



TOTAL SPECIAL EDUCATION SYSTEM (TSES)

**Roseville Area School District #623
Office of Student Services
26/27 School Year**



This document serves as the Total Special Education System Plan for Roseville Area School District ISD 623 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, sections 1400 et seq., 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).

The Executive Director of Student Services is responsible for program development, coordination, and evaluation; professional development; and general special education supervision and administration. The Executive Director of Student Services, Niceta Thomas, may be reached at (651) 635-1608.

I. Child Study Procedures

The district's identification system is developed according to the requirement of nondiscrimination as Roseville Area School District ISD 623 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

Roseville Area School District ISD 623 has developed systems designed to identify students with disabilities beginning at birth, students with disabilities attending public and nonpublic schools, and students with disabilities who are of school age and are not attending any school.

Infant and toddler intervention services under United States Code, title 20, chapter 33, section 1431 et seq., and Code of Federal Regulations, title 34, part 303, are available in Roseville Area School District ISD 623 to children from birth through two years of age who meet the outlined criteria.

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

- A. the child meets the criteria of one of the disability categories in United States Code, title 20, chapter 33, sections 1400, et. seq., as defined in Minnesota Rules; or
- B. the child meets one of the criteria for developmental delay in subitem (1) or the criteria in subitem (2);
 - (1) the child has a diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay regardless of whether the child has a demonstrated need or delay; or

- (2) the child is experiencing a developmental delay that is demonstrated by a score of 1.5 standard deviations or more below the mean, as measured by the appropriate diagnostic measures and procedures, in one or more of the following areas:
 - a. cognitive development
 - b. physical development, including vision and hearing;
 - c. communication development;
 - d. social or emotional development; and
 - e. adaptive development.
- (3) The child's eligibility is established through the application of informed clinical opinion. Informed clinical opinion may be used as an independent basis to establish a child's eligibility under this part even when other instruments do not establish eligibility; however, in no event may informed clinical opinion be used to negate the results of evaluation instruments to establish eligibility.

The team shall determine that a child from the age of three years through the age of six years is eligible for special education when:

- A. the child meets the criteria of one of the categorical disabilities in United States Code, title 20, chapter 33, sections 1400 et seq., as defined in Minnesota Rules; or
- B. the child meets one of the criteria for developmental delay in subitem (1) and the criteria in subitem (2).
 - 1.) The child:
 - (a) *has a diagnosed physical or mental condition or disorder that has a hinder typical development 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 referenced instruments, language samples, or curriculum-based measures.*

Roseville Area School District ISD 623 identifies students with a Specific Learning Disability by implementing a discrepancy model and is consistent with Minnesota Rule 3525.1341. Roseville Area School District ISD 623 implements pre-referral interventions before determining that a student is in need of special education evaluation. During the intervention process there is continuous measurement of the student's progress. Once the evaluation process has begun, a discrepancy model is used to make the determination of eligibility. Data collected during the pre-referral process is highly informative to the eligibility determination. Roseville Area School District's plan for identifying a child with a Specific Learning Disability is attached as *Appendix A*.

B. Evaluation

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

A. General. (1) The lead agency must ensure that, subject to obtaining parent/guardian consent in accordance with §303.420(a)(2), each child under the age of three who is referred for evaluation or early intervention services under this part and suspected of having a disability, receives—

- (i) A timely, comprehensive, multidisciplinary evaluation of the child in accordance with paragraph (b) of this section unless eligibility is established under paragraph (a)(3)(i) of this section. The evaluation for infants and toddlers shall be conducted within 45 calendar days of the date of the referral ; and
- (ii) If the child is determined eligible as an infant or toddler with a disability as defined in §303.21--
 - (A) A multidisciplinary assessment of the unique strengths and needs of that infant or toddler and the identification of services appropriate to meet those needs;
 - (B) A family-directed assessment of the resources, priorities, and concerns of the family and the identification of the supports and services necessary to enhance the family's capacity to meet the developmental needs of that infant or toddler. The assessments of the child and family are described in paragraph (c) of this section and these assessments



may occur simultaneously with the evaluation, provided that the requirements of paragraph (b) of this section are met.

(2) As used in this part—

(i) Evaluation means the procedures used by qualified personnel to determine a child's initial and continuing eligibility under this part, consistent with the definition of infant or toddler with a disability in §303.21. An initial evaluation refers to the child's evaluation to determine his or her initial eligibility under this part;

(ii) Assessment means the ongoing procedures used by qualified personnel to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs throughout the period of the child's eligibility under this part and includes the assessment of the child, consistent with paragraph (c)(1) of this section and the assessment of the child's family, consistent with paragraph (c)(2) of this section; and

(iii) Initial assessment refers to the assessment of the child and the family assessment conducted prior to the child's first IFSP meeting.

(3)(i) A child's medical and other records may be used to establish eligibility (without conducting an evaluation of the child) under this part if those records indicate that the child's level of functioning in one or more of the developmental areas identified in §303.21(a)(1) constitutes a developmental delay or that the child otherwise meets the criteria for an infant or toddler with a disability under §303.21. If the child's part C eligibility is established under this paragraph, the lead agency or EIS provider must conduct assessments of the child and family in accordance with paragraph (c) of this section.

(ii) Qualified personnel must use informed clinical opinion when conducting an evaluation and assessment of the child. In addition, the lead agency must ensure that informed clinical opinion may be used as an independent basis to establish a child's eligibility under this part even when other instruments do not establish eligibility; however, in no event may informed clinical opinion be used to negate the results of evaluation instruments used to establish eligibility under paragraph (b) of this section.

(4) All evaluations and assessments of the child and family must be conducted by qualified personnel, in a nondiscriminatory manner, and selected and administered so as not to be racially or culturally discriminatory.

(5) Unless clearly not feasible to do so, all evaluations and assessments of a child must be conducted in the native language of the child, in accordance with the definition of native language in §303.25.

(6) Unless clearly not feasible to do so, family assessments must be conducted in the native language of the family members being assessed, in accordance with the definition of native language in §303.25

B. Procedures for evaluation of the child. In conducting an evaluation, no single procedure may be used as the sole criterion for determining a child's eligibility under this part. Procedures must include –

- (1) Administering an evaluation instrument;
- (2) Taking the child's history (including interviewing the parent/guardian);
- (3) Identifying the child's level of functioning in each of the developmental areas in § 303.21(a)(1);
- (4) Gathering information from other sources such as family members, other care-givers, medical providers, social workers, and educators, if necessary, to understand the full scope of the child's unique strengths and needs; and
- (5) Reviewing medical, educational, or other records.

C. Procedures for assessment of the child and family.

(1) An assessment of each infant or toddler with a disability must be conducted by qualified personnel in order to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs. The assessment of the child must include the following –

- (i) A review of the results of the evaluation conducted by paragraph (b) of this section;
- (ii) Personal observations of the child; and
- (iii) The identification of the child's needs in each of the developmental areas in § 303.21(a)(1).

(2) A family-directed assessment must be conducted by qualified personnel in order to identify the family's resources, priorities, and concerns and the supports and services necessary to enhance the family's capacity to meet the developmental needs of the family's infant or toddler with a disability. The family-directed assessment must –



- (i) Be voluntary on the part of each family member participating in the assessment;
- (ii) Be based on information obtained through an assessment tool and also through an interview with those family members who elect to participate in the assessment; and
- (iii) Include the family's description of its resources, priorities, and concerns related to enhancing the child's development.

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

Roseville Area School District ISD 623 conducts full and individual initial evaluation before the initial provision of special education and related services to a student. The initial evaluation shall consist of procedures to determine whether a child is a student 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 student. The district proposing to conduct an initial evaluation to determine if the child qualifies as a student with a disability shall obtain an informed consent from the parent/guardian of the child before the evaluation is conducted. Parental/guardian consent for evaluation shall not be construed as consent for placement for receipt of special education and related services. The District will not override the written refusal of a parent/guardian to consent to an initial evaluation or reevaluation.

Evaluation procedures

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

- A. Roseville Area School District ISD 623 shall provide notice to the parents/guardians of the student, 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, Roseville Area School District ISD 623 shall:
 - (1) use a variety of evaluation tools and strategies to gather relevant functional and developmental information, including information provided by the parent/guardian, that are designed to assist in determining whether the child is a student with a disability and the content of the student's individualized education program, including information related to enabling the student to be involved in and to make progress in the general curriculum, or for preschool students, to participate in appropriate activities;

- (2) not use any single procedure as the sole criterion for determining whether a child is a student with a disability or determining an appropriate education program for the student; and
- (3) use technically sound instruments that are designed to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

C. Roseville Area School District ISD 623 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 student's native language or other mode of communication, unless it is clearly not feasible to do so;
- (2) materials and procedures used to evaluate multilingual learners 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 development;
- (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, emotional, behavioral status, general intelligence, academic performance, communicative status, adaptive skills, and motor abilities;
- (5) evaluation tools and strategies that provide relevant information that directly assist teams in determining the educational needs of the student 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 to address the child's sensory, motor, and communication 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 impairments in sensory, motor, or communication, unless those skills are the factors that the test purports to measure; and
- (9) in evaluating each student with a disability, the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified.

- D. Upon completion of administration of tests and other evaluation materials, the determination of whether the child is a student with a disability as defined in Minnesota Statutes, section 125A.02, shall be made by a team of qualified professionals and the parent/guardian of the student 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/guardian.
- E. In making a determination of eligibility under item D, a child shall not be determined to be a student 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 student, including evaluations and information provided by the parents/guardians of the student, 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 student's parents/guardians, identify what additional data, if any, are needed to determine whether the student has a particular category of disability, as described in Minnesota Statutes, section 125A.02, or, in case of a reevaluation of a student, whether the student continues to have such a disability, the present levels of performance and educational needs of the student, whether the student needs special education and related services, or in the case of a reevaluation of a student, whether the student 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 student to meet the measurable annual goals set out in the individualized education program of the student and to participate, as appropriate, in the general curriculum.
- B. The district shall administer such tests and other evaluation materials as may be needed to produce the data identified by the IEP team under item A, subitem (2).
- C. Each district shall obtain informed parental/guardian consent, in accordance with subpart 1, prior to conducting any reevaluation of a student, except that such informed parental/guardian consent need not be obtained if the district can demonstrate that it had taken reasonable measures to obtain such consent and the student's parent/guardian 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 student continues to be a student with a disability, the district shall notify the student's parents/guardians of that determination and the reasons for it, and the right of such parents/guardians to request an evaluation to determine whether the student continues to be

a student with a disability, and shall not be required to conduct such an evaluation unless requested to by the student's parents/guardians.

- E. A district shall evaluate a student in accordance with this part before determining that the student is no longer a student with a disability.

Procedures for determining eligibility and placement

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

Evaluation Report

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

- A. a summary of all evaluation results;
- B. documentation of whether the student has a particular category of disability or, in the case of a reevaluation, whether the student continues to have such a disability;
- C. the student'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 student 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 student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general curriculum.
- F. The extent to which testing or procedures varied from standard conditions.

C. Plan for Receiving Referrals

Roseville Area School District's ISD 623 plan for receiving referrals from parents/guardians, 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 Students

Roseville Area School District ISD 623 provides a continuum of educational services. All students with disabilities are provided with special instruction and services which are appropriate to their needs. The following is representative of Roseville Area School District's ISD 623 method of providing the special education services for the identified students, sites available at which service may occur, and instruction and related services are available.

Appropriate special education and related services are based on individual student needs and determined by the IEP team. Services are provided in the least restrictive environment to meet the special education needs, goals, and objectives of a student are determined on an individual basis.

Method of Providing the special education services for the identified students:

Roseville Area Schools Student Services department serves the needs of students birth to twenty two years of age receiving special education services.

The disability categories in which students may receive services are:

- Autism Spectrum Disorder (ASD)
- Specific Learning Disability (SLD)
- Deaf and Hard of Hearing (DHH)
- Speech or Language Impairment (S/L)
- Deaf and Hard of Hearing (D/HH)
- Severely Multiply Impaired (SMI)
- Developmental Cognitive Disability (DCD)
- Traumatic Brain Injury (TBI)
- Emotional or Behavioral Disorders (EBD)
- Visually Impaired (VI)
- Other Health Disabilities (OHD)
- Developmental Delay (DD)
- Physically Impaired (PI)
- Blind and Visually Impaired (BVI)

The following table illustrates the method of providing special education services for the identified students and service location:

Grade Level	Service	Purpose	Service Characteristics
Birth to 3 years of age	Early Intervention	Serves children from birth to 3 years with disabilities typically in the child's natural environment, which would be the home or daycare setting.	• May include collaboration between school districts • Typically home based services • Some children may receive services in a classroom setting

			- Services may include ECSE Teacher, Physical Therapy, Occupational Therapy, Speech Therapy, Deaf/Hard of Hearing services, and other related services. Service coordination must be included. - Services are based on the child's needs and documented in an IFSP
3 to 5 years of age	Early Childhood Special Education (ECSE)	Serves children with disabilities who are pre-kindergarten age.	- Classrooms range from non-inclusion to full inclusion depending on the needs of the child - Small group instruction available to help children work on targeted skills - One-on-one instruction is available depending on the needs of the child - ECSE classroom are located at Harambee Elementary and Anpétu Téca Education Center
K-12	Indirect Service		- A student's special education teacher or related service provider consults with the mainstream classroom teacher(s) and other service providers regarding the student's IEP accommodations and/or modifications - Available at all school sites within the Roseville Area Schools
K-12	Direct Service		- A student's special education teacher or related service provider may provide specialized instruction in the general education classroom - A student's special education teacher or related service provider may provide specialized instruction in a small group setting or resource room. The student may be removed from the general education classroom for individual and/or small group instruction, returning to the general educational setting for the remainder

			of the day. The amount of time spent in a resource room will vary based on the student's needs. Available at all school sites within the Roseville Area Schools
K-6	Elementary Center-Based CID	Serves students with intensive communication impairments that interfere with a child's ability to access the instruction provided in the general education setting.	- Individualized social, emotional, and/or behavioral programming - Direct instruction in social skills - Sensory support for learning success - Direct instruction in social and functional communication - Academic instruction focused on student need/s and aligned with Roseville Schools grade level standards. - Located at Emmet D. Williams Elementary School and Brimhall Elementary School
K - 8	Center-Based DCD	Serves students who demonstrate significant cognitive delays and/or multiple impairments	- Functional academic curriculum - Self-help and daily living skills curriculum - Individualized interventions - Located at Parkview Center School
K - 6	Center-Based EBD	Provides intensive social, emotional, and/or behavioral programming within a structured educational environment	- Direct instruction in social, emotional and behavioral skills - Proactive, structured behavior management interventions - Academic instruction in core academic curriculum areas - Located at Parkview Center School
7 - 12	Secondary Center-Based EBD	Provides intensive social, emotional, and/or behavioral programming within a structured educational environment	- Direct instruction in social, emotional and behavioral skills - Proactive, structured behavior management interventions - Academic instruction in core academic curriculum areas

			Located at Roseville Area Middle School (RAMS) and Roseville Area High School (RAHS)
9 - 12	Secondary Center-Based DCD	Serves students who demonstrate significant cognitive delays and/or multiple severe impairments	- Functional academic curriculum - Self-help, safety, and daily living skills curriculum - Social skills - Multiple and individualized interventions - Located at Roseville Area High School (RAHS)
9-12	Secondary Center-Based CID	Serves students with intensive communication impairments that interfere with a child's ability to access the instruction provided in the general education setting.	- Individualized social, emotional, and/or behavioral programming - Direct instruction in social skills - Sensory support for learning success - Direct instruction in social and functional communication - Academic instruction focused on student needs and aligned with Roseville Schools grade level standards. - Located at Roseville Area High School (RAHS)
K-12	Northeast Metro 916 & Northeast Metro School District Programs	Students in need of setting IV services will be referred on an individual basis.	Students in need of more intensive K-12 services or transition services
Transitions	Northeast Metro 916 & Northeast Metro School District Programs	Students in need of transition services will be referred on an individual basis.	Students between the ages of 18 and 22 who have not achieved their goals in the areas of Independent Living (home living, community participation, recreation, and leisure), Post-Secondary Education and Training, and Employment can continue to participate in educational programming related to these areas.

Homebound Services	Home or Community Location	Students unable to attend school due to extended illness or injury	
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Medical/Family Placement available at which services may occur:

Examples: residential, day programs, mental health, chemical dependency, eating disorders, hospitals, correctional facilities (juvenile and adult detention centers, jails), shelter care facilities, alternative learning centers and programs.

Related Services:

Psychological Services- School psychologists assist students in educational, emotional, and behavioral areas. The Roseville Area School District ISD 623 psychologists assist in planning instructional and behavioral programs for students in consultation with the students, parents/guardians, and teaching staff. They are also involved in the evaluation of students.

Occupational/Physical Therapy- Occupational Therapy (OT) or physical therapy (PT) may be provided to students with Individualized Education Plans who are experiencing motor difficulties, self-care difficulties, or sensory motor difficulties. Students identified for OT or PT need intervention in order to reach their Individual Education Plan (IEP) goals.

School Health Services- School health services are designed to identify students with health problems. Licensed school nurses provide students, parent/guardians, and school staff with health information as well as write and implement health plans. They supervise health assistants and assist in supporting those students who may have health impairments that impact their classroom learning. They also assist in the coordination of the instructional services which these students may require.

School Social Work Services- Social workers help students in areas related to the student's personal and social function and with family issues. School social workers may also assist by referring and coordinating services from other agencies.

Audiology- Audiologists provide specialized assessments related to hearing and manage hearing assistance technology.

Speech Language Pathology- Speech language pathologists provide services for students with communication needs. Students may qualify for these services as an area of disability or as a related service in order to make progress on IEP goals.

Transportation- Specialized transportation services may be needed for some students based on educational needs and IEP team determination (in alignment with district transportation policies).



Orientation and Mobility Services- Orientation and mobility services includes services provided to visually impaired students that enable them to move safely at home, school, and in the community.

Assistive Technology- Low to high technology accommodations, modifications, and equipment that allow students with disabilities access to their learning environment. The student assistive technology needs must be considered at each annual IEP team meeting.

III. Administration and Management Plan.

The Roseville Area School District 623 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 students:

- 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 students:

Staff Name and Title	Contact Information	Brief Description of Staff Responsibilities relating to child study procedures and method of providing special education services	Additional Information
Niceta Thomas, Executive Director of Student Services	Roseville Area Schools District Center 1251 County Road B2 W Roseville, MN 55113 (651) 635-1608 niceta.thomas@isd623.org	Executive Director of Student Services	Supervision of homebound/home based services. Oversight of the ECSE program.
Taylor Anderson, Assistant Director of Student Services	Roseville Area Schools District Center 1251 County Road B2 W Roseville, MN 55113 (651) 635-1636 taylor.anderson@isd623.org	Student Services Supervisor for Parkview Center School, Roseville Area Middle School, Roseville Area High School, and Fairview Alternative School.	Directly supervises out of district placement for K-12 programs. Directly supervises student placement in setting IV programs

			and 18-22 transition programs. Directly supervises student placement in DHH and BVI.
Jennie Sorenson, Assistant Director of Student Services	Roseville Area Schools District Center 1251 County Road B2 W Roseville, MN 55113 (651) 635-1637 jennie.sorenson@isd623.org	Student Services Supervisor for Brimhall Elementary, Central Park Elementary, Edgerton Elementary, Emmet D. Williams Elementary, Falcon Heights Elementary, Harambee Elementary and Little Canada Elementary.	Directly supervises nonpublic special education services.
Heidi Stone, ECSE Supervisor	Roseville Area Schools Anpétu Téča Education Center 1910 County Road B West Roseville, MN 55113 651-604-3720 heidi.stone@isd623.org	Supervisor of ECSE program	
Danielle Mathews, Teacher on Special Assignment	Roseville Area Schools District Center 1251 County Road B2 W Roseville, MN 55113 danielle.mathews@isd623.org	Directly supervises Nonpublic services. Setting IV placement coordinator	
Peter Koshoil	Brimhall Elementary 1744 County Road B West Roseville, MN 55113 peter.koshoil@isd623.org	Referral Review Team Facilitator	
Taryn McGovern	Brimhall Elementary 1744 County Road B West Roseville, MN 55113 taryn.mcgovern@isd623.org	Special Education Lead	

Ryan Vernosh, Principal	Brimhall Elementary 1744 County Road B West Roseville, MN 55113 651-638-1958 ryan.vernosh@isd623.org	The building Referral Review Team is under the direction of the Building Principal or their designee.	
Michelle Wackman	Central Park Elementary 535 County Road B-2 West Roseville, MN 55113 michele.wackman@isd623.org	Referral Review Team Facilitator	
Anne Xavier	Central Park Elementary 535 County Road B-2 West Roseville, MN 55113 anne.xavier@isd623.org	Special Education Lead	
Rebecca Suttén, Principal	Central Park 535 County Road B-2 West Roseville, MN 55113 651-481-9951 rebecca.suttén@isd623.org	The building Referral Review Team is under the direction of the Building Principal or their designee.	
Sara Miller	Early Childhood Special Education (ECSE) Anpétu Téča Education Center 1910 County Road B West Roseville, MN 55113 sara.miller@isd623.org	Referral Review Team Facilitator	
Chrissy Christensen & Lis Moriarty	Early Childhood Special Education (ECSE) Anpétu Téča Education Center 1910 County Road B West Roseville, MN 55113 christina.christensen@isd.623.org lis.moriarty@isd623.org	Special Education Lead	
Sara Falcon	Edgerton Elementary 1929 Edgerton Street Maplewood, MN 55117 sarah.falcon@isd623.org	Referral Review Team Facilitator	

Mia Moore Enfante	Edgerton Elementary 1929 Edgerton Street Maplewood, MN 55117 mia.moore-enfante@isd623.org	Special Education Lead	
Colleen Atakpu, Principal	Edgerton Elementary 1929 Edgerton Street Maplewood, MN 55117 651-772-2565 colleen.atakpu@isd623.org	The building Referral Review Team is under the direction of the Building Principal or their designee.	
Anna LeClaire	Emmet D. Williams Elementary 955 County Road D West Shoreview, MN 55126 anna.leclaire@isd623.org	Referral Review Team Facilitator	
TBD	Emmet D. Williams Elementary 955 County Road D West Shoreview, MN 55126	Special Education Lead	
Rebecca Wade, Principal	Emmet D. Williams 955 County Road D West Shoreview, MN 55126 651-482-8624 rebecca.wade@isd623.org	The building Referral Review Team is under the direction of the Building Principal or their designee.	
Shannon Chase	Falcon Heights Elementary 1393 Garden Avenue West Falcon Heights, MN 55113 shannon.chase@isd623.org	Referral Review Team Facilitator	
TBD	Falcon Heights Elementary 1393 Garden Avenue West Falcon Heights, MN 55113	Special Education Lead	
Beth Behnke, Principal	Falcon Heights Elementary 1393 Garden Avenue West Falcon Heights, MN 55113 651-646-0021 beth.behnke@isd623.org	The building Referral Review Team is under the direction of the Building Principal or their designee.	

Jordan Nelson	Fairview Alternative High School 1910 County Road B West Roseville, MN 55113 jordan.nelson@isd623.org	Referral Review Team Chairperson & Special Education Lead	
Laura Freer, Principal	Fairview Alternative High School 1910 County Road B West Roseville, MN 55113 651-604-3800 laura.freer@isd623.org	The building Referral Review Team is under the direction of the Building Principal or their designee.	
Nicole Trinh	Harambee Elementary County Road B E Maplewood, MN 55117 nicole.trinh@isd623.org	30 Referral Review Team Facilitator	
Taryn McGovern	Harambee Elementary County Road B E Maplewood, MN 55117 taryn.mcgovern@isd623.org	30 Special Education Lead	
Chris Steiff Oji	Harambee Elementary County Road B E Maplewood, MN 55117 651-379-2501 chris.steiff.oji@isd623.org	30 The building Referral Review Team is under the direction of the Building Principal or their designee.	
Heather Musich	Little Canada Elementary 400 Eli Road Little Canada, MN 55117 heather.musich@isd623.org	Referral Review Team Facilitator	
TBD	Little Canada Elementary 400 Eli Road Little Canada, MN 55117	Special Education Lead	
Dr. José Becerra-Cardenas, Principal and Michelle Keleny, Assistant Principal	Little Canada Elementary 400 Eli Road Little Canada, MN 55117 651-490-1353 jose.becerra-cardenas@isd623.org	The building Referral Review Team is under the direction of the Building Principal or their designee.	

Sarah Buxton	Parkview Center School 701 County Road B West Roseville, MN 55113 sarah.buxton@isd623.org	Referral Review Team Facilitator	
Anne Xavier	Parkview Center School 701 County Road B West Roseville, MN 55113 anne.xavier@isd623.org	Special Education Lead	
Nate Gibbs, Principal	Parkview Center School 701 County Road B West Roseville, MN 55113 651-487-4360 nathaniel.gibbs@isd623.org	The building Referral Review Team is under the direction of the Building Principal or their designee.	
Amy Grengs	Roseville Area Middle School 15 County Rd B2 E, Little Canada, MN 55117 amy.grengs@isd623.org	Referral Review Team Chairperson	
Jodi Walker	Roseville Area Middle School 15 County Rd B2 E, Little Canada, MN 55117 jodi.walker@isd623.org	Special Education Lead	
Heidi George, Principal	Roseville Area Middle School 15 County Rd B2 E, Little Canada, MN 55117 heidi.george@isd623.org	The building Referral Review Team is under the direction of the Building Principal or his/her designee.	
Karen Hamm and Paige Wallin-Lemke	Roseville Area High School 1240 County Road B2 W, Roseville, MN 55113 karen.hamm@isd623.org elizabeth.wallin-lemke@isd623.org	Referral Review Team Facilitators	
Mary Cahoy	Roseville Area High School 1240 County Road B2 W, Roseville, MN 55113	Special Education Lead	
Dr. Jen Wilson, Principal –	651-635-1660 jen.wilson@isd623.org	The building Referral Review Team is under	

Roseville Area High School	1240 County Road B-2 West Roseville, MN 55113	the direction of the Building Principal or his/her designee.	
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- B. Due Process Assurances available to parents/guardians: Roseville Area Schools District ISD 623 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 students, including alternative dispute resolution and due process hearings. *A description of these processes are as follows:*
- C. Prior Written Notice to a) inform the parent/guardian 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/guardian notifies the district of an objection within 14 days of when the district sends the prior written notice to the parent/guardian ; and b) state that a parent/guardian who objects to a proposal or refusal in the prior written notice may request an IEP team meeting, a conciliation conference, or another alternative dispute resolution procedure.
- D. Roseville Area School District ISD 623 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/guardian. A district may not override the written refusal of a parent/guardian to consent to an initial evaluation or reevaluation.
- E. A parent/guardian, after consulting with health care, education, or other professional providers, may agree or disagree to provide the parent/guardian'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.
- F. 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/guardian 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/guardian .
- G. Conciliation Conference: a parent/guardian has the opportunity to meet with appropriate district staff in at least one conciliation conference if the parent/guardian objects to any proposal of which the parent/guardian receives prior written notice. Roseville Area School District ISD 623 holds a conciliation conference within ten calendar days from the date the district receives a parent/guardian'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/guardian a conciliation conference memorandum that describes the district's final proposed offer of service. This memorandum is admissible in evidence in any subsequent proceeding.

- H. In addition to offering at least one conciliation conference, Roseville Area School District informs parent/guardian's 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.
- I. Descriptions of the mediation process, facilitated team meetings, state complaint, and impartial due process hearings may be found in Notice of Procedural Safeguards (Part C-Infant and Toddler) (Part B-Ages 3-21), attached as *Appendix C*.

IV. Interagency Agreements the District has Entered

Roseville Area School District ISD 623 has entered in the following interagency agreements or joint powers board agreements for eligible children, ages 3 to 22, to establish agency responsibility that assures that coordinated interagency services are coordinated, provided, and paid for, and that payment is facilitated from public and private sources:

Name of Agency	Terms of Agreement	Agreement Termination/ Renewal Date	Comments
Northeast Metro Intermediate District 916	Joint-powers agreement among nine suburban school districts to serve students with low-incidence disabilities.	Agreement between school districts is ongoing and does not require renewal.	Federal Setting IV programs and itinerant staff services are available.
Suburban Ramsey Family Services Collaborative	Family services collaborative for distribution of LCTS funds.	ISD 623 representatives participate on the governing board.	Collaborative efforts include grant proposal writing in mental health services.
St. Paul and North Suburban Help Me Grow	In accordance with IEIC requirements.	Ongoing multi-district collaborative identification and intake services in cooperation with Ramsey county.	http://helpmegrowramseyco.org/

Natalis Counseling & Psychology Solutions	Provide school-based mental health services to referred students and families.	Agreement between the school district and Natalis requiring annual renewal.	Referrals for this support are made by licensed school staff with specialized training in mental health (social worker, school counselor, psychologist).
LifeStance Health	Provide school-based mental health services to referred students and families.	Roseville Area Schools and Lifesance have a mutual partnership, with providers supporting students and families.	Referrals for this support are made by licensed school staff with specialized training in mental health (social worker, school counselor, psychologist).

Outside agency providers may provide therapeutic services to students during the school day to reduce barriers to accessing needed services. All outside agency providers must receive prior approval from the Executive Director of Student Services and must work collaboratively with the school's building-level social worker and/or counselor.

V. Special Education Advisory Council

In order to increase the involvement of parents/guardians of children with disabilities in district policy and decision-making, Roseville Area School District ISD 623 has a special education advisory council.

- A. Roseville Area School District's ISD 623 Special Education Advisory Council is individually established.
- B. Roseville Area School District's ISD 623 Special Education Advisory Council is not a subgroup of an existing board, council, or committee.

At least half of the Roseville Area Schools parent/guardian advisory councils' members are parents/guardians of students with a disability.

The district has a nonpublic school located in its boundaries. The parent/guardian advisory council has attempted to recruit at least one member who is a parent/guardian of a nonpublic school student with a disability, or an employee of a nonpublic school if no parent/guardian of a nonpublic school student with a disability is available to serve.

- C. Roseville Area School District's ISD 623 Special Education Advisory Council meets 3 times during the school year from 6:00 p.m.- 7:30 p.m..
- D. The operational procedures of Roseville Area School District's ISD 623 Special Education Advisory Council are attached as *Appendix I*.

VII. Assurances

Code of Federal Regulations, section 300.201: Consistency with State policies. The Roseville Area Schools District, in providing for the education of children with disabilities within its jurisdiction, has in



effect policies, procedures, and programs that are consistent with the State policies and procedures established under sections 300.101 through 300.163, and sections 300.165 through 300.174. (Authority: 20 U.S.C. § 1413(a)(1)).

Yes: Assurance given.

Appendix A: Roseville Area School District ISD 623 plan for determining a Specific Learning Disability

The Roseville Area School District ISD 623 supports all students within the general education setting through a rigorously implemented instructional model that differentiates instruction in order to meet student's needs. Progress is monitored regularly by using FAST testing. Students who are not making expected progress in the general education curriculum after instructional interventions have been provided may be referred for a special educational evaluation.

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

For students who are suspected of having a Specific Learning Disability, the Roseville Area School District ISD 623 uses the discrepancy model for identifying students with a Specific Learning Disability. The procedures for this identification are as follows:

1. Documentation of Inadequate Achievement

The child does not achieve adequately in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, reading fluency, mathematical calculation, and mathematical problem solving.

AND

The child does not make adequate progress to meet age or state-approved grade-level standards in one or more of the areas listed above when using a process based on the child's response to scientific, research-based intervention;

OR



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

AND

Documentation to support this finding must be both representative of the student's curriculum and useful for developing instructional goals and objectives. Documentation includes evidence of low achievement from the following sources: cumulative record reviews, class work samples, anecdotal teacher's records, statewide and district assessments, formal, diagnostic and informal tests, results from targeted support programs in general education, and curriculum-based evaluation results.

2. Basic Psychological Processing Deficits

The child has a disorder in one or more of the following psychological processes which includes an information processing condition that is manifested in a variety of settings by behaviors such as inadequate: acquisition of information, organization, planning and sequencing, working memory, transfer of information, visual and auditory processing, speed of processing, verbal and non-verbal expression, or motor control for written tasks.

3. Severe Discrepancy

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

In addition, it must document in the written report that:

- An observation of the areas of concern/s was completed in the child's learning environment/s.
- That the child has a specific learning disability
- The basis for making the determination that the child has a disorder across multiple settings that impacts one or more of the basic psychological processes, and is documented by information from a variety of sources. (testing, parent/guardian input, teacher recommendations, or any other relevant information.



- That the basis for making the determination including that the child's underachievement is not primarily the result of visual, hearing, or motor impairment; developmental cognitive disabilities; emotional or behavior disorders; environmental, cultural or economic influences; limited English proficiency; or lack of appropriate instruction in reading or math.
- There is/is not any relevant medical information.
- The child does not achieve adequately for the child's age or to meet state-approved grade-level standards.
- The child does not make sufficient progress to meet age or state-approved grade level standards.
- The child exhibits strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards, or intellectual development.
- The child has a disorder in one or more of the psychological processes which include an information processing condition that is manifested in a variety of settings.
- The child demonstrates a severe discrepancy between general intellectual ability and achievement in one or more areas.
- All members of the team are in agreement as demonstrated by their signature. Any member who does not agree must submit in writing their reasons for their disagreement and their conclusions.

Appendix B: Roseville Area School District's ISD 623 Plan for Receiving Referrals

The Roseville Area School District ISD 623 is responsible for identifying all students with disabilities who attend not only our public schools, but also students who attend nonpublic schools, including students who are homeschooled. The responsibility for finding students with disabilities begins at birth.

All children who are suspected of having conditions with a high probability of requiring special education services, disabilities or developmental delays from birth to age 5 must be referred for special education as soon as a disability is suspected. For some children, this action begins at birth. Physicians and health care providers are required to report babies born with disabilities within the first 48 hours after birth. After that, parents/guardians or service providers are given information about how to refer a child for an evaluation if a disability is suspected.

Roseville Area School District ISD 623 provides preschool screenings to three to five year old children that live in the district. The purpose of the screenings is to identify students who may need special



education prior to beginning kindergarten. Parents/guardians of preschool children are contacted by mail and requested to bring their children to the screening. The screenings are also advertised through community partnerships, community education mailings, and targeted digital communications in order to find all of the children. These are all examples of child find. Children who are evaluated and meet criteria for special education begin to receive special services as indicated through the evaluation and IEP process.

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

Public school special education staff is responsible for identifying students with disabilities in the nonpublic schools. This is accomplished by designating public school staff responsible for working with the nonpublic school when it is determined that students are not making adequate progress. Roseville Area School District ISD 623 staff will provide training to nonpublic staff with regard to providing interventions for students in their classrooms. They will also identify the necessary information needed to begin the evaluation process. Once a student is suspected of having a disability, a referral for a special education evaluation is made to the public school staff. The Referral Review Team assigned to the nonpublic school will complete the evaluation.

Parents/guardians of students who are homeschooled are encouraged to call the District Center if they suspect their child has a disability. Parents/guardians receive this information along with other information pertinent to homeschooling.

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

Intervention and Referral Process

The student intervention process is present at each school. Referrals from parents/guardians and teachers are processed through this system. Referrals from other sources such as physicians and mental providers, etc. primarily come through the parents/guardians and enter the following system unless there is good reason to forego the intervention process.

An intervention team meets to discuss the student being referred. This team may consist of interventionists, a school social worker, a school psychologist, a general education teacher, principals, and others that individual buildings believe might be beneficial for the process. In some buildings, the process has been moved into the grade level meetings to enhance discussion and be efficient with time.

Process:

1. Teacher(s) must contact the student's parents/guardians about their educational concerns before any intervention process is begun, and keep a record of the contact.
2. General education teachers need to share pertinent information, and keep this information and related documentation electronically.
3. Refer student to the Intervention Team by contacting your building's Student Assistance Team representative. This person will supply you with an Intervention Referral Form and will schedule a time for discussing the child at a team meeting. The team representative will distribute copies of the agenda to all relevant professionals.
4. At this meeting the team will:
 - a. Review the student's file and identify the student's strengths and needs.
 - b. Choose one specific target behavior (academic, social, etc.).
 - c. Brainstorm possible intervention ideas to address specific concern.
 - d. Determine a first intervention based on ideas, including goal statement, intervention strategy, measurement criteria, and a review date in approximately 4-6 weeks. The team should reconvene on an emergency basis if a significant behavioral escalation occurs.
 - e. General education teacher/staff(s) will implement the intervention and collect specified data.
 - f. On review date, the team will meet to review intervention data collected by the regular education teacher. If the intervention was successful, continue. If the intervention is unsuccessful, repeat steps b - f.
 - g. If the interventions are not successful as defined by the team, and the data suggest that the child may have a disabling condition, then submit then place all documentation in the child's Intervention Folder.
 - h. The Intervention Folder goes to the Referral Review Team (RRT).
5. Members of the RRT will review the contents of the folder and determine what steps should be taken. If the team determines that a special education evaluation is appropriate, a Special Education teacher will be assigned as the contact person who is responsible for setting up the Evaluation Planning Meeting.
6. An Evaluation Planning Meeting will be held:
 - a. Parents/guardians, classroom teachers, and special education staff will meet to discuss the evaluation plan. Parents/guardians must give permission to proceed with an initial special education evaluation.
 - b. When permission is given, there are 30 school days to evaluate the student, report on the results, and determine eligibility. The special education teacher will schedule a meeting to share the results of the evaluation.
 - c. If the student is found to have a disability, is eligible for special education, and is in need of special education services, then the team will develop an Individual Education Plan (IEP).



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

Appendix C: Procedural Safeguards (Part B and Part C) used in Roseville Area School District ISD 623

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

Appendix D: Roseville Area School District's ISD 623 Special Education Advisory Council Operating Procedures

Roseville Area Schools Special Education Advisory Council, SEAC is a partnership between the school district and parents/guardians of students with disabilities. The SEAC is mandated by the state to advise the District on policy and planning through the Executive Director of Special Education.

The SEAC is comprised of a majority of parents/guardians, and Student Services staff. SEAC often invites leaders from other district departments and community partners in order to be informed and to lend perspective to decision-making.

The guiding principles of the Roseville Area School Special Education Advisory Council are to:

- *Provide a forum for stakeholders to conduct scheduled meetings where they collaboratively identify and encourage the use of best practices in special education.*
- *Serve as an information source to all stakeholders regarding the special education programs and policies of Roseville Area School.*
- *Interact with organizations within Roseville Area School as well as other community entities to encourage meaningful opportunities for participation of students with special needs.*

Meetings

The SEAC meets three times during the school year from 6:00 p.m.- 7:30 p.m. Meetings are open to all parents/guardians, staff, and interested community partners. Meetings take place at the Roseville Area High School in the Media Center, 1240 County Road B2 West, Roseville, MN or online via Zoom.

Why should I come to a SEAC meeting?

- To learn more about special education
- To have your voice heard
- To have input on planning in the department and district
- Meet other families with children with disabilities



How do I participate?

- Contact: Student Services Support, 651 635-1608