natural settings like the home or daycare. The plan includes family-centered goals and emphasizes using everyday routines to promote development.
- **Q: How does the school ensure my child's progress is being monitored?**
- A: The IEP should include clear, measurable goals for your child. Teachers and staff will monitor your child's progress toward these goals and provide regular updates to parents. If progress is not being made, the IEP may be revised to provide additional supports.
- **Q: Can my child participate in standardized testing with an IEP?**
- A: Yes, students with IEPs can participate in standardized testing, but they may receive accommodations, such as extended time, a quiet room, or additional breaks, depending on their individual needs. These accommodations are typically outlined in the IEP.
- **Q: Are there any cost-related concerns for parents regarding Special Education services?**
- A: No, Special Education services are provided at no cost to families. All services outlined in the IEP, such as therapy, specialized instruction, and accommodations, are funded by the school district.
- **Q: What is a Free Appropriate Public Education (FAPE)?**
- A: FAPE is a legal requirement under IDEA that ensures children with disabilities receive an education that meets their unique needs at no cost to their families. It means that your child will receive the services and support outlined in their IEP or 504 Plan to help them make progress in the general education curriculum.

