

Due Process

Questions	Answers
<p>Can you further explain the due process rights to resolve disagreements (i.e., conciliation vs. mediation)?</p>	<p>The Notice of Procedural Safeguards outlines due process rights to parents and must be given to parents when IEPs are created or revised. If you would like to receive a copy of the Notice of Procedural Safeguards, please contact your child's case manager or follow this link: http://speced.mpls.k12.mn.us/parental_rights_3.html For questions, please contact your student's case manager.</p>
<p>Was it inappropriate for MPS to instruct teachers to make these changes to remove citywide autism program language ACROSS THE BOARD for autistic students, and WITHOUT THE NOTIFICATION AND INVOLVEMENT of the entire IEP team? Shouldn't each IEP have been considered individually?</p>	<p>IEPs must, by law, discuss the individual needs of a student. Every aspect of the IEP must be discussed during IEP meetings and parents have the right to either accept or reject an IEP. If you feel you were not afforded this right, then you can request another IEP meeting.</p> <p>MPS did instruct teachers to talk about the individual needs of students when creating or revising an IEP. Students with Autism have a variety of different needs and every IEP should look different. The citywide autism program language was a broad generalization of services that may occur in the citywide autism program and does not specifically discuss the individual needs of students.</p>
<p>Does MPS recognize that this directive leads parents to think that MPS intends to quietly dismantle the citywide autism program without disclosure? MPS keeps reassuring parents that students in the program will continue to have access to the program, but families now find themselves with IEPs that do not mention the program at all, presumably leaving them with no legal leg to stand on in terms of protecting their child's access to the program they have chosen for them. The Olmstead Decision protects individual freedom of choice, including the right to choose to participate in programs.</p>	<p>MPS will offer a continuum of services to students with special education needs. As more students attend their community schools, resources will be allocated to those schools so that more students with special education services can attend the school they would attend if not disabled.</p> <p>The Vision Statement from the Olmstead Plan regarding education states: <i>People with disabilities will experience an inclusive education system at all levels and lifelong learning opportunities that enable the full development of individual talents, interests, creativity, and mental and physical abilities. They will be educated in the most integrated setting from preschool through grade 12.</i></p>

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<p>Will MPS instruct ASD teachers/ case managers to reinstate the citywide autism program language for all students currently enrolled in the program? Those students were placed in the program by the decision of each IEP team. A conversation about whether to remove the citywide autism program from the IEP should be done on an individual basis depending on need, not by district mandate. There are families who haven't noticed this language was removed, and so cannot request it be added back as some other families have. This is inequitable.</p>	<p>We will ask ASD teachers/case managers to develop both an adaptations section and least restrictive environment statement that is individualized based on the student. Having a generic statement describing the citywide autism program on an IEP program does not determine if a student would or would not be in a citywide autism program.</p>
<p>How can SPED conclude that “future programming will improve educational outcomes for students with disabilities in Minneapolis Public Schools” when the changes have not been fully implemented yet and you have not measured this?</p>	<p>Resources that outline the benefits of inclusion include: http://inclusiveschools.org/ http://www.floridainclusionnetwork.com/ http://www.swiftschools.org/ http://www.paulakluth.com/</p> <p>By basing our programming changes on the Individuals with Disabilities Act and the Olmstead Act, we are moving special education programming in MPS to continually improve the free and appropriate services for children receiving special education services. Ongoing evaluation of services will guide us. This evaluation will include monitoring of:</p> <ul style="list-style-type: none"> Achievement growth and proficiency Graduation Rates Discipline Data Federal Settings and Least Restrictive Environment Due Process Compliance Attendance and Engagement Teacher Evaluation
<p>Under the new model, do ASD students receive support when they need it or is it on a schedule? If yes, how is this support provided in real time and from whom?</p>	<p>Students of all abilities need scheduled support and “real time” support. Schools use a variety of resources to be flexible to respond to student needs. Special Education staff are an additional resource that can be leveraged to support the needs of special ed students. Decisions regarding special education support is made by the IEP team. Services can both be scheduled or provided in reaction to a need a student may present.</p>
<p>How will ASD children who do not have academic need but have intense</p>	<p>Those are decisions that are made by the IEP team. We have students of</p>

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self-regulation or social needs be supported in the general education setting?

all disabilities who have intense self-regulation needs being served throughout MPS and a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) should address self-regulation. Interventions could include preventative strategies to prevent dysregulation, intentional social/emotional teaching, and adaptations. Students with self-regulation needs that are both frequent and intense should be considered for higher intensity supports from special ed.