
Hmong College Prep Academy Total Special Education System (TSES)

This document serves as the Total Special Education System Plan for Hmong College Prep Academy in accordance with Minnesota Rule 3525.1100. This plan also includes an assurance for compliance with the federal requirements pertaining to districts' 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).

GiGi Krause, Hmong College Prep Academy's special education director, is responsible for program development, coordination, and evaluation; in-service training; and general special education supervision and administration. GiGi Krause may be reached at 651-278-6398.

I. Child Study Procedures

The District's identification system is developed according to the requirement of nondiscrimination as Hmong College Prep Academy 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

Hmong College Prep Academy is a charter school and as such is responsible for the identification of students needing special education in grades K-12 who attend the charter school.

The following highlighted information is required by the Minnesota Department of Education to be included in this document; however, this information does NOT pertain to Hmong College Prep Academy.

Hmong College Prep Academy enrolls students beginning in Kindergarten. A student age 5 or 6 may be identified 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, as defined in Minnesota Rules; or
- B. The child meets one of the criteria for developmental delay in subitem (1) and the criteria in subitem (2). Hmong College Prep Academy *has* elected the option of implementing these criteria for developmental delay.
 - (1) 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.

(2) 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 references instruments, language samples, or curriculum-based measures.*

Hmong College Prep Academy plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341. Hmong College Prep Academy 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. Hmong College Prep Academy's plan for identifying a child with a specific learning disability is attached as **Appendix A**.

B. Evaluation

The team conducts 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.

Hmong College Prep Academy conducts full and individual initial evaluation before the initial provision of special education and related services to a pupil. The initial evaluation consists 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 obtains informed consent from the parent of the child before the evaluation is conducted. Parental consent for evaluation is not 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 are conducted according to the following procedures:

- A. Hmong College Prep Academy 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, Hmong College Prep Academy:

- (1) Uses 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 profess in the general curriculum, or for preschool pupils, to participate in appropriate activities;
- (2) 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
- (3) 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. Hmong College Prep Academy ensures that:

- (1) 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;
- (2) Materials and procedures used to evaluate a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education and related services, rather than measure the child's English language skills;
- (3) Any standardized tests that are given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of such tests;
- (4) The child is evaluated in all areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
- (5) Evaluation tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the pupil are provided;
- (6) If an evaluation is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the evaluation report;
- (7) Tests and other evaluation materials include those tailored to evaluate specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient;
- (8) Tests are selected and administered so as best to ensure that if a test is administered to a child with 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
- (9) 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:
 - (1) Review existing evaluation data on the pupil, including evaluations and information provided by the parents of the pupil, current classroom-based assessments and observations, and teacher and related services providers observation; and
 - (2) On the basis of the review, and input from the pupil's parents, identify what additional data, if any, are needed to determine whether the pupil has a particular category of disability, as described in Minnesota Statutes, section 125A.02, or, in case of a reevaluation of a pupil, whether the pupil continues to have such a disability, the present levels of performance and educational needs of the pupil, whether the pupil needs special education and related services, or in the case of a reevaluation of a pupil, whether the pupil continues to need special education and related services, and whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the individualized education program of the pupil and to participate, as appropriate, in the general curriculum.
- B. The district administers such tests and other evaluation materials as may be needed to produce the data identified by the IEP team under item A, subitem (2).
- C. The district obtains informed parental consent, in accordance with subpart 1, prior to conducting any reevaluation of a pupil, except that such informed parental consent need not be obtained if the district can demonstrate that it had taken reasonable measures to obtain such consent and the pupil's parent has failed to respond.
- D. If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the pupil continues to be a pupil with a disability, the district shall notify the pupil's parents of that determination and the reasons for it, and the right of such parents to request an evaluation to determine whether the pupil continues to be a pupil with a disability, and shall not be required to conduct such an evaluation unless requested to by the pupil's parents.
- E. A district evaluates a pupil in accordance with federal regulation before determining that the pupil is no longer a pupil with a disability.

The district intends to use restrictive procedures in the case of an emergency ("Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.) HCPA's Restrictive Procedures Plan is available upon request (*contact Senior Special Education Manager, Nou Her, nou.her@hcpak12.org or 651-410-9489*). The district follows the restrictive procedure statute, Minnesota Statute 125A.094-125A.0942.

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:
 - (1) Draws upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
 - (2) Ensures 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 is developed for the pupil according to Minnesota Rule 3525.2810.

Evaluation report

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

- 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

Hmong College Prep Academy's plan for receiving referrals from parents, physicians, private and public programs, and health and human services agencies is attached as **Appendix B**.

II. Method of Providing the Special Education Services for the Identified Pupils

Hmong College Prep Academy provides a full range of educational service alternatives. All students with disabilities are provided the special instruction and services which are appropriate to their needs. The following is representative of Hmong College Prep Academy 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 the special education services for the identified pupils:

Examples: one-on-one services, small group, direct, indirect, co-teaching, etc.

- (1) One –on-on services
- (2) Small Group
- (3) Direct
- (4) Indirect
- (5) Co-teaching

B. Sites available at which services may occur:

- (1) Hmong College Prep Academy
- (2) Homebound

C. Available instruction and related services:

Examples: physical therapy, counseling, psychological services, social work services, etc.

- (1) Speech therapy
- (2) Occupational therapy
- (3) Audiology
- (4) Deaf and Hard of Hearing
- (5) Counseling
- (6) Social Work services
- (7) Adapted Physical Education
- (8) Orientation and Mobility

III. Administration and Management Plan.

Hmong College Prep Academy 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:

Staff Name and Title	Contact Information (phone/email/ mailing address/office location)	Brief Description of Staff Responsibilities Relating to Child Study Procedures and Method of Providing Special Education Services	Additional Information
GiGi Krause Director of Special Education	Indigo Education 451 Lexington Parkway North Suite 1700 St. Paul, MN 55104 gkrause@indigoed.org	<ul style="list-style-type: none"> Oversees the Child Find Process Provide collaboration with Student Support Team 	
Chad Ruter & Zong Xiong School Psychologists	Hmong College Prep Academy 1515 Brewster Street St. Paul, MN 55108 chad.ruter@hcpak12.org zong.xiong@hcpak12.org	<ul style="list-style-type: none"> Provide Behavioral Intervention Strategies May provide individual pre-referral intervention or connect families to community resources Collaborates with SST Team Provide resources and data collection tools Assists teachers with data collecting and monitoring 	
Nou Her Senior Special Education Manager	Hmong College Prep Academy 1515 Brewster Street St. Paul, MN 55108 651-209-8002 nou.her@hcpak12.org	<ul style="list-style-type: none"> Provide pre-referral interventions Collaborates with SST Team Provide resources and data collection tools Will report to the team if the student has a history of special education services or has 	

Staff Name and Title	Contact Information (phone/email/ mailing address/office location)	Brief Description of Staff Responsibilities Relating to Child Study Procedures and Method of Providing Special Education Services	Additional Information
		previous special education assessment conducted	
Danijela Duvnjak Chief Academic Officer	Hmong College Prep Academy 1515 Brewster Street St. Paul, MN 55108 651-332-8586 daniela.duvnjak@hcpak12.org	<ul style="list-style-type: none"> • Oversight of K-12 academic programming and services 	
Danijela Duvnjak/Krista Skoglund-Carlson Directors of Teaching and Learning	Hmong College Prep Academy 1515 Brewster Street St. Paul, MN 55108 651-332-8586 jenee.nordstrom@hcpak12.org krista.skoglund@hcpak12.org	<ul style="list-style-type: none"> • General administrative oversight of the Student Support Teams 	
Cecelia Lee Director of Counseling Services	Hmong College Prep Academy 1515 Brewster Street St. Paul, MN 5108 651-332-8562 cecilia.lee@hcpak12.org	<ul style="list-style-type: none"> • Provide resources and provide educational history of student • Report on behavioral, attendance data and family history • Student Support Team Lead • Collects referrals • Sends out weekly SST Agendas with students on the agenda • Sends out minutes following the meeting 	

Staff Name and Title	Contact Information (phone/email/ mailing address/office location)	Brief Description of Staff Responsibilities Relating to Child Study Procedures and Method of Providing Special Education Services	Additional Information
		<ul style="list-style-type: none"> • Tracks all progress, referrals to Special Ed, or success outcomes • May provide individual pre-referral intervention or connect families to community resources 	
Hannah Fossum 504 Coordinator	Hmong College Prep Academy 1515 Brewster Street St. Paul, MN 5108 651-332-8562 hannah.fossum@hcpak12.org	<ul style="list-style-type: none"> • Coordinates the development and review of 504 plans 	
General Education Representative	Classroom teachers	<ul style="list-style-type: none"> • Notify parent and other general education staff of the concerns prior to referral • Represent how the student concern impacts the student in the classroom • Collecting intervention data • Reports back the effectiveness of intervention strategies to the CST. 	

B. Due Process assurances available to parents: Hmong College Prep Academy 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) Hmong College Prep Academy 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. A 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. Hmong College Prep Academy holds 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, Hmong College Prep Academy informs parents of other dispute resolution processes, including at least medication 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 Hmong College Prep Academy's Procedural Safeguard Notice, attached as **Appendix C**.

IV. Interagency Agreements the District has Entered

Hmong College Prep Academy has not entered into any interagency agreements or joint powers boards.

V. Special Education Advisory Council

In order to increase the involvement of parents of children with disabilities in district policy making and decision making, Hmong College Prep Academy has a special education advisory council.

- A. Hmong College Prep Academy's Special Education Advisory Council is *individually established*.
- B. Hmong College Prep Academy's Special Education Advisory Council *is not* a subgroup of *existing committee*.
- C. At least half of Hmong College Prep Academy's parent advisory councils' members are parents of students with a disability.
 - The district does not have a nonpublic school located in its boundaries.
 - The district has a nonpublic school located in its boundaries and the parent advisory council includes at least one member who is a parent of a nonpublic school student with a disability, or an employee of a nonpublic school if no parent of a nonpublic school student with a disability is available to serve.

Each local council meets no less than once each year.

- D. Hmong College Prep Academy Special Education Advisory Council meets in the Spring of each year.
- E. The operational procedures of Hmong College Prep Academy's Special Education Advisory Council are attached as **Appendix D**.

VI. Assurances

Code of Federal Regulations, section 300.201: Consistency with State policies. [*Hmong College Prep Academy*], 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)).

Yes: Assurance given.

Hmong College Prep Academy Total Special Education System

Appendix A

Specific Learning Disability Identification

Appendix A

Specific Learning Disabilities (SLD) Identification

"Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations (*as defined in Reauthorized Federal IDEA 2004*).

A Specific Learning Disability is:

1. Manifested by interference with the acquisition, organization, storage, retrieval, manipulation, or expression of information so that the individual does not learn at an adequate rate for their age or to meet state-approved grade-level standards when provided with the usual developmental opportunities and instruction from a regular school environment; and
2. Demonstrated primarily in academic functioning, but may also affect other developmental, functional, and life adjustment skills areas (e.g., self-esteem, career development). A specific learning disability may occur with, but cannot be primarily the result of: visual, hearing, or motor impairment; cognitive impairment (i.e., intellectual disability); emotional disorders; or environmental, cultural, economic influences, limited English proficiency or lack of appropriate instruction in reading or math (e.g., history of an inconsistent education program, chronic attendance problems).

Note: IDEA criteria for determining the existence of a specific learning disability is incorporated into the state criteria.

The team shall determine that a student has a specific learning disability and is in need of special education and related services when the student meets the criteria described below in items A, B *and* C (when a disability is suspected due to a pattern of strengths and weaknesses relevant to the identification of a specific learning disability) or A, B *and* D (when a disability is suspected due inadequate rate of progress measured over time through progress monitoring in response to intensive Scientific Research Based Interventions*). Information about each item must be sought from the parent and included among the evaluation data. If a disability is identified, evaluation data must confirm that effects are observed in a variety of settings.

- A. **Inadequate Achievement:** The student must demonstrate inadequate achievement in response to usual classroom instruction. The performance measures used to verify this finding must be both representative of the student's curriculum and useful for developing instructional goals and objectives. The following evaluation procedures are required at a minimum to verify this finding:
- a) evidence of low achievement from sources such as cumulative record review, class work samples, anecdotal teacher records, formal and informal tests, curriculum based evaluation results, and results from instructional support programs such as Title I and Assurance of Mastery; and
 - b) at least one team member other than the student's regular teacher shall observe the student's academic performance in the regular classroom setting. In the case of a child served through an Early Childhood Special Education program or who is out of school, a team member shall observe the child in an environment appropriate for a child of that age.

AND

- B. **Basic Psychological/Information Processing:** The team must agree that it has sufficient evaluation data that verify the following conclusions:
- a) the student has an information processing condition that is manifested by behaviors such as: inadequate or lack of expected acquisition of information, lack of organization skills, memory, expression, and motor control for written tasks such as pencil and paper assignments, drawing, and copying;
 - b) the disabling effects of the student's information processing condition occur in a variety of settings; and
 - c) the student's underachievement is not primarily the result of: visual, hearing, or motor impairment; mental impairment; emotional or behavioral disorders; or environmental, cultural, economic influences, or a history of an inconsistent education program.

AND

- C. **Severe Discrepancy:** The student demonstrates a severe discrepancy between general intellectual ability and achievement in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematical calculation, or mathematical reasoning. The demonstration of a severe discrepancy shall not be based solely on the use of standardized tests. The team shall consider these standardized test results as only one component of the eligibility criteria.
- a) The instruments used to assess the student's general intellectual ability and achievement must be individually administered and interpreted by an appropriately licensed person using standardized procedures.
 - b) For initial placement, the severe discrepancy must be equal to or greater than 1.75 standard deviations below the mean of the distribution of difference scores for the general population of individuals at the student's chronological age level.

OR

D. Inadequate Rate of Progress: The student demonstrates an inadequate rate of progress, which is measured over time through progress monitoring while using intensive Scientific Research Based Interventions.* Inadequate rate of progress is defined by:

- a) Rate of improvement is minimal and continued intervention will not likely result in reaching age or state-approved grade-level standards
- b) Progress will likely not be maintained when instructional supports are removed;
- c) Level of performance in repeated assessments of achievement falls below the child's age or state-approved grade-level standards; and
- d) Level of achievement is at or below the 5th percentile on one or more valid and reliable achievement tests using either state or national comparisons. Local comparison data will be considered along with state or national data; differences between local and state or national data will be explained.

SLD evaluation Report

1. The team shall prepare a report of the results of the evaluation. The report must include a statement of:
 - a) whether the child has a specific learning disability;
 - b) the basis for making the determination;
 - c) the relevant behavior noted during the observation of the child;
 - d) the relationship of that behavior to the child's academic functioning;
 - e) the educationally relevant medical findings, if any;
 - f) whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services; and
 - g) the determination of the team concerning the effects of environmental, cultural, or economic disadvantage.
2. Each team member shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions.
3. Each SLD evaluation requires team member signatures (initial, reevaluation, override and exit).

Scientific Research-based Interventions

Hmong College Prep Academy teachers use the following interventions with students after identifying a target area of need.

Research-based Literacy Curriculum & Practices

Tier	Elementary (K-2)	Elementary (3-5)	Middle School (6-8)	High School (9-12)
Tier 2	Basic Reading: <ul style="list-style-type: none"> • Fastbridge Interventions • Heggerty 	Basic Reading: <ul style="list-style-type: none"> • Fastbridge Interventions • Heggerty 	Basic Reading: <ul style="list-style-type: none"> • PowerUp Reading Fluency:	Basic Reading: <ul style="list-style-type: none"> • PowerUp Reading Fluency:

	<ul style="list-style-type: none"> Core 5 Functional Phonics UFLI <p>Reading Fluency:</p> <ul style="list-style-type: none"> Fastbridge Core 5 Functional Phonics UFLI 	<ul style="list-style-type: none"> Core 5 Functional Phonics UFLI <p>Reading Fluency:</p> <ul style="list-style-type: none"> Fastbridge Read Naturally Core 5 Functional Phonics UFLI <p>Reading Comprehension:</p> <ul style="list-style-type: none"> Fastbridge Read Naturally Core 5 	<ul style="list-style-type: none"> PowerUp Read Naturally <p>Reading Comprehension:</p> <ul style="list-style-type: none"> Power Up Read Naturally 	<ul style="list-style-type: none"> PowerUp Read Naturally <p>Reading Comprehension:</p> <ul style="list-style-type: none"> Power Up Read Naturally
Tier 3	<p>Basic Reading:</p> <ul style="list-style-type: none"> Let's Play Learn - Sonday System 1 - Sonday System 2 - Edmark Reading Levels 1 and 2 <p>Reading Fluency: Same interventions as Tier 2 with increased dosage or intensity</p> <p>Reading Comprehension: Same interventions as Tier 2 with increased dosage or intensity</p>	<p>Same interventions as Tier 2 with increased dosage or intensity</p> <p>Basic Reading:</p> <ul style="list-style-type: none"> Let's Play Learn Sonday System 1 Sonday System 2 <p>Reading Fluency: Same interventions as Tier 2 with increased dosage or intensity</p> <p>Reading Comprehension: Same interventions as Tier 2 with increased dosage or intensity</p>	<p>Same interventions as Tier 2 with increased dosage or intensity</p> <p>Basic Reading:</p> <ul style="list-style-type: none"> Sonday System 1 Sonday System 2 <p>Reading Fluency: Same interventions as Tier 2 with increased dosage or intensity</p> <p>Reading Comprehension: Same interventions as Tier 2 with increased dosage or intensity</p>	<p>Same interventions as Tier 2 with increased dosage or intensity</p> <p>Basic Reading:</p> <ul style="list-style-type: none"> Sonday System 1 Sonday System 2 <p>Reading Fluency: Same interventions as Tier 2 with increased dosage or intensity</p> <p>Reading Comprehension: Same interventions as Tier 2 with increased dosage or intensity</p>

Process: The intervention must be used for 7 weeks before implementing a change, and at least 12 data points must be collected from at least two research-based interventions over 14 weeks before a recommendation by the school-based team to evaluate can be considered. Parents are notified in the fall after HCPA conducts universal screening to share results of a student's fall screening and information about how students receive support accordingly. When a student is referred to the Student Support Team, parent input is solicited to incorporate parent perspective and feedback in the decision-making process.

Staff Training and Fidelity Checks

To ensure that students receive the best instruction and to increase the likelihood that data is valid and reliable, fidelity of interventions are monitored. Interventions should be implemented in accordance with the intended purposes and procedures in mind.

When assessing fidelity, we can look at an intervention's structural integrity and procedural fidelity.

- Structural integrity
 - Correct materials

- Correct amount of time per session
- Correct number of sessions
- Overall duration of the intervention
- Procedural integrity (the manner in which the teacher delivers the intervention).
 - Quality of the interactions between teacher and students
 - High, consistent expectations for both interactions and student work
 - Active student engagement
 - Ratio of teacher talk vs. student talk
 - Ratio of teacher work vs. student work
 - Completion of activities

Hmong College Prep Academy provides job-embedded professional development, observations and informal feedback, and at least two annual formal observations with post-conferences for coaching purposes. Within this framework, teachers are observed frequently by coaches and administrators in order to develop proficiency in the domains of the National Institute for Excellence in Teaching (NIET) Teaching and Learning Standards Rubric. These domains include: instruction, designing and planning instruction, and the learning environment. The instructional rubric as a whole provides a strong framework for both teachers and evaluators to develop common language and understanding of effective teaching, including clear presentation of instructional content, managing student behavior, differentiating instruction, and having clear standards & objectives within a lesson. Intervention and special education groups are similarly observed and teachers receive feedback on how to effectively manage and instruct students.

** As of the 2025-26 school year, Hmong College Prep Academy will prioritize criteria items A, B and D when considering SLD eligibility for referral concerns involving basic reading and reading fluency for students in grades 1-5. At this time, Items A, B and C will be used when considering SLD eligibility for all other referral concerns (e.g., reading comprehension, written expression, math calculation, math problem-solving, oral expression, listening comprehension).*

Hmong College Prep Academy Total Special Education System

Appendix B

Referral to Special Education Process

Appendix B1

The Referral Process

Documentation of Interventions

Before a student is referred for a special education assessment by a school-based team, the district will conduct and document at least two instructional strategies, alternatives, or interventions while the student is in the regular classroom. The student's teacher and/or other educators working with the student will provide documentation.

A special education team may waive this requirement when they determine the student's need for the assessment is urgent. A student will not be denied the right to a special education evaluation based on this documentation of interventions requirement.

Hmong College Prep Academy may use alternative intervention services such as assurance of mastery programs and supplemental early education programs to serve at-risk students who demonstrate a need for alternative instructional strategies or interventions.

Student Support Team: Meeting procedures and norms

The Student Support Team (SST) is a multi-disciplinary group of staff that meet weekly at a school-wide level. The purpose of this team is to coordinate problem-solving efforts for students for whom staff member(s), parent(s)/guardian(s) and/or students themselves have concerns. Smaller Student Focus Team (SFT) meetings may be held when coordination among various stakeholders working with a particular student is necessary. Interventions are developed and plans to revisit the student's profile and assess the effectiveness of these interventions are made for the purpose of supporting student growth while establishing and/or strengthening a foundation on which to make evidence-based decisions about what further steps should be taken to support the student.

The Student Focus Team (SFT) is made up of a core of professionals, including:

- School Psychologist
- Special Education Representative licensed in the area of concern
- General Education Academic Team Representative (Teacher able to speak to area(s) of concern)
- Administrative Representative
- School Counselor and/or Social Worker
- Instructional Coach

- Other specialists (English Language Learner Teacher, Speech/Language Pathologist, Occupational Therapist, School Nurse, etc.) will be expected at the meetings when there is a student with needs relevant to their expertise.

Staff expected at the meetings are asked to make sure to let the SST know if they are not going to be able to make it to the whole meeting and if they are not, who will be going in his or her place as well as provide notes to share with the team.

** Parents must be provided with the opportunity to participate in the decision-making when their child is being considered for special education evaluation. The parent must be notified of the intent to develop an evaluation plan. It is recommended that the parent and classroom teacher discuss concerns regarding the student prior to the referral which should be made to the building SST to implement and review the interventions already attempted, determine the need for evaluation, and assign a case manager. The district staff assigned will provide the parent with an opportunity to have any questions or concerns answered about the evaluation process and the instruments used.*

*If the parent wishes to be a part of the planning process but is unable to attend the meeting, special education staff should seek input and provide the parent with an opportunity to have questions answered. Attempts to include the parent in the meeting and/or opportunities for participation should be documented in the student's **Parent Contact Log**.*

Hmong College Prep Academy Total Special Education System

Appendix C

Notice of Procedural Safeguards

Parental Rights for Public School Special Education Students

Appendix C1 Notice of Procedural Safeguards (English) *Revised 3/14/23*



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.

This Notice of Procedural Safeguards must be given to you 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 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 Nou Her, Senior Special Education Manager

Phone 651-410-9489

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

ARC Minnesota (advocacy for persons with developmental disabilities)

www.arcminnesota.org

952-920-0855

1-833-450-1494

Minnesota Association for Children's Mental Health

www.macmh.org

651-644-7333

1-800-528-4511

Minnesota Disability Law Center

www.mndlc.org

612-334-5970 (Twin Cities Metro)

1-800-292-4150 (Greater Minnesota)

612-332-4668 (TTY)

Minnesota Department of Education

www.education.mn.gov

651-582-8689

651-582-8201 (TTY)

PACER (Parent Advocacy Coalition for Educational Rights)

www.pacer.org

952-838-9000

1-800-53-PACER

952-838-0190 (TTY)

SMRLS' Education Law Advocacy Project (Serves families with low-income in 33 southern MN counties)

www.smrls.org

1-877-696-6529

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 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 those 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, 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 mediation at no charge from the Minnesota Department of Education's Special Education Alternative Dispute Resolution program at 651-582-8689. 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, if needed.

Filing a Written Special Education State 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 Assistance and Compliance
Due Process Supervisor
400 NE Stinson Blvd.
Minneapolis, MN 55413
Phone: 651-582-8689/Fax 651-582-8725

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.

Impartial Due Process Hearing

Both you and the district have a right to file a due process complaint and 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 complaint can be filed regarding a proposal or refusal to initiate or change a child's evaluation, IEP, educational placement, or to provide FAPE.

A due process complaint 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, and to allow the school district an 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 filing party.

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 file a due process complaint 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 file a due process complaint 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 filing a written due process complaint, 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 file a due process complaint, the other party must be provided with a copy of the complaint and submit the complaint to MDE. Once it receives the request, MDE 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 due process complaint, 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 a Due Process Complaint

If you file a due process complaint and you did not previously receive a prior written notice from the district about the subject matter of the complaint, the district must send you a written explanation of why the district refused to take the action raised in the complaint within 10 days of receiving your complaint. 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 due process complaint does not meet the requirements under state law. A due process complaint 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 due process complaint meets statutory requirements within five days of receiving the complaint and notify the parties.

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

Disclosure of Additional Evidence Before a Hearing

A prehearing conference must be held within five 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 five 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 Due Process Complaint

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 legal resource list is also available on MDE's Special Education Hearings webpage (MDE > Select Students and Families > Special Education > Conflicts in Special Education > Special Education Due Process 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 and makes decisions available that are redacted, removing all personally identifiable information. This database is available on MDE's website > Data Center > Data Reports and Analytics > [Complaints and Hearing Decisions](https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=366) (<https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=366>).

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 file a due process complaint and 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 due process complaint and request 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 expedited due process complaint is filed. The hearing officer must issue a decision within 10 school days after the hearing. A resolution meeting must occur within seven days of receiving the expedited due process complaint 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 Due Process 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 themselves or others if they remain 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 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 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 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 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 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 C2
Procedural Safeguards Notice (Hmong)
Revised 8/28/13



**NTU B NTAWM TSAB NTAWV CEEB TOOM TXOG TXHEEJ TXHEEM TIV
THAIV KEV NYAB XEEB NIAM TXIV COV CAI RAU COV NEEG KAWM NTAWV
TSHWJ XEEB HAUV TSEV KAWM NTAWV RAU PEJ XEEM**

Cov cuab yeej uas muaj nyob hauv tsab ntawv no yog siv los qhia ncauj lus thiab kev coj txog cov cai ntawm kev kawm ntawv tshwj xeeb thiab cov txheej txheem tiv thaiv kev nyab xeeb rau cov niam txiv uas muaj cov me nyuam hnuv nyoog 3 txog 21 xyoos raws li lub xeev thiab tsoom fwm teb chaws txoj cai. Tsab ntawv no piav qhia txog qee cov cai thiab cov txheej txheem tiv thaiv kev nyab xeeb raws li tsab cai txhawb cov neeg kawm ntawv tsis taus (Individuals With Disabilities Education Act - IDEA), txoj kev siv cov kev cob cai ntawm 34 C.F.R ntu 300, thiab Minnesota cov cai thiab cov kev cob cai uas tsim nyog; nws tsis tau yog tag nrho cov cai los yog tag nrho cov lus piav qhia txog cov cai ntawd. Tsab ntawv no theej tsis tau txoj kev nrhiav tswv yim los ntawm ib tug kws lij choj txog koj qhov xwm plaub ntug tshwj xeeb. Tsab ntawv no xam tsis tau lub xeev thiab tsoom fwm teb chaws txoj cai uas tsim nyog thiab tej zaum txoj cai kuj yuav hloov lawm txij li thaum ua tsab ntawv no tawm.

KEV NTHUAV QHIA

Tsab ntawv no nthuav qhia txog niam txiv cov cai ntawm kev kawm ntawv tshwj xeeb, qee zaus hu ua txheej txheem tiv thaiv kev nyab xeeb. Tib co txheej txheem tiv thaiv kev nyab xeeb no tseem muaj rau cov me nyuam kawm ntawv uas ib ce tsis taus uas muaj 18 xyoo lawm. Yuav tsum tau muab Tsab Ntawv Ceeb Toom Txheej Txheem Tiv Thaiv Kev Nyab Xeeb no rau koj yam tsawg ib zaug ib xyoos. Tseem yuav tsum tau muab rau koj:

1. Thawj zaug xa koj tus me nyuam mus rau ib qho kev ntsuam xyuas rau kev kawm ntawv tshwj xeeb los yog koj thov kom muaj ib qho kev ntsuam xyuas;

2. Thawj zaug uas koj ua tsab ntawv tsis txaus siab mus rau hauv Minnesota Tuam Tsev Txhawb Kev Kawm Ntawv (Minnesota Department of Education) (MDE) hauv lub xyoo kawm ntawv;
3. Thawj zaug koj los yog cheeb tsam tsev kawm ntawv thov kom muaj kev coj raws cai hauv lub xyoo kawm ntawv;
4. Hnub uas cheeb tsam tsev kawm ntawv txiav txim los hloov qhov chaw koj tus me nyuam kawm ntawv uas tshem tus me nyuam kawm ntawv tawm hauv lub tsev kawm rau kev ua txhaum ntawm cheeb tsam tsev kawm ntawv tsab cai txog kev qhuab qhia; los yog
5. Thaum koj thov txog.

NTAWV FAJ SEEB SAU UA NTEJ

Cheeb tsam tsev kawm ntawv yuav tsum sau ntawv tuaj qhia rau koj ua ntej txhua zaus lawv pom zoo pib los sis hloov, los yog tsis kam pib los sis hloov:

- koj tus me nyuam qhov hom thawj;
- txoj kev ntsuam xyuas thiab kev muab koj tus me nyuam tso kawm ntawv;
- kev kawm ntawv dawb raws li qhov kawm tau (FAPE) rau koj tus me nyuam; los yog
- thaum koj sau ntawv tsis kam tso cai muab cov kev pab rau koj tus me nyuam thiab cheeb tsam tsev kawm ntawv tsum tsis muab cov kev qhia ntawv tshwj xeeb thiab cov kev pab muaj feem xyuam nrog.

Tsab ntawv no yuav tsum muaj:

1. Ib qho qhia txog qhov cheeb tsam tsev kawm ntawv pom zoo ua los sis tsis pom zoo ua;
2. Ib qho qhia seb vim li cas cheeb tsam tsev kawm ntawv thiaj li pom zoo ua los sis tsis pom zoo ua;
3. Ib qho kev qhia txog txhua tus txheej txheem ntsuam xyuas, soj ntsuam, cov ntaub ntawv los yog cov ntawv qhia uas cheeb tsam tsev kawm ntawv siv ua qauv rau lawv qhov kev pom zoo los yog tsis pom zoo;
4. Ib nqe lus qhia tias koj, tam li leej niam leej txiv ntawm ib tug me nyuam muaj kev tsis taus, tau muaj kev tiv thaiv raws li cov txheej txheem tiv thaiv kev nyab xeeb thiab cov ncauj lus qhia koj txog kev mus muab tau ib daim ntawv piav qhia txog cov txheej txheem tiv thaiv kev nyab xeeb;
5. Cov kev pab uas koj yuav hu tau rau kom tau kev pab kom nkag siab txog cov txheej txheem tiv thaiv kev nyab xeeb no;
6. Ib co lus piav qhia txog lwm cov kev taug uas pab neeg IEP tau xav txog thiab cov laj thawj uas lawv raug muab tshem tawm pov tseg; thiab
7. Ib co lus piav qhia txog lwm yam uas muaj feem rau cheeb tsam tsev kawm ntawv txoj kev pom zoo los yog tsis pom zoo.

Ntxiv rau tsoom fwm cov kev txwv txiav, yuav tsum sau ntawv tuaj faj seeb qhia rau koj ua ntej tias, *tshwj tsis yog thawj zaug muab koj tus me nyuam tso mus kawm ntawv tshwj xeeb*, cheeb tsam tsev kawm ntawv yuav muab koj tus me nyuam mus kawm ntawv li cas, los yog tau kev kawm ntawv tshwj xeeb, tshwj tsis yog koj qhia rau cheeb tsam tsev kawm ntawv paub tias koj tsis pom zoo ua ntej 14 hnub txij li cheeb tsam tsev kawm ntawv xa tsab ntawv faj seeb. Cheeb tsam tsev kawm ntawv yuav tsum luam lawv lub tswv yim IEP tuaj qhia rau koj thaum twg lawv xav pib los yog hloov cov kev kawm hauv qhov IEP.

Tsab ntawv sau faj seeb ua ntej yuav tsum teev tias, yog koj tsis pom zoo rau ib lub tswv yim los yog tsab ntawv faj seeb dhau los, koj yuav tsum muaj lub rooj sib tham daws teeb meem, thiab cheeb tsam tsev kawm ntawv yuav tsum qhia koj txog lwm cov txheej txheem daws teeb meem, nrog rau.

kev kho kom haum xeeb thiab kev tswj IEP cov rooj sib tham, raws li Minnesota Cov Cai, ntu 125A.091, Nqe 7-9.

YOG XAV PAUB NTXIV

Yog hais tias koj xav tau kev pab kom nkag siab txog koj cov cai ntawm tus txheej txheem los yog lwm yam txog koj tus me nyuam txoj kev kawm ntawv, thov hu rau tus thawj coj hauv kev kawm ntawv tshwj xeeb los yog tus neeg uas muaj npe hauv qab no. Tsab ntawv tshaj tawm no yuav tsum tau ua koj hom lus hais los yog lwm hom kev sib txuas lus uas tej zaum koj siv. Yog hais tias koj hom kev sib txuas lus tsis yog ib hom lus sau rau hauv ntawv, cheeb tsam tsev kawm ntawv yuav tsum tau los hais lus txhais tsab ntawv tshaj tawm no los yog lwm yam. Cheeb tsam tsev kawm ntawv no yuav tsum tau los xyuas tias koj nkag siab cov lus nyob hauv tsab ntawv tshaj tawm no thiab ceev cov ntawv sau ua pov thawj tias tau siv ib txoj kev sib txuas lus uas koj nkag siab los qhia rau koj txog tsab ntawv tshaj tawm no thiab koj nkag siab txog cov ncauj lus nyob hauv tsab ntawv tshaj tawm no. Yog hais tias koj muaj lus nug los yog xav paub ntxiv, thov hu rau:

Npe: Nou Her (Senior Special Education Manager)

Xov tooj: 651-410-9489

Yog xav paub ntxiv, koj hu tau rau ib lub koom haum nram qab no:
ARC Minnesota (pab cov neeg muaj teeb meem kev loj hlob)
www.thearcofminnesota.org
651-523-0823
1-800-582-5256

Minnesota Association for Children's Mental Health
www.macmh.org
651-644-7333
1-800-528-4511

Minnesota Disability Law Center
www.mndlc.org
612-334-5970 (Nroog Ntxaib)
1-800-292-4150 (Cov Zos Puag Ncig Nroog Loj Hauv Minnesota)
612-332-4668 (TTY)

PACER (Parent Advocacy Coalition for Educational Rights)
www.pacer.org
952-838-9000
1-800-53-PACER,
952-838-0190 (TTY)

Minnesota Department of Education
www.education.state.mn.us
651-582-8689
651-582-8201 (TTY)

KEV XA NTAWV HAUV TSHUAB HLUAV TAWS XOB

Yog koj cheeb tsam tsev kawm ntawv muab txoj kev txais ntawv hauv tshuab hluav taws xob rau cov niam txiv, koj yeej xaiv tau txoj kev txais koj tsab ntawv faj seeb ua ntej, cov ntawv qhia txog txheej txheem tiv thaiv kev nyab xeeb, los yog cov ntawv muaj feem xyuam rau kev cheeb toom lus tsis txaus siab kom koj raws cai hauv email.

NIAM TXIV KEV TSO CAI

Ntsiab Txhais ntawm Kev Tso Cai

Tso cai txhais tias twb tau qhia tag nrho cov ncauj lus tseem cheeb txog qhov dej num uas xav kom koj sau ntawv tso cai rau lawm, ua koj hom lus, los yog lwm hom kev sib txuas lus. Yuav kom koj tso cai tau koj yuav tsum tau nkag siab thiab sau ntawv pom zoo ua cov dej num uas xav kom koj tso cai rau ntawd. Daim ntawv tso cai no yuav tsum teev muaj cov ntaub ntawv uas yuav qhia tawm thiab qhia tawm rau leej twg.

Kev Thim Lus Tso Cai

Kev tso cai yog los ntawm kev yeem thaj thiab yuav thim tau rov qab txhua lub sij hawm. Tiam sis, kev thim rov qab kev tso cai yuav muab tsis tau rov qab lawm, txhais tias txawm thim ib qho kev tso cai rov qab los yuav thim tsis tau yam twb ua tag ua ntej hnuv thim kev tso cai. Ntxiv mus, thim kev tso cai siv lub tswv yim cuam tshuam cwj pwm koj mas yuav tseev kom cheeb tsam tsev kawm ntawv cia li tsum tsis txhob siv lub tswv yim ntawd tam sim ntawd.

Thaum Twg Cheeb Tsam Tsev Kawm Ntawv Yuav Tsum Tau Koj Daim Ntawv Tso Cai

A. Kev Ntsuam Xyuas Thawj Zaug

Cheeb tsam tsev kawm ntawv yuav tsum tau koj daim ntawv tso cai ua ntej lawv yuav pib ntsuam xyuas koj tus me nyuam thawj zaug. Koj los yog cheeb tsam tsev kawm ntawv pib thov tau kom muaj kev ntsuam xyuas thawj zaug. Yog koj tsis teb muab kev tso cai los yog koj tsis kam tso cai muaj kev ntsuam xyuas thawj zaug, cheeb tsam tsev kawm ntawv yuav hla tsis dhau koj txoj kev tsis kam tso cai. Yuav pib txoj kev ntsuam xyuas thawj zaug ua ntej 30 hnuv kawm ntawv txij li hnuv uas cheeb tsam tsev kawm ntawv txais tau koj tsab ntawv tso cai ntsuam xyuas, tshwj tsis yog muaj lub rooj sib tham daws teeb meem los yog tau thov kom muaj lub rooj sib hais.

Yuav tsis xam tias cheeb tsam tsev kawm ntawv ua txhaum txoj luag num pab tus me nyuam los yog cov luag num ntsuam xyuas thiab rov ntsuam xyuas yog koj tsis kam tso cai los yog tsis teb tuaj tso cai rau txoj kev ntsuam xyuas thawj zaug.

Yog koj tso cai rau txoj kev ntsuam xyuas thawj zaug, txoj kev tso cai no tsis yog tso cai rau cov kev qhia ntawv tshwj xeeb thiab cov kev pab muaj feem xyuam.

B. Kev Tso Kawm Ntawv Thawj Zaug thiab Pib Pab txog Kev Qhia Ntawv Tshwj Xeeb thiab Cov Kev Pab Muaj Feem Xyuam

Cheeb tsam tsev kawm ntawv yuav tsum tau koj tsab ntawv tso cai ua ntej yuav muab koj tus me nyuam tso rau kev kawm ntawv tshwj xeeb thiab pib pab txog kev qhia ntawv tshwj xeeb thiab cov kev pab muaj feem xyuam rau koj tus me nyuam txoj kev uas nws yog ib tug me nyuam muaj kev tsis taus.

Yog koj tsis teb tso cai, los yog koj tsis kam tso cai pib pab txog kev qhia ntawv tshwj xeeb thiab cov kev pab muaj feem xyuam, cheeb tsam tsev kawm ntawv hla tsis dhau koj txoj kev tsis kam.

Yog koj tsis kam tso cai pib pab txog kev qhia ntawv tshwj xeeb thiab cov kev pab muaj feem xyuam, los yog koj tsis muaj rab peev xwm teb tso cai pib pab txog kev qhia ntawv tshwj xeeb thiab cov kev pab muaj feem xyuam, yuav tsis pom tias cheeb tsam tsev kawm ntawv ua txhaum cai vim lawv tsis muab cov kev qhia ntawv tshwj xeeb thiab cov kev pab muaj feem xyuam rau koj tus me nyuam raws li lawv thov kev tso cai rau.

C. Cov Kev Rov Ntsuam Xyuas

Yuav tsum muaj koj txoj kev tso cai ua ntej cheeb tsam tsev kawm ntawv yuav rov ntsuam xyuas tau koj tus me nyuam. Yog koj tsis kam tso cai rau txoj kev rov ntsuam xyuas, cheeb tsam tsev kawm ntawv yuav hla tsis dhau. Yuav rov muaj kev ntsuam xyuas tom qab 30 hnuv kawm ntawv uas tau txais koj txoj kev tso cai muaj kev ntsuam xyuas los yog 30 hnuv txij li hnuv xaus ntawm lub sij hawm 14 hnuv uas koj muaj caij nyoog tsis pom zoo cheeb tsam tsev kawm ntawv cov kev yuav coj.

D. Cov Kev Pab Hloov Chaw Kawm Ntawv

Yuav tsum muaj koj txoj kev tso cai ua ntej yuav muab tau tej ncauj lus ntiag tug rau cov chaw khiav dej num uas muab cov kev pab hloov chaw los yog them rau cov kev pab hloov chaw.

Thaum Twg Tsis Tas Muaj Koj Txoj Kev Tso Cai

Tshwj tsis yog txoj kev ntsuam xyuas thawj zaug thiab thawj zaug xaiv tso rau kev kawm ntawv thiab thawj zaug tau cov kev pab cuam muaj feem xyuam, yog koj tsis qhia rau cheeb tsam tsev kawm ntawv tias koj tsis pom ua ntej 14 hnuv txij li hnuv uas cheeb tsam tsev kawm ntawv sau ntawv tuaj qhia koj txog cov luag num lawv yuav ua rau koj tus me nyuam, ces cheeb tsam tsev kawm ntawv yuav pib ua cov luag num mus txawm koj tsis tso cai.

Ntxiv mus, yuav tsum muaj koj txoj kev tso cai cheeb tsam tsev kawm ntawv thiaj li xyuas tau cov ntaub ntawv teev txog koj tus me nyuam txoj kev kawm ntaub ntawv uas yog ib feem ntawm txoj kev ntsuam xyuas thiab rov ntsuam xyuas.

Yuav tsis tag muaj koj txoj kev tso cai rau cheeb tsam tsev kawm ntawv muab kev sib tw los yog lwm yam kev ntsuam xyuas uas yeej muab rau txhua txhia tus neeg kawm ntawv, tshwj tsis yog yuav tsum muaj kev tso cai los ntawm cov niam txiv rau tag nrho cov me nyuam.

Niam Txiv Txoj Cai Tsis Pom Zoo thiab Cai Muaj Lub Rooj Sib Tham Daws Teeb Meem

Koj muaj cai sau ntawv tsis txaus siab txog txhua yam luag num ua ntej 14 hnuv txij li hnuv cheeb tsam tsev kawm ntawv sau ntawv tuaj qhia rau koj paub. Yog koj tsis txaus siab rau cheeb tsam ib lub tswv yim twg, koj muaj cai thov kom tau lub rooj sib tham daws teeb meem, kev sib kho kom haum xeeb, kev tswj pab neeg IEP lub rooj sib tham los yog muaj kev hais kom coj raws cai. Ua ntej kaum hnuv txij li hnuv cheeb tsam tsev kawm ntawv txais tau koj tsab ntawv tsis pom zoo txog lub tswv yim los yog tsis kam ua raws li cheeb tsam tsab ntawv faj seeb ua ntej, cheeb tsam tsev kawm ntawv yuav hais kom koj tuaj koom lub rooj sib tham daws teeb meem.

Yuav muab tag nrho cov lus sib tham hauv lub rooj daws teeb meem ceev zoo cia thiab siv tsis tau rau hauv lub rooj sib hais kev ua raws cai, tshwj tsis yog Minnesota Cov Cai, ntu 125A.091. Ua ntej tsib hnuv tom qab lub rooj sib tham daws teeb meem tag, cheeb tsam tsev kawm ntawv yuav npaj sau thiab muab ib tsab ntawv teev txog cheeb tsam tsev kawm ntawv lub tswv yim pom zoo muab kev pab kawg rau koj. Yuav siv tau tsab ntawv teev lus no ua ntawv pov thawj rau hauv kev sib hais plaub ntug tom ntej.

Koj thiab cheeb tsam pom zoo siv tau kev kho kom haum xeeb, kev sib kho kom haum xeeb, kev tswj xyuas txoj kev pab tswv yim qhia ntawv rau tib leeg kheej (IEP) pab neeg lub rooj sib tham kom daws tau txoj kev tsis txaus siab. Koj los yog cheeb tsam tsev kawm ntawv puav leej thov tau kom muaj kev sib

hais kom koj raws cai (xyuas ntu piav txog Cov Rooj Sib Hais Kom Coj Raws Cai Nruab Nrab Ntug hauv tsab ntawv no). Cheeb tsam tsev kawm ntawv yuav tsum muab txoj kev qhia ntawv tsim nyog rau koj tus me nyuam thaum lub caij nyoog muaj lub rooj sib hais txog kev koj raws cai.

Kev Ceev Zoo Cia thiab Cov Ntaub Ntawv Teev Qhia Ntiag Tug

Cov ntaub ntawv uas teev qhia ntiag tug yog muaj xws li, tiam sis tsis yog tag rau, tus neeg kawm ntawv lub npe, tus neeg kawm ntawv leej niam leej txiv los yog cov neeg hauv lub tsev neeg cov npe, tus neeg kawm ntawv los yog tus neeg kawm ntawv tsev neeg qhov chaw nyob, tus zauv cim qhia ntiag tug, xws li tu neeg kawm ntawv tus zauv Social Security, tus neeg kawm ntawv tus zauv cim tus kheej, los yog cov ntaub ntawv keeb kwm roj ntsha, lwm cov ncauj lus uas tsis yog qhia ncaj nraim txog tus neeg, xws li tus neeg kawm ntawv lub hnuv yug, chaw yug, leej niam lub npe hluas nkauj, lwm cov ncauj lus uas nws nyob nws los yog txuam nrog lwm cov, uas txuas mus rau los yog txuas tau mus txog ib tug neeg kawm ntawv twg uas yuav cia tau ib tug neeg tsim nyog hauv lub tsev kawm ntawv, uas tsis paub txog cov xwm txheej, paub tseeb txog tus neeg kawm ntawv, los yog thov ntaub ntawv los ntawm ib tug neeg uas lub chaw khiav dej num kawm ntaub ntawv ntseeg tias yeej paub zoo tus neeg kawm ntawv uas nws thov cov ntaub ntawv teev kev kawm ntawv txog.

Cov Cheeb Tsam Tsev Kawm Ntawv thiab MDE yuav tsum tiv thaiv cov ntaub ntawv teev ntiag tug, ncauj lus thiab ntaub ntawv teev keeb kwm uas lawv sau ua ke, tswj, qhia tawm, thiab muab pov tseg.

Feem ntau, yuav tsum muaj koj txoj kev tso cai ua ntej cheeb tsam tsev kawm ntawv yuav qhia tawm tau tej ntaub ntawv teev ntiag tug ntawm koj tus me nyuam cov ntaub ntawv teev txog kev kawm ntawv mus rau lwm cov uas tsis yog cov kws ceev xwm ntawm cov chaw khiav dej num sau ua ke los yog siv cov ncauj lus raws li Tsab Cai Txhawb Cov Neeg Kawm Ntawv Tsis Taus (IDEA) los yog rau lwm yam laj thawj dua li yuav tsum ua raws txoj cai.

Thaum uas tsis tas tau koj qhov kev tso cai los qhia tawm cov ntaub ntawv teev ntiag tug. Yuav tsis tas tau koj qhov kev tso cai, los yog kev tso cai los ntawm ib tug neeg kawm ntawv uas tsim nyog (hnuv nyoog 18 xyoo los yog laus dua) txoj kev tso cai ua ntej yuav qhia tawm tau cov ntaub ntawv teev ntiag tug hauv cov ntaub ntawv teev txog kev kawm ntawv mus rau cov kws ceev xwm hauv cheeb tsam tsev kawm ntawv los yog lub xeev tuam fab txhawb kev kawm ntawv kom ua tau raws li IDEA cov kev txwv txiav.

Koj tus me nyuam cov ntaub ntawv teev txog kev kawm ntawv, nrog rau cov ntaub ntawv teev kev qhuab qhia, yeej muab tau mus rau cov kws ceev xwm ntawm lwm lub tsev kawm ntawv, lwm cheeb tsam tsev kawm ntawv los yog tsev kawm ntawv qib siab tsis tag muaj kev tso cai, yog tias koj tus me nyuam xav rau npe kawm los yog xav mus kawm ntawm lub tsev kawm ntawv los yog lub tsev kawm ntawv qib siab nyob rau hauv cheeb tsam tsev kawm ntawv ntawd.

Yuav tsum yog Txoj Cai Tswj Tsev Neeg Cov Cai Kev Kawm Ntawv (Family Educational Rights and Privacy Act – FERPA) tso cai thiaj li muaj kev qhia tawm ntaub ntawv tau yog koj tsis tau tso cai. Thov xyuas 34 C.F.R. Ntu 99 kom paub ntiv txog tsoom fwv teb chaws txoj cai tswj kev tso cai txog cov ntaub ntawv ntiag tug.

Cov Ncauj Lus Hauv Phau Ntawv Teem Npe (Directory Information)

Muab tau cov ncauj lus hauv phau ntawv teem npe qhia tawm tsis tag yuav muaj koj txoj kev tso cai. Hom ntaub ntawv no yog muaj cov ncauj lus txog koj tus me nyuam txoj kev kawm ntawv uas yuav tsis tsim teeb meem los yog tsim kev phem rau ntiag tug txawm tias muab qhia tawm.

Cov ncauj lus hauv phau ntawv teem npe muaj xws li, tiam sis tsis yog tas rau, ib tug me nyuam kawm ntawv qhov chaw nyob, tus xov tooj, tus email, hnuv yug thiab chaw yug, kawm txog dab tsi, qib kawm, puas tseem kawm ntawv, cov hnuv tim uas kawm ntawv, kev koom tes hauv cov kev ua si thiab kev ncaws pob ntaus pob, qhov nyhav thiab siab ntawm cov neeg ntaus pob ncaws pob, cov ntawv kawm tias, cov ntawv kawm tau siab, thiab cov phaj tshab tau txais, lub koom haum kawm ntawv los yog lub tsev kawm ntawv uas mus kawm tsis ntev los no, thiab tus me nyuam kawm ntawv tus ID, tus ID uas siv,

los yog lwm yam uas txawv txog tus kheej uas siv los saib los yog sib txuas lus raws hauv hluav taws xob yog hais tias muaj tej yam dab tsi. Cov ncauj lus hauv phau ntawv teem npe tsis suav tus me nyuam kawm ntawv tus zauv pua cev los yog tus me nyuam kawm ntawv tus zauv ntawm cev (ID) uas tsis siv los saib los yog sib txuas lus raws hauv hluav taws xob raws li muaj nyob hauv tsoom fwv teb chaws txoj cai.

Cov cheeb tsam tsev kawm ntawv yuav tsum tau mua txoj kev koj xaiv tsis tso cai rau cheeb tsam tsev kawm ntawv muab ib qho los yog tag nrho cov ncauj lus txog koj tus me nyuam hauv cov ncauj lus hauv phau ntawv teem npe. Yog hais tias koj tsis hais tias koj tsis kam qhia tawm cov lus hauv phau ntawv teem npe saum no, ces yuav xam tias cov ncauj lus yog cov ntaub ntawv rau pej xeem saib tau thiab yuav siv tau yam uas tsis tas tau koj kev tso cai.

Cov ncauj lus txog koj (txhais tias yog cov niam txiv) yog cov ncauj lus ntiag tug tiam sis yuav muab ua tau tias yog cov ncauj lus hauv phau ntawv teem npe yog hais tais siv tib tug txheej txheem los ntawm cheeb tsam tsev kawm ntawv los xaiv cov ncauj lus txog tus me nyuam teev muaj hauv phau ntawv teem npe.

NTAWV SAU FAJ SEEB IB XYOOS IB ZAUG TXOG KEV SAU NQI NTAWM NEEG SAB NRAUD RAU COV KEV KHO KAB MOB KEV NKEEG UAS MUAJ FEEM XYUAM RAU IEP

Ua ntej yuav xa nqi thawj zaug rau Medical Assistance los yog MinnesotaCare them rau cov kev pab uas muaj feem rau txoj kev noj qab haus huv ntawm cev, thiab txhua xyoo, cheeb tsam yuav tsum tau sau ntawv qhia rau koj tias:

1. Cheeb tsam yuav muab cov ntaub ntawv hais txog koj tus me nyuam thiab cov kev pab uas muaj feem rau txoj kev noj qab haus huv ntawm cev hauv koj tus me nyuam daim IEP sib pauv nrog Minnesota Tuam Tsev Muab Kev Pab Neeg los xyuas seb muaj kev pab them dab tsi rau koj tus me nyuam los ntawm Medical Assistance los yog MinnesotaCare thiab seb puas yuav xa tau cov nqi rau cov kev pab ntawd mus rau Medical Assistance los yog MinnesotaCare.

2. Ua ntej xa nqi thawj zaug mus rau Medical Assistance los yog MinnesotaCare rau cov kev pab kho mob, cheeb tsam yuav tsum tau kev tso cai los ntawm koj, nrog rau seb yuav qhia tau cov lus twg hais txog cov lus qhia uas cim tau tias tus neeg yog leej twg (piv txwv li, cov ntaub ntawv los yog cov lus qhia txog cov kev pab uas tej zaum yuav muab pab), lub hom phiag qhia tawm, lub koom haum uas yuav qhia tawm mus rau (piv txwv li, Tuam Tsev Muab Kev Pab Neeg) thiab qhia tau tias koj nkag siab thiab pom zoo rau cheeb tsam tsev kawm ntawv xyuas koj (los yog koj tus me nyuam) cov kev pab rau pej xeem los yog kev tuav pov hwm kom them rau cov kev pab kho mob uas muaj feem.

3. Cheeb tsam yuav xa nqi mus rau Medical Assistance los yog MinnesotaCare them rau cov kev pab uas muaj feem rau txoj kev noj qab haus huv ntawm cev nyob hauv koj tus me nyuam daim IEP.

4. Cheeb tsam yuav hais tsis tau kom koj yuav tsum tau sau npe los yog rau npe koom rau hauv Medical Assistance los yog MinnesotaCare los yog lwm cov kev pab them nqi es koj tus me nyuam thiaj li yuav tau cov kev pab qhia ntawv tshwj xeeb.

5. Cheeb tsam yuav hais tsis tau kom koj yuav tsum tau them rau cov nqi uas koj siv koj nyiaj los them xws li them ib qho nqi uas yus them ua ntej qhov kev pab them nqi mam li them (deductible) los yog tus nqi koom them (co-pay) uas tau muaj thaum xa nqi mus kom lawv them rau cov kev pab uas tau muab, tiam sis yuav tau them rau tus nqi uas koj yuav tsum tau them.

6. Cheeb tsam yuav siv tsis tau koj tus me nyuam cov kev pab hauv Medical Assistance los yog MinnesotaCare yog hais tias qhov ntawd yuav: txo qhov kev pab uas muaj tas lub neej los yog lwm cov kev pab uas muaj kev pab them; ua rau koj tsev neeg them rau cov kev pab uas muaj kev pab them los ntawm cov kev pab rau pej xeem los yog los ntawm qhov kev pab them nqi thiab yuav tsum tau muaj rau

tus me nyuam thaum lub sij hawm nws tsis kawm ntawv; ua rau koj qhov nqi them txhua hli (premiums) los yog ua rau kom tsis muab kev pab mus txuas ntxiv los yog tsis muab kev pab them nqi mus txuas ntxiv; los yog ua rau kom koj tsis tsim nyog rau cov kev pab hauv tsev thiab cov kev pab hauv lub zej zos, raws li cov nqi kho mob tag nrho.

7. Koj muaj cai tau txais ib daim qauv ntawm cov ntaub ntawv kawm ntawv uas cheeb tsam muab qhia nrog cov neeg sab nraud thaum uas nrhiav kev pab them cov nqi kho mob uas muaj feem rau daim IEP.

Koj muaj cai nres koj qhov kev tso cai qhia tawm koj tus me nyuam cov ntaub ntawv txog kev kawm ntawv rau cov neeg sab nraud, nrog rau Tuam Tsev Muab Kev Pab Neeg tib si, tau txhua lub sij hawm. Yog hais tias koj nres qhov kev tso cai, cheeb tsam yuav muab tsis tau koj tus me nyuam cov ntaub ntawv qhia txog kev kawm ntawv rau cov neeg sab nraud kom lawv them rau cov kev pab kho mob uas muaj feem rau daim IEP. Koj yuav rho koj qhov kev tso cai tau txhua lub sij hawm, thiab koj tus me nyuam cov kev pab rau daim IEP yuav tsis hloov los sis nres.

COV KEV NTSUAM XYUAS KEV KAWM NTAWV LOS NTAWM LWM TUS NEEG

Ib qho kev ntsuam xyuas kev kawm los ntawm lwm tus neeg (IEE) yog ib qho kev ntsuam xyuas los ntawm tus (cov) neeg tsis ua hauj lwm rau koj cheeb tsam tsev kawm ntawv. Koj hais tau kom muaj ib qho IEE uas cheeb tsam tsev kawm ntawv ua tus them rau cov nqi yog hais tias koj tsis pom zoo txog cheeb tsam tsev kawm ntawv qhov kev ntsuam xyuas. Ib tug kws mloog plaub ntug yuav hais tau kom muaj ib qho kev ntsuam xyuas kev kawm los ntawm lwm tus neeg rau koj tus me nyuam uas cheeb tsam tsev kawm ntawv ua tus them rau cov nqi thaum lub sij hawm muaj lub rooj sib hais kom coj raws cai. Thaum thov kom muaj ib qho IEE, cheeb tsam tsev kawm ntawv yuav tsum tau muab cov ncauj lus rau koj seb lawv nrhiav ib tug neeg ntsuam xyuas sab nraud li cas thiab cov lus qhia txog seb yuav thov kom muaj kev ntsuam xyuas kev kawm li hais tau qhov twg.

Yog hais tias koj thov kom muaj ib qho IEE, cheeb tsam tsev kawm ntawv yuav tsum, yam uas tsis txhob laug sij hawm, xyuas kom muaj uas pej xeem ua tus them rau cov nqi los yog thov kom muaj ib lub rooj kho ob tog lus los xyuas seb qhov kev ntsuam xyuas puas tsim nyog. Yog tias cheeb tsam tsev kawm ntawv mus hais hauv lub rooj kho ob tog lus thiab tus kho lus txiav txim tias cheeb tsam tsev kawm ntawv qhov kev ntsuam xyuas nws tsim nyog lawm, koj tseem muaj cai thov kom muaj ib qho kev ntsuam xyuas los ntawm lwm tus neeg, tiam tsis pej xeem yuav tsis ua tus them.

Yog hais tias koj them rau ib qho IEE, qhov ntsuam xyuas pom yuav tsum tau muab los sib tham nrog pawg neeg IEP/IIIP (Lub Hom Phiaj Pab Tus Neeg - Individual Interagency Intervention Plan) thiab yuav muab coj los ua pov thawj hauv lub rooj kho ob tog lus hais txog koj tus me nyuam.

COV NTAUB NTAWV TEEV KEV KAWM NTAWV

Kev Txhais Ntsiab Lus rau Cov Ntaub Ntawv Teev Kev Kawm Ntawv

Raws li tsoom fww teb chaws txoj cai, cov ntaub ntawv teev kev kawm ntawv yog txhais tau tias yog cov ntaub ntawv uas muaj feem xyuam txog tus neeg kawm ntawv thiab cov tswj cia rau hauv lub tuam fab los yog cheeb tsam tsev kawm ntawv.

Koj Txoj Kev Muab Cuag Cov Ntaub Ntawv

Yog koj xav saib koj tus me nyuam cov ntaub ntawv kawm, cheeb tsam tsev kawm ntawv yuav tsum tau muab cov ntaub ntawv ntawd rau koj saib. Cov ntaub ntawv kawm muaj feem ntau ntawm cov ncauj lus txog koj tus me nyuam uas lub tsev kawm ntawv ceev cia. Tiam sis, cov ncauj lus uas koj tus me nyuam tus kws qhia ntawv ceev cia rau nws siv xwb tej zaum yuav tsis muaj nyob hauv cov ntaub ntawv kawm.

Cheeb tsam tsev kawm ntawv yuav tsum tau cia koj saib cov ntaub ntawv yam uas tsis txhob laug sij hawm li, thiab ua ntej cov rooj sib tham hais txog IEP, los yog cov rooj sib hais los yog cov kev daws teeb meem txog koj tus me nyuam. Ntxiv thiab, cheeb tsam tsev kawm ntawv yuav tsum ua raws li qhov koj

thov saib koj tus me nyuam cov ntaub ntawv kawm tam sim ntawd, yog hais tias tau, los yog li ntawm 10 hnuv tom qab thov (tsis suav cov hnuv Zwj Cag (Saturday), Zwj Hnuv (Sunday) thiab cov hnuv caiv (holiday) raws cai), yog hais tias ua tsis tau li hais tam sim ntawd.

Koj txoj cai los txheeb thiab saib xyuas cov ntaub ntawv muaj txoj cai:

1. Hais kom tshab txhais los yog txhais koj tus me nyuam cov ntaub ntawv thaum thov txog;
2. Kom koj tus neeg sawv cev koj soj ntsuam thiab saib cov ntaub ntawv sawv cev koj;
3. Thov kom cheeb tsam tsev kawm ntawv muab koj tus me nyuam cov ntaub ntawv kawm luam ua qauv rau koj; thiab
4. Saib koj tus me nyuam cov ntaub ntawv ntau npaum li qhov koj xav tau raws li xeev txoj cai. Lub Xeev txoj cai hais tias yog tias tau muab ib co ntaub ntawv ntiag tug rau koj pom thiab tau qhia rau koj txog lub ntsiab ntawd lawm, ces tsis tas yuav muab cov ntaub ntawv qhia rau koj ntxiv mus 6 lub hlis tshwj tsis yog tias muaj ib qho kev tsis txaus siab los yog tseem tos kev sib foob los yog tau tsim los yog sau ua ke tau ib co ncauj lus tshiab.

Kev Hloov Cov Cai

Koj cov cai muab cuag koj tus me nyuam cov ntaub ntawv teev kev kawm ntawv yuav hloov mus rau koj tus me nyuam thaum nws muaj hnuv nyoog 18 xyoos. Yuav tsum sau ntawv faj seeb tuaj qhia rau koj thiab koj tus me nyuam txog txoj kev hloov cov cai no.

Cov Ntaub Ntawv rau Tshaj Ib Tug Me Nyuam

Yog cov ntaub ntawv teev kev kawm ntawv muaj ncauj lus txog thaj ib tug me nyuam, koj muaj cai txheeb thiab xyuas cov ncauj lus uas muaj feem xyuas rau koj tus me nyuam. Koj nrhiav kev tso cai kom koj xyuas thiab txheeb tau cov ntaub ntawv teev kev kawm uas muaj txog lwm cov me nyuam nrog rau koj tus, tiam sis cov niam txiv ntawm cov me nyuam muaj txoj cai tsis kam tso cai rau koj.

Cov Hom Ntaub Ntawv thiab Cov Chaw Cia Ntaub Ntawv

Yog koj thov txog, cheeb tsam tsev kawm ntawv thiab lub tuam tsev yuav qhia tau rau txog cov hom ntaub ntawv thiab cov chaw khaws cov ntaub ntawv uas lawv sau ua ke, tswj los yog siv.

Cov Ntaub Ntawv Uas Lwm Tus Neeg Xyuas

Cheeb tsam tsev kawm ntawv yuav tsum tau sau qhia cia txhua zaus muaj neeg thov saib, thiab txhua zaus qhia tawm, cov ncauj lus ntiag tug hauv koj tus me nyuam cov ntaub ntawv kawm. Cov ntawv sau qhia cia yuav tsum tau muaj tus neeg thov xyuas los yog tus neeg tau txais cov ncauj lus ntiag tug hauv koj tus me nyuam cov ntaub ntawv kawm, cov hnuv saib thiab yog qhia tawm ua dab tsi los yog tus neeg ntawd ho xav tau cov ncauj lus ua dab tsi.

Tso Cai Muab Cov Ntaub Ntawv

Feem ntau, yuav tsum tau niam txiv lus tso cai ua ntej yuav muab tau cov ntaub ntawv txog ntiag tug rau cov neeg los yog cov koom haum uas tsis tau kev tso cai. Yuav tsum tau sau ntawv tso cai thiab yuav tsum qhia tias cov neeg los yog cov koom haum uas tso cai tau cov ncauj lus yog leej twg: muab cov ncauj lus twg tawm; yuav siv cov ncauj lus ua dab tsi; thiab hnuv tim uas tag sij hawm rau kev tso cai qhia tawm cov ncauj lus. Thaum thov txog, cheeb tsam tsev kawm ntawv yuav tsum tau muab ib daim qauv ntawm daim ntawv sau qhia seb tau muab cov ntaub ntawv rau leej twg lawm rau koj tom qab koj tso cai lawm.

Cheeb tsam tsev kawm ntawv yuav qhia tsis tau cov ncauj lus uas nyob hauv koj tus me nyuam daim IEP/IIIP, nrog rau cov lus qhia txog seb mob dab tsi thiab cov kev kho mob, rau lub tuam txhab them nqi kho mob yam uas koj tsis tau sau ntawv tso cai thiab sau hnuv tim rau.

Tus Nqi Nrhiav, Rov Muab Los, thiab Luam Ntaub Ntawv

Cheeb tsam tsev kawm ntawv yuav hais tsis tau kom them nqi nrhiav los yog nqi rov muab ntaub ntawv los. Tiam sis, yog hais tias koj thov kom luam ib co ua qauv rau koj, yuav kom koj them cov nqi luam cov ntaub ntawv, tshwj tsis yog tias qhov kom koj them tus nqi ntawd yuav thaiv koj txoj kev siv koj txoj cai los ntsuam xyuas thiab saib cov ntaub ntawv kawm vim hais tias koj them tsis taus.

Kev Kho Cov Ntaub Ntawv raws li Niam Txiv Thov

Yog koj ntseeg tias cov ncauj lus ntawm koj tus me nyuam cov ntaub ntawv tsis muaj tseeb, qhia tsis yog, tsis tiav los yog ua txhaum koj tus me nyuam txoj cai tiv thaiv ntiag tug los yog lwm cov cai, koj thov tau kom cheeb tsam tsev kawm ntawv kho los yog tshem tawm cov ntaub ntawv.

Cheeb tsam tsev kawm ntawv yuav tsum tau txiav txim raws li sij hawm kom tsim nyog seb nws puas yuav kho cov ntaub ntawv. Yog tias cheeb tsam tsev kawm ntawv txiav txim tsis kho cov ntaub ntawv, nws yuav tsum tau qhia rau koj tias koj muaj txoj cai mus sib hais txog cheeb tsam tsev kawm ntawv txoj kev txiav txim. Yog tias, thaum txiav txim ntawm lub rooj sib hais tag, cheeb tsam tsev kawm ntawv txiav txim tias cov ncauj lus tsis yog tsis muaj tseeb, qhia tsis ncaj, tsis tiav los yog tsis tau ua txhaum koj tus me nyuam txoj cai ntiag tug, nws yuav tsum tau qhia koj tias koj muaj cai sau txog koj cov lus tsis pom zoo thiab cov kev tsis pom zoo nrog rau cov ncauj lus tawm tsam cia nrog koj tus me nyuam cov ntaub ntawv teev kev kawm ntawv. Lub rooj sib hais txog cov ncauj lus ntawm cov ntaub ntawv teev kev kawm ntawv yuav tsum yog hais raws li cov txheej txheem sib hais ntawm FERPA.

Kev Hloov Chaw rau Cov Ntaub Ntawv Teev Cia

Minnesota Cov Cai tswv kom cheeb tsam tsev kawm ntawv, lub tsev kawm ntawv charter, los yog lub tsev kawm ntawv ntiav hloov chaw rau tus neeg kawm ntawv cov ntaub ntawv teev kev kawm ntawv, nrog rau cov ntaub ntawv teev kev qhuab qhia ntawm lub tsev kawm ntawv uas tus neeg kawm ntawv nyob rau ua ntej 10 hnuv txij li hnuv thov txog.

Kev Rhuav Ntaub Ntawv Pov Tseg

Cheeb tsam tsev kawm ntawv yuav tsum tau qhia rau koj thaum twg tsis tas muaj cov ncauj lus ntiag los yeej muab tau cov kev pab qhia ntawv rau koj tus me nyuam. Cov ncauj lus ntawd yuav tsum tau muab rhuav pov tseg thaum koj thov txog. Tiam sis, lub tsev kawm ntawv yuav ceev tau koj tus me nyuam lub npe, qhov chaw nyob, tus xov tooj, cov paj xyeem tau hauv qib kawm (grades), cov ntaub ntawv qhia txog kev tuaj kawm ntawv, qib kawm uas kawm tiav thiab xyoo kawm tiav ua ib co ntaub ntawv uas khaws mus tas li.

Raws li tsoom fvv teb chaws txoj cai, kev rhuav pov tseg txhais tau tias yog muab cov ncauj lus ntiag tug tshem tawm ntawm cov ntaub ntawv kom cov tsis muaj peev xwm paub tau tias cov ntaub ntawv yog teev txog leej twg. Tiam sis tsis tas yuav muab cov ntaub ntawv rhuav pov tseg kiag thiab li ua tau li koj thov kom muab cov ntaub ntawv teev kev kawm ntawv tshwj xeeb rhuav pov tseg. Cov cheeb tsam tsev kawm ntawv yeej ua tau raws li txoj cai no yog muab cov ncauj lus ntiag tug tshem tawm ntawm tus neeg kawm ntawv cov ntaub ntawv. Lub tswv yim rhuav tshem ntaub ntawv yog nyob ntawm cheeb tsam tsev kawm ntawv xaiv.

Cheeb tsam tsev kawm ntawv yuav tsis muab cov ntaub ntawv kawm rhuav pov tseg yog hais tias muaj ib qho kev thov xav xyuas los yog txheeb cov ntaub ntawv.

Txawm koj yuav thov kom muab cov ntaub ntawv rhuav pov tseg los cheeb tsam tsev kawm ntawv yeej khaws qee cov ncauj lus kom ua tau raws li Txoj Cai Tswj Kev Pab Cuam ntawm Kev Kawm Ntawv (General Education Provision Act) (GEPA), uas yuav tseev kom cov chaw tau nyiaj pab los ntawm tsoom fvv teb chaws khaws cov ncauj lus uas muaj feem xyuam rau txoj kev siv cov nyiaj xtiag no. Tej zaum koj yuav tau khaws qee cov ntaub ntawv teev kev kawm ntawv ntawm koj tus me nyuam rau cov laj thawj teev ncauj lus tseg rau yav pem suab, xws li rau kev thov cov nyiaj pab SSI.

KEV KHO KOM HAUM XEEB

Kev kho kom haum xeeb yog ib txoj kev pab dawb uas nyias txaus nyias siab siv los pab daws teeb meem. Koj los yog koj cheeb tsam tsev kawm ntawv thov tau kev kho kom haum xeeb los ntawm Minnesota Tuam Tsev Xyuas Txog Kev Kawm Ntawv Qhov Kev Pab Daws Teeb Meem Txog Kev Kawm Ntawv Tshwj Xeeb ntawm 651-582-8222 los yog 1-866-466-7367. Kev kho kom haum xeeb yog siv ib tug neeg tsis tuaj leej twg tog uas kawm tswv yim daws teeb meem los nrog daws teeb mee. Siv tsis tau kev kho kom haum xeeb los txwv los yog laug koj txoj cai thov kom muaj lub rooj sib hais kom koj raws cai. Koj thiab cheeb tsam tsev kawm ntawv cov neeg ua hauj lwm yuav tsum tau pom zoo siv kev kho kom haum xeeb ua ntej yuav taw kom muaj tus neeg kho kom haum xeeb. Koj los yog cheeb tsam tsev kawm ntawv muaj cai los xaus txoj kev kho kom haum xeeb txhua lub sij hawm thaum lub sij hawm npliag lus.

Yog koj thiab cheeb tsam tsev kawm ntawv daws tau tag nrho los yog ib feem ntawm cov kev cov nyom los yog pom zoo siv lwm txoj kev los daws cov teeb meem, tus neeg kho kom haum xeeb yuav tsum teev cov lus sib hais haum losyog cov lus pom zoo rau ob tog neeg kos npe tseg thiab ob tog neeg yuav tsum ib leeg tau ib daim luam tseg. Tsab ntawv teev cov lus sib hais haum los yog cov lus pom zoo yuav tsum hais tias tag nrho cov kev txiav txim uas tshwm sim thaum lub caij sib kho kom haum xeeb yuav ceev zoo cia thiab yuav siv tsis tau ua pov thawj mus rau hauv tej rooj plaub sib hais los yog tej txheej txheem sib hais plaub ntug txog pej xeeb huab hwm. Tsab ntawv teev cov lus sib hais haum los yog cov lus pom zoo yog ib cov lus cog tseg ntawm koj thiab cheeb tsam tsev kawm ntawv thiab siv tau raws lub xeev los yog tsoom fww teb chaws tsev hais plaub. Koj los yog cheeb tsam tsev kawm ntawv thov tau lwm lub sij hawm los kho kom haum xeeb qhov teeb meem ntawm txoj kev ua raws li cov lus pom zoo uas tshwm sim los ntawm txoj kev kho kom haum xeeb muaj tag los.

KEV SAU NTAWV TSIS TXAUS SIAB

Ib lub koom haum los yog ib tug neeg twg yuav teev tau ib daim ntawv tsis txaus siab rau Minnesota Lub Caj Meem Saib Xyuas Kev Kawm Ntawv (Minnesota Department of Education – MDE). Cov kev tsis txaus siab uas xa rau MDE yuav tsum:

1. Muab sau rau hauv ntawv thiab kos npe los ntawm tus neeg los yog lub koom haum uas teev daim ntawv tsis txaus siab;
2. Iab liam tias tau muaj kev ua txhaum xeev los yog tsoom fww txoj cai kawm ntawv tshwj xeeb;
3. Qhia cov ntsiab tseeb uas siv los txhawb qhov kev iab liam;
4. Muaj lub npe, qhov chaw nyob thiab tus xov tooj ntawm tus neeg los yog lub koom haum uas sau daim ntawv tsis txaus siab;
5. Muaj lub npe thiab qhov chaw nyob ntawm tus me nyuam thiab lub npe ntawm lub tsev kawm ntawv uas tus me nyuam mus kawm;
6. Qhia txog tus me nyuam qhov teeb meem; nrog rau cov ncauj lus yam muaj tseeb hais txog qhov teeb meem;
7. Hais qhia seb xav kom kho qhov teeb meem li cas raws li qhov paub thiab muaj rau tog ntawd thaum lub sij hawm uas teev daim ntawv tsis txaus siab; thiab
8. Xa mus rau lub koom haum uas pab tus me nyuam tib lub sij hawm uas xa daim ntawv tsis txaus siab mus rau MDE.

Yuav tsum xa daim ntawv tsis txaus siab mus rau:
Minnesota Department Education
Division of Compliance and Assistance
Due Process Supervisor

1500 West Highway 36
Roseville, MN 55113-4266
651.582.8689 Tus xov tooj
651.582.8725 Fax

MDE yuav tsum tau txais daim ntawv tsis txaus siab tsis pub dhau ib xyoos tom qab qhov kev iab liam ntawd tau tshwm sim. MDE yuav sau ntawv txiav txim tsis pub dhau 60 hnuv, tshwj tsis yog muaj xwm txheej dab tsi laug sij hawm ntev dua los yog koj los yog cheeb tsam tsev kawm ntawv pom zoo ncuu lub sij hawm kom mus koom tau txoj kev kho kom haum xeeb. Koj (tus niam txiv) los yog cheeb tsam tsev kawm ntawv raug mob los ntawm txoj kev txiav txim thov tau kom rov muab txoj kev txiav txim kawg no los nrog txiav txim dua tau ntawm Minnesota Lub Tsev Hais Plaub rau Cov Kev Thov Kom Rov Hais Ntxiv (Court of Appeals) ua ntej 60 hnuv txij li hnuv txais tau tsab ntawv txiav txim.

MODEL FORMS

MDE tau tsim muaj cov qauv ntawv uas siv tau los teev cov lus tsis txaus siab txog kev qhia ntawv tshwj xeeb los yog kev sib hais kom koj raws cai. Tsis tag yuav siv cov ntawv no, tiam sis yeej muaj los pab thaum yuav sau cov lus tsis txaus siab. Cov qauv ntawv no muaj nyob rau ntawm MDE lub vas sab ntawm: MDE > School Support > Compliance and Assistance > Due Process Forms.

LUB ROOJ SIB HAIS NRUAB NRAB NTUG KOM COJ RAW S CAI

Koj thiab cheeb tsam tsev kawm ntawv muaj txoj cai sau ntawv thov kom tau lub rooj sib hais kom koj raws cai ua ntej ob lub xyoo txij li hnuv koj los yog lub chaw khiav dej num paub txog los yog yuav tsum paub txog cov lus iab liam kom muaj lub rooj sib hais txog kev tsis txaus siab. Thov tau lub rooj sib hais kom koj raws cai rau txoj kev thov los yog tsis kam pib los yog hloov ib tug me nyuam qhov hom thawj, txoj kev ntsuam xyuas, IEP, chaw kawm ntawv, los yog muab FAPE.

Lub rooj sib hais kom koj raws cai yuav daws tau qhov teeb meem hom thawj, kev ntsuam xyuas, chaw kawm ntawv, kev txiav txim tshwm sim tuaj, los yog cov kev cai ntawm txoj kev kawm ntawv dawb tsim nyog rau koj tus me nyuam. Ua ntej 15 hnuv txij li txais tau tsab ntawv tsis txaus siab txog kev sib hais kom koj raws cai, thiab ua ntej lub rooj sib hais kom koj raws cai, cheeb tsam tsev kawm ntawv yuav tsum npaj kom muaj lub rooj sib tham daws teeb meem nrog koj thiab cov neeg tsim nyog ntawm pab IEP uas paub tseeb txog cov lus iab liam txog kev sib hais kom koj raws cai.

Qhov laj thawj ntawm lub rooj sib tham no yog rau koj sib tham txog cov lus tsis txaus siab txog kev sib hais kom koj raws cai, thiab cov lus tseeb uas tsim muaj txoj kev tsis txaus siab, yog li cheeb tsam tsev kawm ntawv muaj lub caij nyoog los daws qhov teeb meem uas tsim muaj txoj kev tsis txaus siab txog kev sib hais kom koj raws cai. Yuav tsis muaj lub rooj sib tham daws teeb meem yog koj thiab cheeb tsam tsev kawm ntawv tsis sau ntawv pom zoo zam txhob muaj lub rooj sib tham los yog pom zoo muaj kev kho kom haum xeeb. Tsis tag yuav muaj lub rooj sib tham daws teeb meem yog cheeb tsam tsev kawm ntawv yog tog neeg uas thov kom muaj lub rooj sib hais txog kev koj raws cai

Yog daws tsis tau qhov teeb meem ua ntej 30 hnuv txij li hnuv txaus tau tsab ntawv tsis txaus sib txog kev koj raws cai, yuav pib suav lub caij nyoog rau lub rooj sib hais.

Yog cheeb tsam tsev kawm ntawv rub tsis tau koj los koom nrog lub rooj sib tham raws teeb meem los yog txoj kev kho kom haum xeeb tom qab lawv sim kawg kiag thiab cheeb tsam tsev kawm ntawv tsis pom zoo sau ntawv zam lub rooj sib tham, cheeb tsam tsev kawm ntawv thov tau kom ib tug kws ceev xwm kev sib hais plaub ntug muab cov lus tsis txaus siab txog kev koj raws cai tshem tawm, tom qab 30 hnuv.

Tsis Muaj Cai Tau Lub Rooj Sib Hais Kom Coj Raws Cai

FAJ SEEB: Vim kev txhais xeev txoj cai los ntawm lub tsev hais plaub ntug 8th Circuit Court of Appeals, yog koj tus me nyuam hloov cheeb tsam tsev kawm ntawv thiab koj tsis thov lub rooj sib hais kom koj raws cai ua ntej mus kawm rau cheeb tsam tsev kawm ntawv tshiab, koj yuav tsis muaj cai tau lub rooj sib hais kom koj raws cai txog cov teeb meem ntawm kev kawm ntawv tshwj xeeb uas tshwm sim muaj nyob rau hauv cheeb tsam tsev kawm ntawv dhau los. Koj yeej tseem muaj cai tau lub rooj sib hais kom koj raws cai txog cov teeb meem kev kawm ntawv tshwj xeeb uas tshwm sim hauv cheeb tsam tsev kawm ntawv tshiab uas koj tus me nyuam mus kawm rau.

Cov Txheej Txheem Pib Lub Rooj Sib Hais Kom Coj Raws Cai

Thaum sau ntawv thov kom muaj ib lub rooj sib hais kom koj raws cai, cheeb tsam tsev kawm ntawv yuav tsum tau muab Tsab Ntawv Ceeb Toom Txheej Txheem Tiv Thaiv Kev Nyab Xeeb no rau koj thiab ib daim teev txog koj cov cai hauv lub rooj sib hais kom koj raws cai. Yog koj los yog cheeb tsam tsev kawm ntawv thov kom muaj lub rooj sib hais, tog neeg sab tod yuav tsum luam tsab ntawv thov thiab xa mus rau lub tuam fab. Thaum twg nws txais tau tsab ntawv thov, lub tuam fab yuav luam Tsab Ntawv Tshaj Tawm Txog Txheej Txheem Tiv Thaiv Kev Nyab Xeeb no rau koj. Tag nrho cov ntawv sau thov yuav tsum muaj:

1. Koj tus me nyuam lub npe;
2. Koj tus me nyuam qhov chaw nyob;
3. Lub npe ntawm lub tsev kawm ntawv uas koj tus me nyuam mus kawm;
4. Piav qhia seb muaj teeb meem li cas, nrog rau qhov uas koj paub tseeb; thiab
5. Hais qhia seb koj xav kom lawv kho qhov teeb meem li cas raws li qhov koj paub lub sij hawm ntawd.

MDE muaj cov kws ceev xwm kev sib hais uas muaj txuj ci tsim nyog cov npe. Thaum txais tau tsab ntawv thov lub rooj sib hais, MDE yuav xaiv tus kws ceev xwm kev sib hais ua tus tswj lub rooj sib hais. Nram no yog koj qee cov cai hauv lub rooj sib hais. Tsis tau yog tag nrho cov cai. Koj thiab cheeb tsam tsev kawm ntawv muaj cai:

1. Muaj tus kws lij choj thiab cov tib neeg uas muaj txuj ci tshwj xeeb los yog kev kawm txog cov me nyuam tsis taus cov teeb meem;
2. Muab pov thawj thiab ntsib tim ntsej tim muag, xib nug lus thiab thiab hais kom tau cov neeg tim khaws tuaj koom;
3. Txwv tsis pub muab tej pov thawj uas tsis tau qhia tawm tsib hnuv ua hauj lwm ua ntej lub rooj sib hais koj los nthuav, nrog rau cov ntaub ntawv ntsuam xyuas thiab cov tswv yim xam pom raws li cov ntaub ntawv ntawd; thiab
4. Tau daim ntawv dawb uas teev cov lus sib hais hauv lub rooj sib hais los yog cov lus kaw txog kev tshawb cov pov thawj thiab kev txiav txim.

Tam leej niam leej txiv, koj muaj cai:

1. Kom koj tus me nyuam, uas yog tus hais txog, tuaj nyob rau ntawm lub rooj sib hais;
2. Qhib rooj sib tham rau pej xeem huab hwm; thiab
3. Muab cov ntaub ntawv teev cov lus sib hais hauv lub rooj sib hais los yog tus kws ceev xwm kev sib hais txoj kev tshawb cov pov thawj, cov kev txiav txim txog txoj cai thiab cov kev txiav txim rau koj pub dawb.

Kev Teb rau Tsab Ntawv Thov Lub Rooj Sib Hais

Yog koj ua tsab ntawv thov kom muaj lub rooj sib hais thiab koj tsis tau txais ib tsab ntawv faj seeb ua ntej los ntawm cheeb tsam tsev kawm ntawv txog qhov teeb meem uas thov lub rooj sib hais txog, cheeb tsam tsev kawm ntawv yuav tsum sau ib tsab ntawv tuaj piav seb yog vim li cas cheeb tsam tsev kawm ntawv tsis ua dab tsi txog qhov teeb meem uas ua ntawv thov kom muaj lub rooj sib hais txog ua ntej 10 hnuv txij li hnuv txais tau tsab ntawv thov kom muaj lub rooj sib hais. Cov lus piav qhia no yuav tsum piav txog pab neeg IEP cov kev xav, vim li cas lawv thiaj tsis yuav li cov kev xav, ib cov lus piav qhia txog ib txoj kev ntsuam xyuas, kev sib tw, ntaub ntawv teev cia, los yog ntawv ceeb toom uas cheeb tsam tsev kawm ntawv siv los ua qhov laj thawj rau lawv txoj kev tsis kam ua dab tsi rau thiab ib cov lus piav qhia cov ntsiab lus tseeb uas muaj feem xyuam rau cheeb tsam tsev kawm ntawv lub tswv yim los yog txoj kev txiav txim tsis kam ua dab tsi.

Cheeb tsam tsev kawm ntawv hais tawm tau tias txoj kev thov lub rooj sib hais tsis raws li cov kev cai hauv lub xeev txoj cai lawm. Yuav xam tias txoj kev thov kom muaj lub rooj sib hais tsim nyog, tshwj tsis yog tog neeg uas txais tau tsab ntawv thov xa ntawv faj seeb qhia rau tus kws ceev xwm kev sib hais paub ua ntej 15 hnuv tias lawv ntseeg tias txoj kev thov kom muaj lub rooj sib hais tsis raws cov cai lawm. Tus kws ceev xwm kev sib hais yuav tsum txiav txim seb lub rooj sib hais puas raws li cov cai ua ntej 5 hnuv txij li hnuv txais tau tsab ntawv thov thiab tsab ntawv faj seeb los ntawm cov tog neeg.

Thaum txaus tau koj tsab ntawv thov lub rooj sib hais, cheeb tsam tsev kawm ntawv yuav tsum sau ntawv tuaj teb rau cov teeb meem uas koj teev txog hnob rau hauv tsab ntawv thov lub rooj sib hais ua ntej 10 hnuv txij li hnuv txais tau tsab ntawv thov lub rooj sib hais.

Kev Qhia Tawm Ntaub Ntawv Pov Thawj Hauv Lub Rooj Sib Hais

Yuav tsum tau muaj kev sib tham ua ntej lub rooj sib hais li 5 hnuv ua hauj lwm txij li hnuv uas tus coj xaiv tau ib tug kws ceev xwm kev sib hais. Lub rooj sib tham no yuav tham tim ntsej tim muag, ntawm ib qho chaw hauv cheeb tsam, los yog hauv xov tooj. Yam tsawg li 5 hnuv ua hauj lwm ua ntej lub rooj sib hais, koj thiab cheeb tsam tsev kawm ntawv yuav tsum tau sib qhia txog tag nrho lwm cov kev ntsuam xyuas koj tus me nyuam uas tau ua tsis pub dhau hnuv tim ntawd thiab cov tswv yim pom zoo raws li cov kev ntsuam xyuas ntawd uas xav tias yuav siv hauv lub rooj sib hais. Tej zaum tus kws ceev xwm kev sib hais yuav tsis pub koj muab cov kev ntsuam xyuas los yog cov tswv yim pom zoo uas tsis tau muab qhia tawm coj los nthuav qhia rau hauv lub rooj sib hais yog tsis tau kev tso cai los ntawm tog neeg tod.

Txoj Kev Txiav Txim Ntawm Lub Rooj Sib Hais

Yuav tsum sau ntawv qhia kev txiav txim rau ob tog neeg ua ntej 45 hnuv, los yog ua ntej ib lub caij nyoog tsim nyog ncuu mus ntev, ua ntej 30 hnuv tag sij hawm thiab tom qab hnuv lub xeev chaw khiav dej num txais tau tsab ntawv tsis txaus siab txog kev sib hais kom coj raws cai. Tus kws ceev xwm kev sib hais yuav ncuu tsij hawm dhau 45 hnuv yog ib tog neeg twg muaj qhov laj thawj zoo tsim nyog ncuu. Tus kws ceev xwm kev sib hais yuav tsum xaiv lub caij nyoog thiab qhov chaw zoo tsim nyog rau koj thiab koj tus me nyuam tuaj mus koom kev sib hais. Tus kws ceev xwm kev sib hais txoj kev txiav txim txog qhov koj tus me nyuam puas tau FAPE los tsis tau yuav tsum yog txiav txim raws cov pov thawj muaj thiab cov lus sib cam uas muaj feem xyuam rau FAPE. Txoj kev txiav txim los ntawm lub rooj sib hais yog txiav txim ua zaum kawg, tshwj tsis yog koj los yog cheeb tsam tsev kawm ntawv ua ntawv sib foob pej xeev huab hwm. Tus kws ceev xwm kev sib hais tsis muaj txoj cai hloov txoj kev txiav txim, tshwj tsis yog muaj tej lus sau los yog zauv sau yuam kev xwb.

Lwm Txoj Kev Thov Rooj Sib Hais Kom Coj Raws Cai

Koj muaj txoj cai ua ntawv tsis txaus siab thov kom muaj lwm lub rooj sib hais kom coj raws cai txog lwm qhov teeb meem uas tsis yog qhov koj twb ua ntawv tsis txaus siab thov kev sib hais kom coj raws cai tag lawm.

COV NTAUB NTAWV TEEV TXOG LUS TSI TXAUS SIAB THIAB COV ROOJ SIB HAIS

Muaj cov kev txiav txim kawg rau cov kev tsi txaus siab ntawm kev kawm ntawv tshwj xeeb thiab cov kev tsi txaus siab hauv cov rooj sib hais kom koj raws cai qhib rau pej xeeb huab hwm ntawm MDE lub vas sab. MDE ceev cov ntaub ntawv qhib rau pej xeeb huab hwm pom hu rau Cov Lus Tsis Txaus Siab, Cov Rooj Sib Hais thiab Cov Ntawv Tshawb Nrhiav (Letters Search Engine). Muaj cov kev txiav txim nyob rau hauv cov ntaub ntawv ceev cia thiab yeej muab tag nrho cov ncauj lus ntiag tug tshem tawm. Muaj cov ntaub ntawv ceev ntawm Kev Coj Raws Cai thiab Kev Pab Cuam (Compliance and Assistance) hauv MDE lub vas sab ntawm: <http://w20.education.state.mn.us/WebsiteContent/ComplianceSearch.jsp>.

PEJ XEEM KEV SIB FOOB

Thaum twg koj los yog cheeb tsam tsev kawm ntawv tsi pom zoo nrog cov kev tshawb pom los yog kev txiav txim uas tus kws ceev xwm kev sib hais tau muaj, tog neeg twg los yeej muaj cai ua ntawv thov kom muaj pej xeeb sib foob. Yuav koj rooj plaub mus sib hais hauv tsoom fwv teb chaws lub tsev hais plaub los yog lub xeev lub chaw rov txiav txim plaub ntug dua. Muaj cov kev xyuas rooj plaub sib txawv ntawm ib lub tsev hais plaub twg. Yuav tsum xa tsab ntawv thov rov txiav txim dua mus rau hauv lub xeev ua ntej 60 hnub txij li hnub txais tau kev txiav txim. Yuav tsum xa tsab ntawv thov rov txiav txim dua mus rau tsoom fwv teb chaws cheeb tsam tsev hais plaub ua ntej 90 hnub txij li hnub txais tau kev txiav txim.

KEV TSO CHAW KAWM THAUM MUAJ LUB ROOJ SIB HAIS LUS LOS SIS PEJ XEEM SIB FOOB

Thaum lub sij hawm muaj lub rooj sib hais los yog kev sib hais plaub, tshwj tsi yog tias koj thiab cheeb tsam tsev kawm ntawv pom zoo lwm yam, koj tus me nyuam yuav kawm ntawv twj ywm li qub thiab yuav tsum txhob tsi kheev mus kawm ntawv thawj zaug. Qhov no feem ntau hu ua txoj cai “nyob twj ywm”.

Muaj ob qho uas tsi suav rau hauv txoj cai “nyob twj ywm” uas tshwm sim:

1. Yuav tshem tau cov me nyuam kawm ntawv tawm hauv lawv qhov chaw kawm ntawv tsi pub ntev tshaj 45 hnub kawm ntawv mus rau lwm qhov chaw kawm ntawv ib ntus vim muaj cov kev ua txhaum cai vim nqa riam phom, tshuaj yeeb los yog ua raug mob loj rau lub cev; thiab
2. Tus kws ceev xwm kev sib hais txoj kev pom zoo nrog koj tias hloov qhov chaw kawm ntawv tsi nyog xws li qhov kawm “twj ywm” thaum tseem muaj cov kev thov rov txiav txim dua.

COV ROOJ SIB HAIS PLAUB CEEV NROOJ

Koj (tus niam txiv) los yog cheeb tsam tsev kawm ntawv thov tau kom muaj lub rooj sib hais ceev nrooj rau cov xwm txheej nram no:

1. Thaum twg koj tsi txaus siab rau cheeb tsam tsev kawm ntawv *lub tswv yim* xav pib los yog hloov kev hom thawj, kev ntsuam xyuas los yog kev tso chaw kawm ntawv rau koj tus me nyuam los yog cheeb tsam tsev kawm ntawv txoj kev pab FAPE rau koj tus me nyuam;
2. Thaum twg yog koj tsi txaus siab rau cheeb tsam tsev kawm ntawv *txoj kev tsi kam* pib los yog hloov kev hom thawj, kev ntsuam xyuas los yog kev tso chaw kawm ntawv rau koj tus me nyuam los yog cheeb tsam tsev kawm ntawv txoj kev pab FAPE rau koj tus me nyuam;
3. Thaum twg koj tsi txaus siab rau txoj kev txiav txim tshwm sim; thiab
4. Thaum twg cheeb tsam tsev kawm ntawv ntseeg tias yog cia koj tus me nyuam kawm ntawv twj ywm qhov qub yuav raug mob rau lub cev loj heev los yog raug lwm tus neeg.

Koj los yog cheeb tsam tsev kawm ntawv yuav ua ntawv thov kom muaj lub rooj sib hais kom ceev nrooj raws li piav saum no.

Cov Caij Nyoog rau Cov Roj Sib Hais Ceev Nrooj

Yuav tsum muaj cov roj sib hais plaub ceev nrooj ua ntej 20 hnuv kawm ntawv txij li hnuv ua tsab ntawv thov kom muaj roj sib hais. Tus kws ceev xwm kev sib hais yuav tsum xa tsab ntawv teev kev txiav txim ua ntej 10 hnuv tom qab lub roj sib hais. Yuav tsum muaj lub roj sib tham daws teeb meem ua ntej 7 hnuv txij li hnuv tau txais tsab ntawv thov lub roj sib hais, tshwj tsis yog koj thiab cheeb tsam tsev kawm ntawv sau ntawv pom zoo zam tsis tag muaj lub roj sib tham daws teeb meem los yog siv txoj kev kho kom haum xeeb. Yuav muaj lub roj sib hais kom koj raws cai mus ntxiv tshwj tsis yog daws tau qhov teeb meem kom ob tog neeg txaus siab ua ntej 15 hnuv txij li hnuv txais tau tsab ntawv thov kev sib hais.

Kev Tshem Tawm Cov Lus Tsis Txaus Siab

Yog cheeb tsam tsev kawm ntawv muab tsis tau koj txoj kev koom tes nrog lub roj sib tham daws teeb meem los yog lub roj sib kho kom haum xeeb tom qab sim kawg siab thiab cheeb tsam tsev kawm ntawv sau ntawv tsis pom zoo zam lub roj sib tham, cheeb tsam tsev kawm ntawv yuav, tom qab 30 hnuv, thov tus kws ceev xwm kev sib hais kom tshem tawm koj cov lus tsis txaus siab thov lub roj sib hais kom koj raws cai.

Kev Muab Chaw Kawm Ntawv Los Ntawm Tus Kws Ceev Xwm Kev Sib Hais

Tej zaum tus kws ceev xwm kev sib hais yuav txiav txim tshem koj tus me nyuam mus kawm rau lwm qhov chaw kawm ntawv ib ntus kom txog li ntawm 45 hnuv kawm ntawv yog tus kws ceev xwm kev sib hais txiav txim pom tias koj tus me nyuam yuav tsim kev mob rau nws tus kheej los yog rau lwm cov yog tias nws nyob twj ywm ntawm qhov chaw kawm qub.

Txoj Cai Thov Kom Rov Txiaiv Txim Dua

Koj los yog cheeb tsam tsev kawm ntawv thov tau kom rov muab tus kws ceev xwm kev sib hais plaub txoj kev txiav txim los hais dua hauv lub roj sib hais kom koj raws cai ceev nrooj.

KEV MUAB LWM QHOV CHAW KAWM NTAWV IB NTUS

Cheeb tsam tsev kawm ntawv yuav hloov koj tus me nyuam qhov chaw kawm ntawv mus rau lwm qhov chaw txog li 45 hnuv kawm ntawv, yog koj tus me nyuam:

1. Nqa riam phom txaus ntshai los yog muaj riam phom txaus ntshai hauv tsev kawm ntawv, hauv tsev kawm ntawv cov chaw, los yog hauv tsev kawm ntawv ib qho koom txoos hauv cheeb tsam tsev kawm ntawv los yog MDE raws li txhais los ntawm tsoom fwm teb chaws txoj cai);
2. Paub tias yeej muaj los yog yeej siv cov tshuaj yeeb tsis raug cai, los yog muag los yog nrhiav kev muag cov tshuaj yeeb tsis raug cai thaum nyob hauv tsev kawm ntawv, hauv tsev kawm ntawv cov chaw, los yog hauv tsev kawm ntawv ib qho koom txoos hauv cheeb tsam tsev kawm ntawv los yog MDE. Qhov no tsis yog dej caw los yog luam yeeb; los yog,
3. Ua rau lwm tus neeg raug mob loj thaum nyob hauv tsev kawm ntawv, hauv tsev kawm ntawv cov chaw, los yog hauv tsev kawm ntawv ib qho koom txoos hauv cheeb tsam tsev kawm ntawv raws li txhais los ntawm tsoom fwm teb chaws txoj cai.

Hnuv uas cheeb tsam tsev kawm ntawv txiav txim muab koj tus me nyuam tshem tawm thiab txoj kev tshem tawm yog kev hloov chaw kawm ntawv rau ib tug me nyuam tsis taus vim nws koj yam ntxwv txhaum cai, cheeb tsam tsev kawm ntawv yuav tsum sau ntawv faj seeb qhia rau koj txog nws txoj kev txiav tsim thiab muab Tsab Ntawv Ceeb Toom Txog Txheej Txheem Tiv Thaiv Kev Nyab Xeeb Tsab Ntawv Ceeb Toom Txog Tus Qauv Taug Kev Tiv Thaiv Kev Nyab Xeeb no rau koj.

Pawg neeg IEP/IIIP txiav txim txog qhov chaw yuav mus kawm ntawv ib ntus thiab cov kev kawm ntawv tshwj xeeb tsim nyog. Txawm tias qhov no yog kev hloov mus ib ntus xwb los, yuav tsum tau cia koj tus me nyuam:

1. Kawm cov ntaub ntawv zoo li qub mus ntxiv thiab kawm kom mus cuag cov hom phiaj uas teev muaj hauv koj tus me nyaum qhov IEP, txawm tias nws yuav yog kawm nyob rau ib qho chaw kawm txawv; thiab

2. Muab cov kev pab thiab cov kev hloov uas tsim los tiv thiav tus cwj pwm kom txhob rov qab tshwm sim dua.

Yog tias muab koj tus me nyuam must so rau lwm qhov chaw kawm ntawv ib ntus, yuav tsum tau muaj ib lub rooj sib tham IEP/IIIP ua ntej 10 hnuv kawm ntawv txijl I hnuv txiav txim. Hauv lub rooj sib tham no, pawg neeg yuav tsum tau tham txog tus cwj pwm thiab txoj kev uas txuam nrog rau koj tus me nyuam txoj kev tsis taus. Pab neeg yuav tsum muab cov ncauj lus ntsuam xyuas txog koj tus me nyuam tus yam ntxwv los xyuas, thiab txiav txim txog koj tus me nyuam qhov IEP/IIIP uas tsim nyog thiab lub tswv yim cob yam ntxwv. Pab neeg yuav txiav txim seb koj tus me nyuam muaj tus yam ntxwv tshwm sim puas yog tim, los yog muaj feem xyuam rau nws txoj kev tsis taus, los yog koj tus me nyuam koj tus yam ntxwv vim yog cheeb tsam tsev kawm ntawv tsis muaj rab peev xwm ua raws li qhov IEP.

TUS KWS LIJ CHOJ COV NQI NROG SIB HAIS PLAUB

Tej zaum koj yuav tau koj cov nqi them kws lij choj rov qab yog tias koj yeej rooj plaub sib hais kom koj raws cai. Ib tug kws txiav txim plaub ntug yuav kom them tus kws loj choj cov nqi raws li cov qib them nqi hauv koj lub zej zog. Lub tsev hais plaub yuav txo cov nyiaj them kws lij choj yog tias nws pom tias koj txhob txwm laug sij hawm kev sib hais haum los yog kev txiav txim rau rooj plaub. Yog tias cheeb tsam tsev kawm ntawv yeej thiab tsev hais plaub pom zoo tias koj txoj kev thov kom muaj lub rooj sib hais tsis tsim nyog rau qhov laj thawj lawm, koj yuav tau them cheeb tsam tsev kawm ntawv tus kws lij choj cov nq.

KEV TSHEM TAWM THIAB RHO TAWM COV NEEG MUAJ KEV TSIS TAU

Ua ntej koj tus me nyuam uas muaj kev tsis taus yuav raug rho tawm los yog tshem tawm hauv tsev kawm ntawv, yuav tsum muaj ib txoj kev txiav txim tshwm sim. Yog koj tus me nyuam tsis koj yam ntxwv zoo vim yog nws txoj kev tsis taus, koj tus me nyuam yuav tsis raug rho tawm.

Thaum ib tug me nyuam muaj kev tsis taus raug tshem tawm los yog rho tawm raws li Txoj Cai Tshem Neeg Kawm Ntawv Ncaj Ncees (Pupil Fair Dismissal Act), Minnesota Cov Cai, Cov Ntu 121A.41-56, vim yog koj cov yam ntxwv tsis zoo uas tsis yog tim tus me nyuam txoj kev tsis taus, cheeb tsam tsev kawm ntawv yuav muab tau kev qhia ntawv tshwj xeeb thiab cov kev pab cuam ntxiv rau nws tom qab lub caij nyoog muab nws tshem mus qhuab qhia tiav, yog tias raug tshem.

COV KEV TSHEM KEV QHUAB QHIA

Yog ib tug me nyuam muaj kev tsis taus raug tshem tawm ntawm nws qhov chaw kawm ntawv, yuav xam tau qhov no ua ib txoj kev tshem tawm chaw kawm ntawv yog tias:

1. Txoj kev tshem tawm ntev tshaj 10 hnuv kawm ntawv sib law liag; los yog

2. Koj tus me nyuam raug tshem tawm ntau zaus zoo sib xws vim yog:

a. Cov kev tshem tawm muaj ntau tshaj 10 hnuv kawm ntawv hauv ib lub xyoo twg;

b. Koj tus me nyuam koj tus yam ntxwv zoo li cov xwm txheej dhau los uas raug muab tshem tawm ntau zaus; thiab

c. Lwm cov ntsiab tseeb xws li cov hnuv tshem tawm ntev npaum li cas, koj tus me nyuam raug tshem tawm pes tsawg zaus, thiab qhov sij hawm sib ncuva ntawm cov caij nyoog raug tshem tawm.

Cheeb tsam tsev kawm ntawv yog tus txiav txim seb tus yam ntxwv raug tshem tawm puas tsim nyog muab hloov chaw kawm ntawv. Yog muaj tus tsis txaus siab rau txoj kev txiav txim, yuav tau muab txoj kev sib hais kom koj raws cai thiab cov txheej txheem sib hais plaub ntug los nrog xyuas txoj kev txiav txim.

COV ME NYUAM TSI TSIM NYOG TAU COV KEV KAWM NTAWV TSHWJ XEEB THIAB COV KEV PAB CUAM MUAJ FEEM XYUAM

Yog tias tsis tau pom koj tus me nyuam tsim nyog tau cov kev kawm ntawv tshwj xeeb thiab cov kev pab cuam muaj feem xyuam thiab ua txhaum txoj cai coj yam ntxwv, thiab cheeb tsam tsev kawm ntawv paub ua ntej txoj kev ua txhaum cai tias koj tus me nyuam yeej yog ib tug me nyuam muaj kev tsis taus, ces koj tus me nyuam siv tau cov kev tiv thaiv piav hauv tsab ntawv no.

Yuav xam tias cheeb tsam tsev kawm ntawv paub txog tias tus me nyuam yeej yog ib tug me nyuam muaj kev tsis taus yog tias, ua ntej tus yam ntxwv raug qhuab qhia tshwm sim:

1. Koj sau ntawv teev koj cov lus txhawj xeeb rau cov neeg tswj xyuas los yog neeg khiav hauj lwm hauv cheeb tsam tsev kawm ntawv los yog rau koj tus me nyuam tus xib fwb paub tias koj tus me nyuam yuav tsum tau kev kawm ntawv tshwj xeeb thiab cov kev pab cuam muaj feem xyuam;
2. Koj thov kom muaj txoj kev ntsuam xyuas txog kev tsis taus rau txoj kev kawm ntawv tshwj xeeb thiab cov kev pab cuam muaj feem xyuam raws li Ntu B ntawm IDEA; los yog
3. Koj tus me nyuam tus xib fwb los yog lwm cov neeg ua hauj lwm hauv cheeb tsam tsev kawm ntawv tau qhia lawv cov kev txhawj xeeb txog cov qauv yam ntxwv uas koj tus me nyuam tau coj mus rau cheeb tsam tsev kawm ntawv tus thawj coj kev qhia ntawv tshwj xeeb los yog rau neeg tswj xyuas hauv cheeb tsam tsev kawm ntawv.

Tshwj yog cov cheeb tsam tsev kawm ntawv paub txog

Yuav tsis xam tias cheeb tsam tsev kawm ntawv paub tiag yog tias:

1. Koj tau tsis kam tso cai rau ib txoj kev ntsuam xyuas koj tus me nyuam los yog koj tsis kheev koj tus me nyuam kawm ntawv tshwj xeeb yav dhau los; los yog
2. Koj tus me nyuam twb yeej muaj kev ntsuam xyuas thiab yeej pom tias koj tus me nyuam tsis yog ib tug me nyuam muaj kev tsis taus raws li Ntu B ntawm IDEA.

Cov zwj ceeb muaj feem xyuam yog tsis muaj kev paub txog.

Yog cheeb tsam tsev kawm ntawv tsis paub txog tias koj tus me nyuam yog ib tug me nyuam muaj kev tsis taus ua ntej muab koj tus me nyuam qhuab qhia, koj tus me nyuam yuav raug cov kev qhuab qhia tam nkaus li cov me nyuam uas tsis muaj kev tsis taus uas tau coj cov yam ntxwv zoo sib xws li ntawd.

Yog muaj ntawv thov kom ntsuam xyuas koj tus me nyuam thaum lub caij nyooq yuav muab koj tus me nyuam qhuab qhia, yuav tsum muaj txoj kev ntsuam xyuas kom ceev nrooj. Kom txog thaum ntsuam xyuas tiav, koj tus me nyuam yuav kawm ntawv twj ywm qhov qub uas cheeb tsam tsev kawm ntawv txiav txim rau nws, uas tej zaum yuav muaj kev tshem tawm los yog rho tawm tsesv kawm ntawv tsis pub muaj cov kev kawm ntawv uas qhia rau sawv daws. Nyob rau hauv Minnesota, cov kev kawm ntawv rau sawv daws yog cov uas pib qhia hnub 6 tom qab muab txoj kev qhuab qhia thiab muab lwm cov kev qhia ntawv.

KEV XA MUS CUAG THIAB YAM NTXWV COJ LOS NTAWM CHAW CEEV XWM KEV CAI THIAB COV MUAJ CIAJ CIAM CAI

Cheeb tsam tsev kawm ntawv ceeb toom qhia tau ib txoj kev ua txhaum cai los ntawm ib tug me nyuam muaj txoj kev tsis taus mus rau cov kws muaj cai tsim nyog thiab lub Xeev chaw ceev xwm kev cai thiab cov muaj ciaj ciam cai yeej ua tau lawv cov luag num raws txoj cai uas muaj feem xyuam rau cov kev ua txhaum cai los ntawm ib tug me nyuam muaj kev tsis taus.

Cov ntaub ntawv xa tawm

Yog cheeb tsam tsev kawm ntawv ceeb toom ib txoj kev ua txhaum cai los ntawm ib tug me nyuam muaj kev tsis taus, cheeb tsam tsev kawm ntawv yuav tsum luam tus me nyuam cov ntaub ntawv teev txog kev kawm ntawv tshwj xeeb thiab lwm cov ntaub ntawv teev kev qhuab qhia xa mus rau cov kws muaj cai tsim nyog uas yog cov nws ceeb toom kev ua txhaum cai mus rau. Tiam sis, cheeb tsam tsev kawm ntawv tsuas luam tau koj tus me nyuam cov ntaub ntawv kawm tshwj xeeb thiab cov ntaub ntawv teev kev qhuab qhia raws li FERPA pom zoo.

KEV MUAB MUS KAWM NTAWV NTIAV

IDEA yuav tsis yuam kom cheeb tsam tsev kawm ntawv them rau cov nqi qhia ntawv rau koj tus me nyuam, nrog rau cov nqi qhia ntawv tshwj xeeb thiab cov kev pab cuam muaj feem xyuam, hauv lub tsev kawm ntawv ntiav, yog tias cheeb tsam tsev kawm ntawv yeej muaj FAPE rau koj tus me nyuam thiab yog koj xaiv muab koj tus me nyuam mus kawm rau hauv lub tsev kawm ntawv ntiav. Tiam sis, tej zaum koj yuav tau cov nqi kawm ntawv hauv lub tsev kawm ntawv ntiav rov los yog tias koj qhia rau cheeb tsam tsev kawm ntawv paub ua ntej raws caij nyoog tias koj npaj yuav siv pej xeeb huab hwm cov nyiaj se them rau koj tus me nyuam mus kawm hauv lub tsev kawm ntawv ntiav thiab yog tus kws ceev xwm kev sib hais pom tias cheeb tsam tsev kawm ntawv yeej tsis muaj FAPE rau koj tus me nyuam ua ntej muab koj tus me nyuam mus rau npe kawm hauv lub tsev kawm ntawv ntiav thiab yog txoj kev kawm ntawv ntiav yeej zoo tsim nyog. Koj yuav tsum faj seeb qhia rau cheeb tsam tsev kawm ntawv txog koj txoj kev npaj yuav siv pej xeeb huab hwm cov nyiaj se them rau koj tus me nyuam mus kawm rau hauv lub tsev kawm ntawv ntiav thaum IEP/IIIP lub rooj sib tham ua ntej yuav muab koj tus me nyuam tshem tawm hauv lub tsev kawm ntawv dawb los yog sau ntawv mus faj seeb qhia rau cheeb tsam tsev kawm ntawv tsawg kawg li 10 hnuv ua ntej yuav tshem koj tus me nyuam tawm ntawm lub tsev kawm ntawv dawb.

Koj tsab ntawv yuav tsum teev qhia vim li cas koj thiaj tsis pom zoo li cheeb tsam tsev kawm ntawv lub tswv yim IEP/IIIP los yog qhov chaw kawm ntawv. Yog tus kws ceev xwm kev sib hais los yoglub tsev hais plaub pom tias cheeb tsam tsev kawm ntawv tsis muaj rab peev xwm muab tau los yog muab tsis tau txoj kev kawm ntawv tsim nyog rau koj tus me nyuam thiab lub chaw kawm ntawv ntiav thiaj li tsim nyog, yuav thim cov nqi kawm ntawv ntiav rov rau koj. Yog tsis qhia rau lub tsev kawm ntawv paub txog koj txoj kev npaj siv pej xeeb huab hwm cov nyiaj se them rau koj tus me nyuam mus kawm hauv lub tsev kawm ntawv ntiav, tsis kheev ntsuam xyuas koj tus me nyuam ua ntej muab koj tus me nyuam mus kawm hauv lub tsev kawm ntawv ntiav tom qab cheeb tsam tsev kawm ntawv sau ntawv faj seeb qhia rau koj txog lawv txoj kev yuav ntsuam xyuas koj tus me nyuam, los yog lwm cov kev ncuaj sij hawm tsim nyog los ntawm koj, yuav ua rau kev thim cov nyiaj them nqi kawm ntawv rov rau koj tsawg dua los yog tsis kam thim rov rau koj.

Tus kws ceev xwm kev sib hais yuav txo tsawg tsis tau los yog tsis kam thim tsis tau cov nqi kawm ntawv ntiav yog tias: cheeb tsam tsev kawm ntawv tiv thaiv tsis kheev koj ua tsab ntawv faj seeb no; koj tsis tau txais tsab ntawv teev qhia koj cov luag num raws li piav muaj saum no ntawm ntu no; los yog ua raws li cov kev cai saum no yuav tsim kev mob rau koj tus me nyuam lub cev thiab yog koj tsis ua tsab ntawv faj seeb vim tias koj sau tsis tau Ntawv Askiv los yog ua raws cov cai saum no yuav tsim kev puas siab puas ntsws loj heev rau koj tus me nyuam.

Hmong College Prep Academy Total Special Education System

Appendix D

Special Education Parent Advisory Council

Appendix D

Special Education Advisory Council Operational Procedures Guiding Principles

According to Minnesota Statute 125A.24, school districts must have a special education advisory council that is incorporated into the district's total special education system. The guiding principles of the Hmong College Prep Academy's Special Education Parent Advisory Council (SEAC) that is established through this statute are to:

- Increase the involvement of parents of children with disabilities in program and district policymaking and decision making;
- Serve as an information source for parents, students, staff, administration, community members, and the Hmong College Prep Academy (HCPA) district Board of Directors regarding special education programs and policies of HCPA district; and
- Support the needs of students with disabilities at school committee meetings.

Throughout the course of the school year, the following may be addressed by the Hmong College Prep Academy Special Education Parent Advisory Council:

- Funding issues;
- Extended school year (ESY);
- Legislation that impacts special education at a district level;
- Assistive technology;
- Development of cooperative relationships between general and special education;
- Training and support for parents, families and students with disabilities;
- Serve as a forum for the expression of concerns and recommendations pertaining to the education of students with disabilities; and/or
- Serve as a resource for Hmong College Prep Academy regarding special education issues.

Membership

The Special Education Advisory Council shall consist of parent members across disabilities.

The Senior Special Education Manager, Special Education Parent Engagement and Advocacy Coordinator, and case managers will be responsible for extending invitations to specified parents for multiple disability representation. The Special Education Parent Engagement and Advocacy Coordinator will assure that at least 50% of the membership are parents/guardians of students with disabilities.

Terms of Office

Council members shall be appointed to a term of one year and may serve a total of four terms. Terms may be extended at the discretion of the Special Education Advisory Council.

Attendance

In order to promote cohesiveness and to enable all members of the council to be part of an informed decision-making process, all members are encouraged to attend each of the council meetings. A council member who misses two meetings will be contacted by the chair to determine if they are still interested in council membership.

If a member is unable to attend a council meeting, it is expected that they contact Shirley Klitzke at shirley.klitzke@hcpak12.org or 651-209-8002 before 3:00 p.m. on the day of the meeting.

In case of inclement weather, a council meeting may be canceled or held online. Every effort will be made to contact council members via a phone call to alert them to the cancellation.

Meetings

The Special Education Advisory Council will meet at least annually. Meetings will be limited, as much as possible, to one hour in length.

Discussion and Information Sharing

In order to facilitate discussion among all council members, all members will be asked to limit their comments so as not to prohibit others from speaking. Agendas will be timed so that meetings can be efficient and end on time. If a particular agenda item requires more discussion or more information is needed to make an informed decision, an agenda item may be carried over to the next meeting.

If a council member wishes to bring an item to the council for discussion, they are encouraged to provide the membership with all necessary information to aid in the discussion. If more information is needed, as stated above, the member may be asked to bring it to the next meeting and discussion will be tabled until that time.

If a member wishes the council to discuss an issue that requires outside expertise, they are encouraged to contact the Special Education Coordinator several weeks prior to the meeting so that the item can be placed on the next agenda and an appropriate speaker can be contacted.

Decision Making

All decisions will be made by consensus. If the Special Education Advisory Council cannot reach consensus majority vote rules.

Amendments to Council Guidelines

Amendments to the council guidelines may be proposed by members. Amendments will be distributed to all members in a draft form at least one month prior to a vote. Amendments will require an affirmative vote by a majority of members present.

Council guidelines will be reviewed at least every two years.

Staff

A special education staff member will coordinate with the Senior Special Education Manager to type agendas and minutes of all meetings of the council as well as arrange for meeting space. The Senior Special Education Manager/Director will act as the administrative liaison between the Special Education Advisory Council and the district administration, the School Board, and the teaching staff. The Senior Special Education

Manager will respond to recommendations of the Special Education Advisory Council and report back to the Special Education Advisory Council with a response to the recommendations if necessary.