

# Special Education Program Compliance Review

# Final Report

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**Waconia Public School Dist. (110-01)**

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## Introduction and Authority

The Minnesota Department of Education (MDE), as the state educational agency, is required by federal law to monitor the education of children with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA). 20 U.S.C. § 1412(a)(11); 34 C.F.R. § 300.600. Additionally, state law requires every local educational agency (LEA) to ensure all students with disabilities are provided specialized instruction and services appropriate to their needs. Minn. Stat. § 125A.08(b)(1). Each LEA within the state, including educational programs administered by any public agency, is under the general supervision of MDE. In order to evaluate special education programs, MDE staff has the authority to review all relevant information necessary to carry out the department’s oversight responsibilities.

### Scope of Monitoring

Monitors from MDE’s Division of Compliance and Assistance conducted a full compliance review of the special education program of <<DistName03>>. The monitoring process included a review of:

* The district’s total special education system (TSES) plan and restrictive procedures plans (RPPs), if any
* Four district sites where special education services are provided
* Interview responses from the special education director, general education administrators, special education teachers and paraprofessionals, related services personnel and general education teachers
* Previous monitoring and self-review reports
* Formal complaint history
* 9 Part B (students ages 3 through 21) and 7 Part C (children from birth to age 3) student records

### Resulting Findings and Corrective Action

The following report identifies individual student record noncompliance, findings of systemic noncompliance and corrective action requirements. Findings of systemic noncompliance are identified based on an analysis of compliance data collected from the sources listed above. If an area is identified as a finding of systemic noncompliance, the district is required to develop and implement a corrective action plan (CAP) to address each finding within one year of the date of this report.

Individual student record noncompliance occurs when a student file is cited for violation of any state or federal special education law. Citations of individual student files must be corrected by the district by <<evidDueDte>>. If individual student noncompliance is identified for correction, tracking is completed through the Minnesota Continuous Improvement Process: Self Review (MNCIMP:SR) system and the district may be required to develop and implement a CAP to address findings of noncompliance.

### District Overview

Waconia Public Schools (0110-01) is a district located in Carver and Hennepin counties approximately 35 miles southwest of Minneapolis. The district is comprised of Bayview Elementary, Laketown Elementary, Southview Elementary, Waconia Middle School, Waconia High School, Waconia Learning Center and the Early Childhood Center. The district serves the cities of Waconia, Minnetrista, Victoria, St. Bonifacius and New Germany. The district also serves the townships of Benton, Camden, Dahgren, Hancock, Hollywood, Laketown, San Fransisco, Waconia and Watertown.

Waconia has a total enrollment of 4,023 with approximately 576 students receiving special education services. According to the district website, “There is a strong commitment to ensuring that each student is ready for their own future-a future defined by their ability to be a contributing citizen in equal measure with their ability to succeed.”

The compliance review included in this report will analyze the district’s approach to offering special education programming, training, resources and other related service efforts.

## Monitoring Findings by Area

### Area 1: Governance

#### Topic Area: Total Special Education System

A total special education system (TSES) is a plan describing a district’s special education policies, procedures and programs. A plan for a single district or for the member districts of a formal special education cooperative identifies the district’s responsibilities regarding child study procedures, methods of providing the special education services for identified pupils, administration and management plans to assure effective and efficient results, operating procedures of interagency committees and any interagency agreements into which the district has entered.

After conducting a self-review, the special education director provided MDE with an assurance that the district’s TSES demonstrates 100% compliance with Minnesota Rule 3525.1100.

**Corrective Action:** None

#### Topic Area: Restrictive Procedures Plan

“Restrictive procedures” means the use of physical holding or seclusion of children with disabilities in an emergency. Because the special education director reported the district intends to continue the use of physically holding children with disabilities in an emergency, the district is required to maintain and make publicly accessible a restrictive procedures plan (RPP) for children with disabilities. Minnesota Statute requires that the plan must, at least, list the restrictive procedures the school intends to use; describe how the school will monitor and review the use of restrictive procedures; and include a written description and documentation of the training school personnel completed.

After conducting a self-review, the special education director provided MDE with an assurance that the district’s RPP demonstrates 100% compliance with Minnesota Statute, sections 125A.0941 and 125A.0942.

**Corrective Action:** None

#### Topic Area: Staffing

The district’s special education administrative staffing includes a special education director and a special education manager. One of the special education teachers provides coordination of initial referrals and reevaluations for birth through age six.

A superintendent and five building principals provide district-level administrative leadership in the Waconia Public School District. At the beginning of the school year, the district reported special education staffing includes a combination of contracted and district personnel consisting of 44 special education teachers, 17 related service providers, and 66 special education paraprofessionals. The district employs a variety of related service providers including eight speech-language therapists, two occupational therapists, three school psychologists, five Developmental Adapted Physical Education (DAPE) teachers, seven licensed school nurses, one school social worker and eight counselors. The district contracts with SouthWest Metro Intermediate School District 288 for additional supports including audiology, physical therapy, vision therapy and orientation and mobility services.

Special education and building administration were asked to describe the delivery of special education services or support when special education teachers, related service providers, or paraprofessionals are absent. The special education director reported the district makes every effort to fill absences with qualified special education teachers and paraprofessionals. Specifically, when special education teachers are absent, certified and non-certified staff enter their absences into the online absence and substitute management system to fill the vacancy. When special education teachers have long term absences, the district will post for the position in a number of locations in an attempt to hire a licensed substitute for the duration of the absence. In addition, the district communicates with colleges and universities to identify possible recent graduates with special education licenses that might be able to fill the position. On occasion, and depending on the position/license, staffing agencies or staff with variances will be utilized to fill those positions. When paraprofessionals have short term absences, the district relies upon the substitute system in place for all paraprofessionals. Similar to teaching staff, if the absences are long term in nature, then the district posts for long term substitute positions in several locations and attempts to secure a person to consistently fill the absence. The director reported that quite often the district is aware of several reliable substitutes and will work with them directly to fill the long term absences.

Both special education and building administrators acknowledge difficulty with finding substitutes, especially for paraprofessionals. When a substitute is not available, changes are made to remaining staff schedules in order to meet the needs of the students. Often paraprofessionals at the building are reassigned so that the substitute will be assigned to the least complicated or challenging student(s). Each teacher and paraprofessional has substitute notes for the substitute to follow. Short term absences of related service providers typically are not filled with substitutes, but service minutes are made up to mitigate the absence. However, short term absences for speech language pathologists often are filled by available substitutes. When related service providers have long term absences, the district will post for the position in a number of locations in attempt to hire a licensed substitute for the duration of the absence. In addition, the district communicates with colleges and universities to identify possible recent graduates with special education licenses that might be able to fill the position.

The majority of special education teacher (89%), special education paraprofessional (83%), and general education teacher (95%) interview respondents did not indicate significant concerns regarding the delivery of special education services or support when special education teachers, related service providers, or paraprofessionals are absent.

In general, special education staffing was identified as an area of strength for the district by many. Multiple building administrators commented that special education teachers were knowledgeable and dedicated. They also commented that paraprofessionals are highly skillful and compassionate. Building administrators also commented that the special education director and manager are extremely knowledgeable, approachable and dedicated professionals who keep students’ best interest in mind when making decisions. They reportedly maintain high expectations for themselves as well as for special education staff district wide.

Special education teacher, general education teacher, and special education paraprofessional interview respondents also commented on the knowledgeable, caring, and dedicated staff. Positive comments also were made about the special education administration. The special education director noted the school board and the superintendent are very supportive of the unique and additional needs of students with disabilities. While the staff received numerous accolades, there also were a number of concerns identified across respondents with the need for additional staff, especially paraprofessional staff.

The special education director shared that he would like to continue to implement and train staff, while maintaining evidence based practices in all areas including academic, social, emotional and behavioral for students in the district and identify areas of services that are lacking in evidence based practices. The director also indicated that he would like to examine the use and reliance on paraprofessionals with students on IEPs.

**Concern**: The district staff and administration acknowledge difficulties obtaining substitute staffing, especially for paraprofessionals. The district is encouraged to continue looking at ways to increase its substitute pool to ensure that all students are provided appropriate services and supports when special education staff is absent. The district also may consider hiring “in-house” floating substitute staff to fill vacancies.

#### Topic Area: Training

Special education professional development initiatives have been offered to licensed and non-licensed district personnel over the past two years. According to the special education director, the district has offered training to special education teachers and paraprofessionals on crisis prevention intervention, including restrictive procedures.

Paraprofessionals have received training on autism, child maltreatment reporting, maintaining a positive work culture, disability characteristics and behavior management, recognizing drug and alcohol use in students and training in confidentiality and data privacy. Additional topics covered included privacy and social media in an educational setting, alcohol and other drug use in Carver County, stress management and dealing with student anxiety and stress.

Special education administration and building administration identify specific training needs for general and special education staff in a number of ways. Special education administration works with the teaching and learning department to ensure special education staff are appropriately included in building and grade level trainings such as literacy and math. Special education also partners with general education in order to provide services in the least restrictive environment. If staff development is needed at the building or program level, special education administration works with building principals to provided small group or individualized professional development. Going forward, special education administration would like to look more closely at data to work with the teaching and learning department and principals to evaluate systemic professional development needs.

Other than via district-led trainings, licensed and non-licensed staff is informed of special education policies and procedures or changes to special education policies and procedures through a variety of means. Building administrators receive updates from special education administrators at administrative meetings. Special education administrators communicate with contracted staff on an individual basis, while special education administrators inform special education teachers and related service providers of any changes to special education policies and procedures during district level update meetings, emails to all staff and at team meetings. Paraprofessionals are informed of policies or changes at the beginning of the school year and two to three times per year at the building level. Paraprofessionals also receive information via email updates, as well as during monthly meetings held with case managers.

Special education teacher (98%), paraprofessional (90%) and general education teacher (79%) interview respondents generally reported they feel adequately prepared to provide services and support to students receiving special education. Of those that expressed concerns, general education teachers stated that they would like to receive more suggestions or materials regarding the modifications and accommodations that special education students need in order to be successful in their classrooms. General education teachers expressed a desire to have more communication with, and support from, case managers with regards to differentiating curriculum and instruction. There also was a concern identified across grades with the desire for more training in dealing with the emotional and mental health needs of students.

Regarding the use of assistive technology (AT) (e.g., computer tablet or communication device), special education teachers, (67%) paraprofessional (68%) and general education teacher (38%) interview respondents reported they know how to support students’ use of assistive technology. Those that indicated concerns noted a lack of training in this area. The special education director reported that an AT team has been in existence for the past three years, however several comments indicated the need to learn more in this area.

Minnesota Statute requires that for all paraprofessionals employed to work in special education programs, the district shall ensure each paraprofessional has sufficient knowledge and skills in emergency procedures, building orientation, roles and responsibilities, confidentiality, vulnerability of students, and mandatory reporting of suspected abuse before or beginning at the time of employment. Building administrators reported, and recently hired paraprofessionals confirmed, they receive sufficient information from the district in order to meet students’ needs.

Building administrator and 94% of the special education paraprofessional interview respondents reported annual training opportunities also are made available to paraprofessionals to further develop their knowledge and skills. Many paraprofessionals acknowledged they are provided with annual training regarding following lesson plans and implementing follow-up instructional procedures and activities. Ninety-eight percent of the special education paraprofessional interview respondents reported they receive sufficient ongoing direction from a licensed teacher; 97% of those providing IEP health-related services for a student receiving special education receive ongoing direction from a school nurse where appropriate and when possible.

**Concern:** The district is encouraged to provide additional training to special education teachers, paraprofessionals and general education teachers in the use of assistive technology so they may better support students’ use of AT.

#### Topic Area: Special Education Advisory Council

Minnesota Statute, section 125A.24, requires school districts establish a special education advisory council (SEAC) to increase the involvement of parents of children with disabilities in district policy making and decision making. The special education director confirmed the district has a SEAC that meets regularly and has a membership of which at least half are parents of a student with a disability.

**Corrective Action:** None

#### Topic Area: Service Delivery, Teaching Models and Collaboration

The district offers a range of service delivery options for students. Children ages birth through two receive early intervention services in the child’s home. At the Waconia Enrichment Center, the ECSE teacher provides services to students mainly in the early childhood classroom. Kindergarten services are split between classroom and resource room throughout the day. Pre-school children receive special education services as part of inclusion in a general education Early Childhood class.

School-aged children with disabilities receive special education services via pull-out, push-in, co-teaching, resource room, indirect, itinerant instruction, homebound instruction, and instruction in a hospital, if necessary. Many related services, including speech and occupational therapy (OT) are provided through a push-in model. Co-teaching occurs within the ECSE/ECFE classroom. The district also provides co-teaching in the middle school and high school in the areas of math and reading. Regular education and special education co-teaching pairs are trained annually if they have not had training as a pair.

Each school provides services in federal instructional settings 1, 2, and 3, which describe the location and the amount of time that a student with an IEP receives special education services. The transition program is a federal instruction setting 3 program as all students in the program are identified as receiving special education services. Waconia Public Schools has an Alternative Learning Center (ALC) within its boundaries. Special education direct services are provided by the special education teacher at this location. Currently, the special education teacher at the ALC is dual licensed in Specific Learning Disabilities (SLD) and Emotional or Behavioral Disorders (EBD). Some students who attend the ALC may spend some time at Waconia High School receiving services also. Services are also provided by itinerant staff to the students at the ALC. The special education director noted there are no care and treatment sites within the district boundaries. The district has a small population of home-schooled students currently has a couple of home-schooled students receiving special education services. According to the special education director, home schooled students are bussed to Waconia Public Schools for services at the school location they would attend if they were full-time students. Services are provided to meet the needs identified by the evaluation report and described on the IEP as determined by the IEP team. Services may include resource room, pull out , indirect and related services.

There are two private schools located within the district boundaries. St. Joseph’s School is a preschool through 8th grade school and Trinity Lutheran School is a kindergarten through 8th grade school. Both St Joseph’s School and Trinity Lutheran School are in Waconia. According to the special education director, students in need of special education services at these sites typically are provided support services at a public school site. Southview Elementary would be utilized for students in kindergarten through fifth grade and special education services would be provided at Waconia Middle School for students in sixth through eighth grade.

Building administration, special education teachers and related service providers described limitations to the variety of teaching models or types of service delivery options available to students receiving special education or related services. According to the building administrator the master schedule at the elementary limits the amount of push in special education services that are available. Additional concerns raised by special education teachers were that there are limited options available to students who have low cognitive functioning, but do not qualify for special education services. Special education teachers also voiced a concern that co-teaching is not always possible given teacher caseloads and low numbers of special education students in a classroom or grade level. One special education teacher noted the difficulty of providing push-in services with limited special education staff availability.

Interview responses from administrators indicated that the district does not have a policy or practice of limiting students to one type of service (e.g., no “dual services,” such as English language learner services and special education services).

Special education teachers and related service providers reported receipt of indirect services, including consultation from appropriately licensed providers, if they are not licensed in a student’s category of disability and responsible for implementing an IEP.

**Corrective Action:** None

#### Topic Area: Resources and Supports for Staff

Building administrators receive adequate assistance and support from the special education administrator regarding questions and concerns related to special education. One building administrator noted that the special education administration is highly qualified and skilled. They are seen as conscientious, present and visible in the buildings providing outstanding support.

Special education teacher (100%) and general education teacher (94%) interview respondents reported they receive adequate assistance and support with questions and concerns related to special education from building administration. Correspondingly, special education teacher (100%) and general education teacher (91%) interview respondents reported they receive adequate assistance and support with questions and concerns related to special education from special education administration.

However, general education teachers shared concerns regarding special education personnel including that special education teachers do not always follow through with parent or teacher requests. There is also a feeling that some decisions are not made in the best interest of the student. Rather, general education teachers believe that decisions are made due to scheduling conflicts or to accommodate the personal preferences of special education staff. General education teachers also shared that there is a lack of communication with special education teachers. General education teachers stated that they would appreciate special education teachers taking some initiative to contact, communicate and collaborate with them. They also stated that it would be helpful to meet with special education teachers to better understand students’ needs.

**Concern:** Special and general education staff are encouraged to establish more open lines of communication so that all areas of concern, whether parent, teacher, or student driven are addressed in a timely and proactive manner.

### Area 2: Facilities, Equipment and Materials

#### Topic Area: Facilities

On November 6, 2017, an MDE monitor conducted an onsite review of the special education programs and facilities at Waconia Public School District. The purpose of the review is to verify that the classrooms and other facilities in which students receive instruction, related services and supplementary aids and services are accessible, are essentially equivalent to the regular education program, provide an atmosphere that is generally conducive to learning and usually meet the students’ special physical, sensory and emotional needs.

The Waconia Public School District consists of Bayview Elementary, Laketown Elementary, Southview Elementary, Waconia Middle School, Waconia High School, Waconia Learning Center and the Early Childhood Center.

Early Childhood Special Education (ECSE) programming resides at the Waconia District Offices within the Waconia Enrichment Center. This is a single story facility that was remodeled during the summer of 2017. The remodeling created larger classrooms that allow students that need mobility supports to navigate the setting better and have more than one accessible pathway to the playground and busses. The district is considering renovating the bathroom to have a smaller toilet that will alleviate the need for a stool allowing students to be more independent. The structure has ramps for wheelchair access.

Most students with IEP's are served in the community education preschool or Early Childhood Family Education (ECFE) classroom. Some students receive self-contained support in addition to general education programing in a self-contained classroom.

Speech services are provided in the general education setting, speech room, and the self-contained classroom. This building has a large indoor gym and enclosed play set that allows for motor practice regardless of the weather conditions outside. The outside playground has many accessible features as well. ECSE staff serves a student that attends a community education preschool at the district’s St. Bonifacius site as well as serving students in private and parochial settings.

The 3-5 special education team has 3.6 special education teachers and 1.2 speech and language pathologists, several paraprofessionals, as well as district itinerant support for (DAPE, OT, Physical Therapy (PT), Deaf and Hard of Hearing (DHH), Assistive Technology (AT) and an Autism Spectrum Disorders (ASD) consultant). This building is also where the Birth to 3 team offices. This allows for strong collaboration and communication to assist students as they transition from Part C to B. The Part C team has 1.5 teachers, .5 speech language pathologist (SLP), .4 OT, .5 referral coordinator, as well as itinerant support, and serves students at home as well as in daycare settings.

Laketown Elementary opened for the 2016–2017 school year. Approximately 535 kindergarten through fifth-grade students are educated at this site. This two story building is accessible including the playground. There is a ramped entrance directly onto the playground structure, which contains a glider, swing, wheelchair accessible hard surface play area and large field spaces. Laketown is a Positive Behavioral Interventions and Supports (PBIS) school that uses a proactive approach to behavior support. The school has flexible seating options available for all students and a full time counselor. Laketown is divided into different wings based on grade level with a central Innovation Lab and Cafeteria. This floor plan allows room for growth as the community grows.

The school has 3.5 FTE special education teachers, 1.25 speech language pathologists and several paraprofessionals that work together with general education staff to support the students at Laketown. A combination of co-teaching, push in, and pull out services are offered and students are served in federal settings 1, 2 and 3. District special education itinerant staff (OT, PT, AT, DHH, ASD consultant) provide service at Laketown as well. There is a center based program on the first floor that serves students with cognitive disabilities and medical needs. The elevator is located right outside this room for easy access to the upper level. Laketown has two school nurses that are housed in this building in order to provide adequate medical support for all students.

A hi lo table, located in the nurse’s office, was purchased this year for changing. The district is considering modifications to the center based area to accommodate the changing table within the program. Special education teachers also have rooms and offices on the second floor. There are office areas for the school psychologist and assessment teacher, as well. DAPE is provided in multiple locations including the gym and an area designed for motor activities in the center based area.

Waconia Middle School moved locations this summer (2017) onto the site of the former high school. Very little renovation was necessary for the move from the middle school location into the former high school location. The middle school houses grades 6-8 and serves approximately 900 students.

The grades are separated into house or pod areas by grade level. Special education has rooms for case managers to provide instruction and offices within or near the pods. Two special education teachers are specifically assigned to each grade. Waconia Middle School provides co-teaching in language arts and math at all grade levels, so being imbedded near or within the grade level is an important component of this model.

The middle school has ample space for center based programming (settings 2 and 3) for students with autism and cognitive disabilities. Special education district itinerants (OT, PT, AT, ASD consultant) are also provided offices and storage space within this building.

A highlight of the middle school is a Developmental Cognitive Disabilities (DCD) Center-Based program. This site based program currently serves students in grades 6-8, having disabilities in the areas of DCD: Severe-Profound and Mild-Moderate, Speech/Language Impaired, Other Health Disabilities, Severely Multiply Impaired, and Physically Impaired. The classroom is arranged into separated areas so that each student can meet individual goals, by participating in similar group activities.

There is a low, small round table that is used for morning meeting, writing skills and reading/math stations.  The lowness of the table works for some students to maintain better focus depending on their needs. Adjacent to this is a kitchen with a table. This area is used for life skills activities of retrieving needed materials for snack time, washing dishes and planning cooking activities. The kitchen is partitioned off from the remainder of the room, also allowing for a quiet work space during functional academics.

There is an interactive white board in a large open area of the room close to a kidney shaped table and whiteboard. Within this area students work on functional calendar skills: days of the week, months of the year, seasons, and important dates, including birthdays of students, families, pets, and personnel to give them meaning.

Waconia High School and Waconia Learning Center (WLC) moved locations in the summer of 2017 into the site of the former middle school. Construction on The WLC is west of the high school, was completed In January of 2018. Since the high school moved into the former middle school, considerable renovations of space were completed for the fall of 2017.The high school currently houses grades 9-12 and serves approximately 1,200 students.

Special education rooms (and case manager offices) are located in each ‘house’ within the high school for instruction and small group space. The rooms are about half the space of a regular classroom, however the space is sufficient to serve the needs of students on IEPs.

EBD programming utilizes a full size classroom. The classroom is structured to create separate spaces for students in order to accommodate their varied needs. The EBD classroom has a library to promote reading. When a student is stressed or anxious, s/he is generally instructed to take time out to work on the puzzle table that is set up in the room. In the back of the EBD classroom there is a station for music. The teacher reported that having background music playing has been beneficial for students, and can help them feel more at ease in the classroom. Curtains are hung in the room for privacy. There is also a wall of windows that brings in sunlight and a view of the outdoors.

The high school also provides center based services for students who need more functional and transitional skill instruction. This space is divided up into work areas, their own bathroom, kitchen and life skills areas, with speech services located within the same pod. Special education also utilizes the swimming pool and weight room routinely for adaptive physical education.

The Social Skills room is for students who have been identified with high-functioning autism and Asperger's Syndrome, and other students with various social and emotional needs throughout their school day. The Social Skills room has blue light covers for a calming environment and a sensory room that is available to all students when they need breaks. Some students use fidgets on a daily basis others don’t use them at all, the fidgets are used for students to have something to fill their sensory needs while keeping their brain and body engaged in the activity that is taking place in the classroom.

The SLD Language Arts class is in a smaller classroom based out of the 9th grade Bay (in with regular education classrooms). The classroom has 10 standard desks, two stand up desks, numerous stools and one desk with a table attached. The stools are utilized at the standard desks and the standup desks. Students are free to pick the spot of their choice. There are no assigned spots (unless they show that they cannot pick the spot). Resources used include: reading comprehension packets, a projector and individual student computers.

All special education teachers and paraprofessionals stated that the classrooms and other facilities in which students receive instruction and services provide an atmosphere that is generally conducive to learning. The district building administrators agreed that the classrooms and other facilities in which students receive instruction, related services, and supplementary aids and services are accessible, are essentially equivalent to the general education program, provide an atmosphere that is generally conducive to learning, and usually meet the students’ special physical, sensory and emotional needs.

**Corrective Action:** None

#### Topic Area: Equipment and Supplies

Minnesota Rule requires districts supply special equipment and instructional materials necessary to provide instruction, related services, and supplementary aids and services. Most special education teacher (83%), special education paraprofessional (84%), and general education teacher (87%) interview respondents confirmed they are adequately equipped with special equipment and instructional materials to provide instruction and supports to students receiving special education services, including the use of assistive technology. Classrooms are equipped with interactive white boards and students in grades six through twelve bring their own devices to school for their personal use.

Staff sufficiently described in interviews steps and procedures special education teachers and related service providers follow in order to obtain special equipment, instructional materials, consumables, etc. necessary to implement IEPs in both general and special education settings. The special education director reported that special education teachers and related services providers can obtain curriculum materials and consumables in two ways. First, by participating in a co-taught class or working in collaboration with general education teachers. Staff are allocated resources in those environments. Second, special education teachers may identify a need either for an individual student based upon the IEP team determination, or a need may be identified via a program review to request specific curriculum materials and consumables. If the curriculum materials and consumables are part of the on-going service delivery that special education has adopted (e.g., Read 180), then teachers need only to notify the special education administration of how many of each material is necessary. Purchasing of materials goes through a process that staff are trained upon.

**Corrective Action:** None

#### Topic Area: Room Used for Seclusion

The district does not have an active room used for seclusion registered on the Minnesota Department of Education’s website. All of the district buildings have quiet or calming spaces for students, but these are either sensory rooms or space used by students to decompress with staff present and not intended as rooms used for seclusion. However, when special education teachers were asked if the buildings in which they work contain a room used for seclusion (i.e., a room in which a student is confined alone and prevented from leaving?) 11% of interview respondents indicated that there was a seclusion room in their building, while 17% of interview respondents indicated that they were unsure if there was a seclusion room in their building. When paraprofessionals were asked this same question, 28% of interview respondents indicated that there was a seclusion room in their building, while 32% of interview respondents indicated that they were unsure if any such room existed in their building.

**Concern:** There appears to be a misunderstanding among special education staff regarding whether the district has any seclusion rooms in any particular buildings within the district. The district is encouraged to clear up this misunderstanding and ensure that special education staff understand what constitutes a seclusion room and that the district does not have a room used for seclusion registered on the Minnesota Department of Education’s website.

### Area 3: Child Find and Evaluation

#### Topic Area: Child Find Process

“Child find” under the Individuals with Disabilities Education Act refers to the local education agency’s obligation to locate, identify, and evaluate all children with disabilities.

Children ages birth to three:

As part of Minnesota’s statewide comprehensive, coordinated, multidisciplinary interagency system to provide early intervention services for infants and toddlers with disabilities and their families, districts must have in place specific pre-referral, referral, and post-referral policies and procedures. As confirmed by the special education director and ECSE staff, the district’s child find system for children ages birth to three include the following components:

* A public awareness program which prepares, shares, and assists primary referral sources in disseminating to parents and families required information describing the availability of early intervention services, the district’s child find system, and how to refer a child under the age of three for an evaluation or for early intervention services.
* A comprehensive child find system which includes a process for making referrals, provides for participation by the primary referral sources, and ensures all infants and toddlers (including those who reside on Indian reservations, are homeless, in foster care, or are wards of the state) are identified, located, and evaluated.
* A variety of primary referral sources.
* Post-referral screening procedures, as appropriate.
* Steps and services to support the smooth transition of children from Part C to Part B (or to other appropriate services).

The district is partnered with the Help Me Grow referral service and Carver County social services for public awareness and child find. ECSE Staff members are members of the Carver County Early Childhood Collaborative. District Part C staff reported the Region 11 Help Me Grow program provides an avenue for referrals as well as many resources for families. The special education director reported the district relies heavily on the Help Me Grow system to publicize the early intervention supports available through the district. In addition, there is information on the District 110 website and information is provided within Waconia Community Education Brochures i.e. early childhood screening. District staff have also provided trainings for parent awareness staff. Referral sources include hospitals, physicians and health care providers, parents, child care programs and early learning programs, local educational agencies, public health facilities, public health or social service agencies, and other public agencies and staff in the child welfare system, including child protective service and foster care. Referrals have also been received through homeless family shelters and domestic violence shelters and agencies. Carver County also provides outreach activities and materials to area preschools, child cares, libraries, and clinics. Post-referral screening is conducted as necessary using instruments such as the Ages and Stages Questionnaire or Communication and Modified Checklist for Autism in Toddlers.

For children of transition age (two years, three months to two years, nine months), the IFSP includes transition steps and services to prepare the child for dismissal from Part C services or transition to Part B services.

Children ages three through six:

The district’s child find system for locating, identifying and evaluating children and preschoolers ages 3 to 6 under Part B (including children on Indian reservations, who are homeless, in foster care, or are wards of the state) includes:

* A public awareness program which prepares, shares and assists primary referral sources in disseminating to parents and families required information describing the availability of early intervention services, the district’s child-find system and how to refer a preschool-aged child for an evaluation.
* A comprehensive child find system which includes a process for making referrals, provides for participation by the primary referral sources and ensures preschool-aged children (including those who reside on Indian reservations, are homeless, in foster care, or are wards of the state) are identified, located and evaluated.

Again, the district uses the Help Me Grow referral system for public awareness and child find for Part B children ages three to six. District 110 participates in Region 11 IEIC child find efforts. In addition, there is information on the District 110 website and information is provided within the Waconia Community Education Brochures regarding early childhood screening. Carver County provides outreach activities and materials to area preschools, child cares, libraries, and clinics. Presentations are given to parent education staff. ECSE Staff members are members of the Carver County Early Childhood Collaborative.

In addition, a focus of the district’s early childhood program is on getting children into early childhood screening. Early childhood has partnered with other initiatives in the district to identify children who may be homeless, speak English as a second language, are in foster care, or may have limited transportation or resources. The district offers screening events two to three times per month from August through May and parents can call to schedule a screening appointment. If screening indicates potential special education concerns, information is shared at the screening exit meeting with the parents and options are discussed.

School-aged students:

Minnesota Rule requires that before a school-aged student is referred for a special education evaluation, the district must conduct and document at least two instructional strategies, alternatives, or interventions (i.e., “pre-referral interventions”) while the student is in the regular classroom. Seventy-two percent of general and special education teachers throughout the district confirmed students are receiving and teachers are documenting at least two pre-referral interventions in the regular classroom. However, 28% of general and special education teacher interview responses indicated concerns with conducting appropriate interventions or adequately gathering data on the interventions being conducted. Specifically, it was reported that pre-referral interventions are usually not well documented because there is a lack of research based interventions. Special education teachers shared that there is confusion as to what constitutes good research based interventions. There reportedly is no system in place to teach what constitutes solid research based interventions. It was stated that for many there exists the mentality that completing interventions is simply a hoop that teachers need to jump through before a special education evaluation may take place.

General education teachers in Waconia Public School District described participation in a variety of pre-referral process activities including participating in regularly scheduled meetings with a variety of staff to discuss concerns regarding students in general education who may need pre-referral interventions (59%); receiving consultation and resources from special education teachers regarding pre-referral interventions (52%); receiving resources for collecting data, recording progress and documenting other pre-referral information (57%); and participating, either in person or by submitting notes, in meetings to review data to determine if interventions were successful, if additional interventions are warranted, or if a special education evaluation should be considered (70%).

Each building in the district has a designated child find team that meets regularly to discuss students participating in the child find process. The child find team typically includes the general education administrator, general education teacher(s), related service provider(s), special education administrator, special education teacher(s), school social worker and the school psychologist. Throughout the district, each building utilizes a Multi-Tier System of Supports (MTSS) model of implementing interventions. Each building described a SIT/SAT team which was defined as a School Intervention or Student Assistance Team, depending on the building. While the building processes varied slightly, each building described teachers bringing initial concerns to the SIT/SAT team to discuss once Tier 1 and 2 interventions have been completed. The SIT/SAT team reviews the data and determines the appropriate next steps. If a Tier 3 intervention is recommended, the SIT/SAT coordinator makes arrangements with the intervention team for the intervention and implementation plan. Progress is monitored and the SIT team reviews the status after six weeks. If needed, adjustments may be made to the intervention or the intervention continues and the team checks in again after another six weeks. Depending on the student’s progress, the intervention may be discontinued (if goal met), maintained (if making adequate progress), modified (if making below average progress), or changed and a new intervention attempted (if minimal or no progress). If the intervention is not successful, the SIT/SAT may make a referral to the Child Study Team for a possible special education evaluation. The special education administration noted the district emphasized revising the child find process in recent years. The special education department worked with the curriculum and instruction department to train general and special education staff and administration on the MTSS process. The special education administration noted that different buildings are at different levels in terms of comfort with and implementation of the process. The district continues to work with general education staff to further develop the process.

With the understanding that identifying students potentially in need of special education assistance takes time, most (81%) general education teacher interview respondents still agreed that pre-referral interventions do not result in an unreasonable delay of initial evaluation for special education services. However, some general education teacher interview respondents reported frustration with the length of time it takes to complete pre-referral interventions stating that six to twelve weeks to get students the help they need is too long a time. One general education teacher indicated that having to wait for up to a fourth of the school year to complete special education evaluations, delays the student receiving the help needed. In a second instance, a general education teacher reported that a student was identified as potentially needing to receive special education services in March of one year. However, because of the interventions that were implemented and the summer break, the student was not tested until November of the following school year. By the time evaluations were completed, the IEP written and implemented, it was not until the end of January the following year that special education services were begun.

Another concern voiced by twenty-five percent of general education teachers is that referrals for potential special education evaluations must be provided in the early spring, by mid-March or April 1, so special education staff can complete an evaluation by the end of the school year. This practice impermissibly delays evaluations and the subsequent receipt of necessary special education services. The district is reminded that in Minnesota, evaluations must be completed within a reasonable time not to exceed 30 school days. Given that evaluations reportedly are put on hold from the beginning of April through school’s resumption in the autumn, the delay is unreasonable. Also worthy of note is that almost half of general education teacher were unsure if there were any restrictions

Public school districts are also required to have in place child find processes for home schooled students, private school students, and students in alternative sites. According to the special education director, the district places a notice on the district’s website and in the newspaper to home school students informing them of the child find process.

As noted, there are two private schools located within the district boundaries: St Joseph’s School and Trinity Lutheran School. Staff at these schools will reach out to the district for support, if needed. The district formally communicates with these two schools on an annual basis and each school is provided information on the proper procedures for intervention. Each private school is also given the contact information for the district personnel to answer questions or provide consultation. If there was a need for a special education evaluation, the district staff would complete the evaluation in cooperation with the private school staff.

The special education director indicated that general education teachers and administrators at the ALC are instructed on the proper procedures when conducting pre-referral interventions, as well as what to do if they have concerns that a child might have a disability.

Overall several comments from general education and special education teachers indicated there have been improvements in the child find process. Many seem to like the SAT/SIT process. However, a number of staff noted concerns with the process not being followed consistently or with inconsistent interventions and data collection.

**Corrective Action:** *The district must develop and implement a CAP to ensure that pre-referral interventions are being provided before a pupil is referred for a special education evaluation. Minn. Stat. § 125A.56 subd. 1(a).*

**Corrective Action:** *The district must develop and implement a CAP to ensure that all children who may need special education services are identified.34 C.F.R. § 300.111.*

#### Topic Area: Transfer Process

Waconia Public Schools has processes in place to ensure the provision of comparable services to special education students who transfer to the district from another district (in-state or out-of-state) as required by 34 Code of Federal Regulation, Section 300.323(e)-(f). Interview responses offered no concerns regarding the prompt request of records as well as immediate provision of services upon enrollment. One special education teacher did comment that that the resources available in Waconia Public Schools may not be sufficient to meet the needs of students moving in, particularly for students needing more mental health support.

#### **Corrective Action:** None

#### Topic Area: Evaluations

Federal regulation requires that assessments and other evaluation materials used to assess a student are provided and administered in the student’s native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer; are used for the purposes for which the assessments or measures are valid and reliable; are administered by trained and knowledgeable personnel; and are administered in accordance with any instructions provided by the producer of the assessments. Based both on the district’s self-review of student records, the district appropriately uses evaluation materials and procedures first to determine if a student is a student with a disability as well as the educational needs of the student.

Federal regulation also requires districts to ensure assessments and other evaluation materials used to assess a student are not discriminatory on a racial or cultural basis. Interview responses affirm that most special education teachers and related service providers know when and how to address concerns related to racial or cultural discrimination when evaluating students. A few respondents indicated they were not adequately trained in this area.

#### **Corrective Action:** None

#### Topic Area: Exit Procedures

Compliant procedures for exiting a student from special education services when a student has made adequate progress such that continuing need for services no longer exists were described in interviews. When a student nears high school graduation or ages out at 21, a summary of performance providing recommendations on how to assist the student in meeting postsecondary goals is provided to the student.

**Corrective Action:** None

#### Topic Area: Due Process Compliance

**Possible Data Sources:**

FNF reports - current and previous monitoring cycle saved in the G: drive

The Waconia Public School District’s Final Report, dated June 14, 2013, was completed following the district’s last onsite visit. It included no findings of noncompliance through a review of student records for Timeline, Evaluation and Eligibility Standards involving 17 student records. In May 2016, Waconia Public School District was notified of one findings of noncompliance associated with Timeline, Evaluation and Eligibility Standards following its Self-Review.

This school year, the district was required to review 16 special education records (9 Part B and 7 Part C) and report the compliance results to MDE for Timeline, Evaluation and Eligibility Standards related to the evaluation process and identification of special education needs and related services. The results reported by the district indicate XX record was noncompliant with an Evaluation Standard. Of concern was the [failure to summarize an assessment in the notice of evaluation].

The XXXXX Public School District has demonstrated commendable improvement with due process compliance in the areas of Timeline, Evaluation and Eligibility Standards.

### Area 4: IEP and IFSP Process and Implementation

#### Topic Area: Least Restrictive Environment

Early intervention services for infants and toddlers with disabilities are provided, to the maximum extent appropriate, in the child’s natural environment. The special education director reported that Part C services are provided in the child’s home. For Part B Early Childhood students, the district provides special education services in an inclusive setting. Inclusion occurs within general education preschool classrooms, in collaboration with general education staff, in order to achieve a systemic option for all identified students.

Interview responses suggested that each school-aged child with a disability is educated with non-disabled peers to the maximum extent possible, has equal access to extra-curricular and nonacademic activities (e.g. counseling services, athletics, transportation, health services, district-sponsored clubs, recess, meals, etc.) available to non-disabled peers, and is fully integrated with non-disabled peers to the maximum extent appropriate. Most interview respondents agreed that if a student is removed from the general education environment, the removal occurs only if the nature or severity of the child’s disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The special education director described district procedures to ensure a student placed outside of the district by an IEP team receives an appropriate IEP, the student is placed in the least restrictive environment, and due process procedures associated with these responsibilities are followed. Specifically, the special education director shared that when the IEP team determines a placement outside of the district is needed for the student to access special education and related services, either the special education director or special education manager for Waconia Public Schools continues to participate in the process, and maintains their role on the IEP team. The director or manager's participation ensures that the student in placed in the least restrictive environment, and due process procedures are followed.

**Corrective Action:** None

#### Topic Area: Communicating IEP Content

Early childhood special education teachers and related service providers responsible for service coordination reported a range of services are made available to infants and toddlers with disabilities and communicated to parents. Early childhood special education staff reported they have not developed an interim IFSP within the last two years.

General education teachers, related service providers, paraprofessionals and special education teachers reportedly have access to the IEP of each school-aged student with a disability for whom they are responsible through various means. Related service providers and special education teachers have access to the full IEP through the district’s online IEP system. Access to the IEP for general education teachers and special education paraprofessionals is almost identical. Ninety-three percent of general education teacher respondents and 100% of special education paraprofessional respondents reported they have access to the IEP.

Twenty-two percent of special education teacher interview respondents indicated that each provider is given a copy of the entire IEP. Fifty-nine percent of the special education teacher respondents reported providers receive a copy of the relevant portions of the IEP. Thirty percent indicated providers can ask to review the IEP, but noted copies are not distributed. About eighty percent of the special education teacher interview respondents reported special education staff will discuss IEPs with providers at the beginning of the year and when appropriate.

Eighty percent of special education paraprofessionals reported they are allowed access to the IEP of each student with whom they work and are sufficiently informed of their specific responsibilities and the specific accommodations, modifications and supports required by the IEPs of the students with whom they work.

Eighty-five percent of general education teachers reported access to the IEP of each student with whom they work and indicated they are informed of their specific responsibilities and the specific accommodations, modifications and supports required by the IEPs of the students with whom they work.

**Corrective Action:** None

#### Topic Area: Team Members and Meetings

Each IEP team must include a representative of the public agency (i.e., “district representative”). The district representative must be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; knowledgeable about the general education curriculum; and knowledgeable about the availability of resources of the public agency. Building administration (100%) and special education teacher (93%) interview respondents confirmed that the district representatives at IEP meetings held in Waconia Public School District meet these qualifications.

General education teachers reportedly receive timely notice of IEP meetings. As members of the IEP team, and to the extent appropriate, most general education teachers at all buildings reported full participation in the determination of IEP services such as supplemental aids and services, behavioral supports, and program modifications.

**Corrective Action:** None

#### Topic Area: Extended School Year

Federal and state regulations require school districts provide extended school year (ESY) services as necessary to ensure FAPE as determined by a student’s IEP team on an individual basis. Based on interview responses from building administration, special education teachers, and related service providers, ESY services are made available as appropriate. Additionally, the district does not limit ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of those services.

**Corrective Action:** None

#### Topic Area: Progress Reporting

For preschool-aged children, early childhood special education providers ensure periodic reviews are held at least every six months, as required by federal regulation.

Each district also must ensure an IEP team reviews a school-aged child’s IEP periodically, but not less than annually, to determine whether the student is achieving annual goals; and revise the IEP, as appropriate, to address any lack of expected progress, the results of any reevaluation or information about the student, or the student’s anticipated needs. The district’s special education teachers and related service providers described existing practices that satisfy progress reporting requirements.

**Corrective Action:** None

#### Topic Area: Secondary Transition

Transition services are coordinated activities for a student with a disability that are focused on improving the academic and functional achievement of the student to assist the student’s shift from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Transition services are based on the individual student’s needs, taking into account the student’s strengths, preferences, and interests.

The district’s special education teachers and related service providers described secondary transition services, a ctivities, or programming opportunities provided or available to students with a disability, including work experience programs, courses of study available specific to students’ needs, college visits, partnerships with community agencies to support employment, post-secondary education and independent living skills.

A core component of secondary transition programming occurs at the Waconia Enrichment Center for students ages 18-21. This segment of the transition program, also known as T110, is for students who continue to need services after completing 12th grade. T110 has classroom space for instruction and interaction, kitchen space including a washer and dryer that are used to develop independent living skills, and a third space where students acquire job skills. T110 has a licensed work based learning teacher and a licensed special education teacher providing the services and instruction for students in this program. In addition, three paraprofessionals support the students mainly in community settings such as work sites. The director of special education shared that the community of Waconia has been very supportive of T110 over the years and many employers have partnered with the staff to provide real world experiences for students in this program.

**Corrective Action:** None

#### Topic Area: Due Process Compliance

**Data Source:**

MNCIMP:SR web-based system (Compliance Tracking and Reports Section Links)

FNF reports - current and previous monitoring cycle saved in the G: drive

The Waconia School District’s Final Report, dated June 14, 2013, was completed following the district’s last onsite visit. It included no findings of noncompliance through a review of student records for Timeline and IEP/IFSP Standards involving 17 student records. In In May 2016, the Waconia School District was notified of 2 findings of noncompliance associated with Timeline and IEP/IFSP Standards following its Self-Review.

This school year, the district was required to review 16 special education records 9 Part B and 7 Part C and report the compliance results to MDE for Timeline and IEP/IFSP Standards related to the IEP/IFSP process and provision of special education and related services. The results reported by the district indicate XX records were noncompliant; XX with [Timelines] and XX [IEP Standards] while a second record had XX violations of [IEP Standards].

The XXXXX School District has demonstrated improvement with due process compliance.

XX IEP Standards however, have been identified by MDE as areas requiring corrective action following the individual student record review process. These areas [present levels of academic achievement and functional performance (PLAAFP), short and long term goals and objectives and secondary transition] were each cited [once/twice] in XX of the XX Part B records reviewed.

**Corrective Action:**

## Summary of Corrective Action Required

Formal findings of individual student record noncompliance were issued from <<rrTotCite>> of the <<rrTotRev>> files reviewed. Individual student files must be corrected by the district and verified by MDE within one year of the date that the district was notified of individual student noncompliance. <<DistName04>> was notified of individual student noncompliance on <<NotifDte03>>. As of the date of this report, the district has demonstrated correction of XX percent of those findings.

[If findings were issued, but not ordering CAPs, delete the information below:] Noncompliance identified in this report must be corrected within one year of the date of this report. Following is a summary of the noncompliance areas requiring a corrective action plan (CAP):

|  |  |  |
| --- | --- | --- |
| Area | Focus Area | Regulatory Reference |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |

The district must enter a proposed CAP into the MNCIMP:SR system for each finding within 45 calendar days from the date of this monitoring report. Please review the CAP Development Guide enclosed with this report. For clarification of the issues in this report or assistance needed prior to developing the CAPs, please contact the district’s lead monitor indicated below.

[If no findings were issued, delete the information above and use this paragraph:] Congratulations! The Minnesota Department of Education commends [district name] for demonstrating compliance with the Individuals with Disabilities Education Act (IDEA) and corresponding State statute and rule. The district’s demonstration of its ability and commitment to implementing special education programs that meet or exceed minimum requirements is reflective of its administration, teachers, staff and community. MDE appreciates all of the district’s efforts on behalf of children with disabilities and their families.

For questions regarding the content of this report, please contact the district’s lead monitor:

Ken Kalamaha  
Compliance Specialist  
Division of Compliance and Assistance  
1500 West Highway 36  
Roseville, MN 55113  
<<spedMonPh>>  
<<spedMonEm>>

## Appendix

The appendix includes special education child count data related to disability and federal instructional setting, race/ethnicity and age, as well as data on individual student record noncompliance, complaint decisions and interview and survey reliability.

### Acronyms

**Data sources**

CC Child count

Srv Students served by the district

RR Students sampled for the record review

**Disability categories**

ASD Autism Spectrum Disorders

DB Deaf-Blind

DCD-MM Developmental Cognitive Disability: Mild to Moderate

DCD-SP Developmental Cognitive Disability: Severe to Profound

DD Development Delay

DHH Deaf and Hard of Hearing

EBD Emotional or Behavioral Disorders

OHD Other Health Disabilities

PI Physically Impaired

SLD Specific Learning Disability

SLI Speech or Language Impairments

SMI Severely Multiply Impaired

TBI Traumatic Brain Injury

VI Visually Impaired

**Child Count**

In the December 1, <<ccYear>>, Part B and Part C federal child count, students identified as receiving special education and related services are <<DistBPercN >> percent (n = <<distCCTot>>) of the district total enrollment compared to the statewide average of <<SWBPercN >> percent. Students receiving special education and related services within <<DistNum01>> represent <<DistBSrvN >> percent (n = <<distSrvTot>>) of the district’s total enrollment. This data may include students who are open enrolled into the district, but does not include students in non-public educational settings unless the student receives special education and related services from the district. The district’s Part C child count (children birth through age 2) is <<DistCPerc01>> percent of the population compared to <<SWCPerc01>> percent statewide (preliminary). The “population” used is based on census data reported by the district to MDE.

| **IDEA** | **District (CC)** | **District (Srv)** | **Statewide** |
| --- | --- | --- | --- |
| Part B | <<DistBPerc>> percent | <<DistBSrv>> percent | <<SWBPerc>> percent |
| Part C | << DistCPerc02>> percent | <<DistCSrv>> percent | << SWCPerc02>> percent |

### Individual Student Record Noncompliance

Individual citations of noncompliance are identified by student and reported through the web-based MNCIMP:SR tracking system. The district was formally notified of <<totFind>> individual <<findings>> on <<NotifDte01>>. All individual student noncompliance must be corrected by the district and verified by MDE within one year of the date of formal issuance of findings.

A summary of each area of identified individual student noncompliance is referenced in the chart below. Column one indicates whether the compliance area is related to Part B or Part C of IDEA. Column two identifies the compliance area for each citation. Column three provides the legal reference for each citation. Column four indicates the number of student records cited during the record review.

| **IDEA Part** | **Compliance Area** | **General Citation(s)** | **Records Cited** |
| --- | --- | --- | --- |
|  |  |  |  |

[For a district with no complaint results, delete the information above and use this paragraph:] Individual citations of noncompliance are identified by student and reported through the web-based MNCIMP:SR tracking system. The district had no findings of individual noncompliance as formally notified on << NotifDte02>>.

### Complaint Decisions

Complaint files were reviewed for records of formal complaints filed regarding <<distName05>> opened during the relevant time period. Findings of noncompliance were identified in the following areas, with corresponding complaint file reference number. Column three indicates whether the district was required to complete corrective action.

| **Area of Noncompliance** | **Complaint Number** | **Corrective Action?** |
| --- | --- | --- |
|  |  |  |

[For a district with no complaint results, delete the information above and use this paragraph:] Complaint files were reviewed for records of formal complaints filed regarding <<distName06 >> and no formal complaints were opened during the relevant time period.

Narrative sample if corrective action ordered:

The corrective action ordered through this complaint was related to the failure of the district to provide training for paraprofessionals in conformity with a student’s IEP. On [XX/XX/XXXX], the complaint was closed as the district had completed the required corrective action. The XXXXX School District, however, may still be struggling with consistent provision of training to its special education paraprofessionals as noted by this report.

### Interviews

Online interviews were completed by building administrators, special education staff, general education teachers and special education paraprofessionals, with follow-up telephone and on-site interviews completed as deemed necessary.

### Federal Instructional Settings by Disability

The following table shows the distribution of students ages six through 21 receiving special education and related services across each of the eight federal instructional settings. The federal instructional settings can be referenced using the following:

FS 1 – Outside of the regular class room less than 21 percent of the day

FS 2 – Resource room between 21 percent and 60 percent of the school day

FS 3 – Separate classroom more than 60 percent of the school day

FS 4 – Public separate day school facility greater than 50 percent of the school day

FS 5 – Private separate day school facility greater than 50 percent of the school day

FS 6 – Private residential facilities greater than 50 percent of the school day

FS 7 – Private residential facility greater than 50 percent of the school day

FS 8 – Homebound/hospital placement

| Disability | FS 1 CC | FS 1 Srv | FS 1 RR | FS 2 CC | FS 2 Srv | FS 2 RR | FS 3 CC | FS 3 Srv | FS 3 RR | FS 4 CC | FS 4 Srv | FS 4 RR | FS 5-8 CC | FS 5-8 Srv | FS 5-8 RR |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Note: Each **row** will total approximately 100 percent (due to rounding) for each data source. Some cell values may have been suppressed to protect data privacy.

### Race/Ethnicity by Disability

The following table shows the distribution of students ages birth through 21 across racial/ethnic groups. The race/ethnicity can be referenced using the following:

Amer. Indian – American Indian

Asian – Asian or Pacific Islander

Black – black, non-Hispanic

Hisp. – Hispanic, regardless of race

White – white, non-Hispanic

| Disability | Amer. Indian CC | Amer. Indian Srv | Amer. Indian RR | Asian CC | Asian Srv | Asian RR | Hisp. CC | Hisp. Srv | Hisp. RR | Black CC | Black Srv | Black RR | White CC | White Srv | White RR |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Note: Each **column** will total approximately 100 percent (due to rounding) for each data source. Some cell values may have been suppressed to protect data privacy.

### Age by Disability

The following two tables show the distribution of students ages birth through 21 by disability.

| Disability | 0-2 CC | 0-2  Srv | 0-2 RR | 3-5  CC | 3-5 Srv) | 3-5  RR | 6 CC | 6 Srv | 6 RR | 7 CC | 7 Srv | 7 RR | 8 CC | 8 Srv | 8 RR | 9 CC | 9 Srv | 9 RR | 10 CC | 10 Srv | 10 RR | 11 CC | 11 Srv | 11 RR | 12 CC | 12 Srv | 12 RR |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

| Disability | 13 CC | 13 Srv | 13 RR | 14 CC | 14 Srv | 14 RR | 15 CC | 15 Srv | 15 RR | 16 CC | 16 Srv | 16 RR | 17 CC | 17 Srv | 17 RR | 18 CC | 18 Srv | 18 RR | 19 CC | 19 Srv | 19 RR | 20 CC | 20 Srv | 20 RR | 21 CC | 21 Srv | 21 RR |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Note: Each **column** will total approximately 100 percent (due to rounding) for each data source. Some cell values may have been suppressed to protect data privacy.