



Math and Science Academy (MSA) Total Special Education System (TSES)

This document serves as the Total Special Education System Plan for MSA in accordance with Minnesota Rule 3525.1100. This plan also includes an assurance for compliance with the federal requirements pertaining to districts' special education responsibilities found in United States Code, title 20, chapter 33, and Code of Federal Regulations, title 34, part 300. This document is a companion to the Application for Special Education Funds– Statement of Assurances (ED-01350-29).

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I. Child Find/Child Study Procedures

The district's identification system is developed according to the requirement of nondiscrimination as MSA 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. This manual includes the following information about MSA's Child Find Process:

[Identification](#)

[Evaluation](#)

[Plan for Receiving Referrals](#)

A. Identification

MSA is a charter middle and high school and as such is responsible for identifying students in grades 6 through 12 needing special education services who attend the school. MSA is in the process of moving toward a Scientific Research-Based Intervention process to identify students with a disability.

Under MSA's Multi-Tiered System of Supports (MTSS) framework, all students are monitored for achieving identified learning targets in each course. Students that fall behind their peers are assigned appropriate tier 1 and/or tier 2 interventions. The interventions are designed to provide explicit instruction in the area(s) of need and progress monitoring the student's progress. Students not successful with appropriate interventions may be identified as needing a special education evaluation.

MSA's plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341. MSA implements its interventions consistent with that plan. MSA'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.

MSA does not provide services to students younger than grade 6.

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

MSA conducts a 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 of the child before the evaluation is conducted. Parental 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 to consent to an initial evaluation or re-evaluation.

Evaluation Procedures

Evaluations and reevaluations are conducted according to the following procedures:

- A. MSA provides notice to the parents 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, MSA:
 - a. uses a variety of evaluation tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that are designed to assist in determining whether the child is a 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 progress in the general curriculum, or for preschool students, to participate in appropriate activities;
 - b. does 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
 - c. uses technically sound instruments that are designed to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- C. MSA ensures that:
 - a. 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;
 - b. materials and procedures used to evaluate a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education and related services, rather than measure the child's English language skills;

- c. 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;
 - d. the child is evaluated in all areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
 - e. evaluation tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the student are provided;
 - f. 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;
 - g. 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;
 - h. tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills, unless those skills are the factors that the test purports to measure; and
 - i. 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 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.
- 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:
 - a. review existing evaluation data on the student, including evaluations and information provided by the parents of the student, current classroom-based assessments and observations, and teacher and related services providers observation; and
 - b. on the basis of the review, and input from the student's parents, 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 administers such tests and other evaluation materials as may be needed to produce the data identified by the IEP team under item A, subitem (b).
- C. Each district obtains informed parental consent, in accordance with subpart 1, prior to conducting any reevaluation of a student, except that such informed parental consent need not be obtained if the district can demonstrate that it had taken reasonable measures to obtain such consent and the student's parent has failed to respond.
- D. If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the student continues to be a student with a disability, the district shall notify the student's parents of that determination and the reasons for it, and the right of such parents 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.
- E. A district evaluates a student in accordance with this part before determining that the student is no longer a student with a disability.

- F. The district **does not** intend to use restrictive procedures.

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
 - a. draws upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
 - b. ensures that the information obtained from all of the sources is documented and carefully considered.
- B. If a determination is made that a child is a student with a disability who needs special education and related services, an IEP is developed for the student according to Minnesota Rule 3525.2810.

Evaluation report

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

- A. a summary of all evaluation results;
- B. documentation of whether the 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.

C. Plan for Receiving Referrals

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

II. Method of Providing the Special Education Services

MSA provides a full range of educational service alternatives. All students with disabilities are provided specialized instruction and services which are appropriate to their needs. The following is representative of MSA's 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 program alternatives to meet the special education needs, goals, and objectives of a student are determined on an individual basis. Choice of specific program alternatives are based on the student's current levels of performance, student special education needs, goals, and objectives, and must be written in the IEP. Program alternatives are comprised of the type of services provided, the setting in which services occur, and the amount of time and frequency in which special education services occur. A student may receive special education services in more than one alternative based on the IEP.

A. Methods of providing the special education services for the identified students:

- a. One on one services
- b. Small group
- c. Direct
- d. In-direct
- e. Co-teaching
- f. In the mainstream classroom
- g. In the resource room

B. Alternative sites available at which services may occur:

- a. Homebound as needed
- b. Math and Science Academy

C. Available instruction and related services:

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

- a. School Psychology
- b. Occupational Therapy
- c. Speech and Language
- d. Adapted P.E.
- e. Other services required by the IEP.

III. Administration and Management Plan

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/Title	Contact Information	Brief description of staff responsibilities relating to child study procedures and method of providing special education services
Dr. Kate Hinton Executive Director	khinton@mnmsa.org	Dr. Hinton provides oversight for all school processes.
Dr. Jillynne Raymond Special Services Director	jraymond@mnmsa.org	Dr. Raymond is the special education director of record. She provides oversight for MSA's special education programming and staff.
Maggie Berry Special Education Teacher & Case Manager	mberry@mnmsa.org	As a special education teacher, Mrs. Berry provides oversight and services for students assigned to her caseload. In addition, she participates in the evaluation process as assigned.
Tamara Brooks Special Education Teacher & Case Manager	tbrooks@mnmsa.org	As a special education teacher, Mrs. Brooks provides oversight and services for students assigned to her caseload. In addition, she participates in the evaluation process as assigned.
Marty Gaslin Special Education Teacher & Case Manager	mgaslin@mnmsa.org	As a special education teacher, Mr. Gaslin provides oversight and services for students assigned to his caseload. In addition, he participates in the evaluation process as assigned.
DJ Johnston Special Education Teacher & Case Manager	djohnston@mnmsa.org	As a special education teacher, Mr. Johnston provides oversight and services for students assigned to his caseload. In

		addition, he participates in the evaluation process as assigned.
Stacia Wick School Psychologist	swick@mnmsa.org	Mrs. Wick leads our assessment work with the evaluation process.
Becky Bogan Due Process Clerk	bbogan@mnmsa.org	Mrs. Bogan provides oversight and support for due process.

MSA Due Process

MSA has appropriate and proper due process procedures in place to assure effective and efficient results of child study procedures and methods 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:

1. Prior written notice to a) inform the parent that except for the initial placement of a child in special education, the school district will proceed with its proposal for the child’s placement or for providing special education services unless the child’s parent notifies the district of an objection within 14 days of when the district sends the prior written notice to the parent; and b) state that a parent who objects to a proposal or refusal in the prior written notice may request a conciliation conference or another alternative dispute resolution procedure.
2. MSA will not proceed with the initial evaluation of a child, the initial placement of a child in a special education program, or the initial provision of special education services for a child without the prior written consent of the child’s parent. A district may not override the written refusal of a parent to consent to an initial evaluation or reevaluation.
3. A parent, after consulting with health care, education, or other professional providers, may agree or disagree to provide the parent’s child with sympathomimetic medications unless medical, dental, mental and other health services are necessary, in the professional's judgment, that the risk to the minor's life or health is of such a nature that treatment should be given without delay and the requirement of consent would result in delay or denial of treatment.
4. Parties are encouraged to resolve disputes over the identification, evaluation, educational placement, manifestation determination, interim alternative educational placement, or the provision of a free appropriate public education to a child with a

disability through conciliation, mediation, facilitated team meetings, or other alternative process. All dispute resolution options are voluntary on the part of the parent and must not be used to deny or delay the right to a due process hearing. All dispute resolution processes are provided at no cost to the parent.

5. Conciliation Conference: a parent has the opportunity to meet with appropriate district staff in at least one conciliation conference if the parent objects to any proposal of which the parent receives prior written notice. MSA holds a conciliation conference within ten calendar days from the date the district receives a parent's objection to a proposal or refusal in the prior written notice. All discussions held during a conciliation conference are confidential and are not admissible in a due process hearing. Within five school days after the final conciliation conference, the district must prepare and provide to the parent a conciliation conference memorandum that describes the district's final proposed offer of service. This memorandum is admissible in evidence in any subsequent proceeding.
6. In addition to offering at least one conciliation conference, MSA informs parents of other dispute resolution processes, including at least mediation and facilitated team meetings. The fact that an alternative dispute resolution process was used is admissible in evidence at any subsequent proceeding. State-provided mediators and team meeting facilitators shall not be subpoenaed to testify at a due process hearing or civil action under special education law nor are any records of mediators or state-provided team meeting facilitators accessible to the parties.
7. Descriptions of the mediation process, facilitated team meetings, state complaint, and impartial due process hearings may be found in MSA 's Procedure Safeguard Notice, see Appendix C for more information.

IV. Interagency Agreements the District has Entered

MSA has not entered into any interagency agreements.

V. Special Education Advisory Council

The Math and Science Academy welcomes parental input and respects our educational partnership between home and school with parents of children with disabilities. To support both, Math and Science Academy has a special education advisory council.

- A. Math and Science Academy's Special Education Advisory Council is individually established.

- B. Math and Science Academy's Special Education Advisory Council is not a subgroup of the existing board/council/committees.
- C. Math and Science Academy's Special Education Advisory Council consists of the Special Services Director, the Special Education Teachers and volunteer parents.
- D. Math and Science Academy's Special Education Advisory Council meets annually.
 - a. Meetings will be held virtually over the lunch hour (preferred time identified by surveyed parents)
 - b. Meetings will include an educational component, helping parents understand the strategies and tools students are learning/utilizing at school.
 - c. Meetings will include an open ended Q & A session.
- E. The operational procedures of Math and Science Academy's Special Education Advisory Council include:
 - a. All parents of students identified with a disability are invited to participate in the Special Education Advisory Council.
 - b. Meetings are held at least once per school year.
 - c. Meetings will be announced through electronic notification/invitation at least one month in advance of the meeting.
 - d. 50% of the Special Education Advisory Council will identify themselves as parents of students with a disability.
 - e. The mission of the Special Education Advisory Council is to provide an opportunity to share new learning, ideas and concerns among parents and staff members.

VI. Assurances

Code of Federal Regulations, section 300.201: Consistency with State policies. MSA 's, 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 is given by MSA.

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Appendix A

SLD Criteria

In accordance with Minnesota Rule 3525.1341 MSA has elected to use Criteria A, B, and C of the Specific Learning Disabilities criteria and has elected not to use Criteria D

Specific Learning Disability

Student Name: _____ DOB: _____

Grade: _____ Reviewer Name: _____

Date of Evaluation Report: _____ Eligible: ___ Yes ___ No

___ Evaluation⇒ (Must meet initial criteria)

___ Reevaluation⇒ (Must address criteria components)

Information about each item must be sought from the parent and included as part of the evaluation data. The evaluation data must confirm that the disabling effects of the child's disability occur in a variety of settings. The child must receive two interventions prior to evaluation unless the parent requests an evaluation or the team waives the requirement due to urgency. Based on information in the Evaluation Report and the student file, a student has a specific learning disability and is in need of special education and related services when the student meets the criteria in A, B, and C.

A. Documentation of Inadequate Achievement

The child does not achieve adequately in one or more of the following areas in response to appropriate classroom instruction:

___ Oral Expression

___ Listening Comprehension

___ Written Expression

___ Basic Reading Skills

___ Reading Comprehension

___ Reading Fluency

___ Mathematics Calculation

___ Mathematical Problem Solving

___ 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 a Specific Learning Disability.

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, when available:

_____ Cumulative record reviews

_____ Class work samples

_____ Anecdotal teacher records

_____ Statewide and district-wide assessments

_____ Formal, diagnostic, and informal tests

_____ Results from targeted support programs in general education

_____ Curriculum based evaluation results

B. Information Processing

The child has a disorder in one or more of the basic psychological processes, which includes an information processing condition that is manifested in a variety of setting by behaviors such as inadequate:

_____ Acquisition of information

_____ Organization

_____ Planning and sequencing

_____ Working memory, including verbal, visual, or spatial

_____ Visual and auditory processing

_____ Speed of processing

_____ Verbal and nonverbal expression

_____ Transfer of information

_____ Motor control for written tasks (pencil and paper assignments, drawing, and copying)

_____ Other: _____

C. 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 shall not be based solely on the use of standardized tests. The instruments used to assess the child's general intellectual ability and achievement must be individually administered and interpreted by an appropriately licensed person using

standardized procedures. For initial placement, the severe discrepancy must be equal to or greater than 1.75 standard deviations below the mean of a distribution of differences for the general population at the student's chronological age.

General Intellectual Ability Assessment Measure:

Overall Composite Score: _____ Regression Score: _____

Achievement Measure:

Cluster Area Composite Score

Oral Expression _____

Listening Comprehension _____

Written Expression _____

Basic Reading Skills _____

Reading Fluency Skills _____

Reading Comprehension _____

Mathematical Calculation _____

Mathematical Problem Solving _____

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Appendix B

Pre-Referral and Referral Process for Special Education

1. MSA recognizes that students are first and foremost general education students. Our Child Find Process is embedded into our MTSS framework. Referrals for a special education evaluation come from:
 - a. Staff Referrals through the appropriate grade level Student Success Team (SST)
 - b. Parent Referrals
2. The Child Study Team meets at least monthly. The team discusses any student concerns brought by one of MSA's Student Success Teams (SST) or parent referral for special education evaluation.
3. In grade level SSTs, Teachers discuss any concerns they have with student academic, behavior and social development.
 - a. SSTs identify concerns with students' gaps meeting learning targets.
 - b. Parents are notified by the teacher when concerns are noted.
 - c. [Intervention Request](#): The team determines an appropriate intervention and implements it for a period of 6 weeks.
 - d. The team reviews the intervention implementation data and determines if the intervention should continue or if another intervention should be implemented.
 - e. Upon completion of at least 2 interventions, the team determines if the student should be referred to special education for evaluation.
4. The Child Study team consists of one general education teacher, one special education teacher, the school psychologist, any applicable service providers and an administrator.
5. Parents are notified if an evaluation is warranted.
6. The team addresses all referrals from *parents, and outside agencies. *When parents request a Special Education evaluation, interventions *may* be determined to be unnecessary.

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Appendix C

**Notice of Procedural Safeguards Parental Rights for Public School
Special Education Students**

Procedural Safeguards Notice

A copy of the procedural safeguards will be given to the parents of a child with a disability under the Individuals with Disabilities Education Act (IDEA) at least one time a school year. A copy will also be given to the parents:

1. Upon initial referral or parent request for evaluation.
2. Upon receipt of the first state complaint with the Minnesota Department of Education in a school year.
3. Upon receipt of the first due process complaint in a school year.
4. On the date the decision is made to change the placement of a child with a disability due to a violation of a code of student conduct.
5. Upon request by a parent. *34 C.F.R. 300.504.*

[At any time parents may access a copy electronically on the Minnesota Department of Education's website.](#)

In addition, at any time parents may request a copy. To do so, please contact:

Mrs. Becky Bogan
MSA Due Process Clerk
bbogan@mnmsa.org

If you have any questions or would like further information, please contact:

Dr. Jillynne Raymond
MSA Special Services Director
jraymond@mnmsa.org

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

ARC Minnesota(advocacyforpersonswithdevelopmentaldisabilities)
www.thearcofminnesota.org; 651-523-0823; 1-800-582-5256

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

Minnesota Disability Law Center

www.mndlc.org; 612-334-5970(TwinCitiesMetro); 1-800-292-4150(GreaterMinnesota); 612-332-4668(TTY)

PACER (Parent Advocacy Coalition for Educational Rights)

www.pacer.org; 952-838-9000; 1-800-53-PACER; 952-838-0190(TTY)

Minnesota Department of Education

www.education.state.mn.us; 651-582-8689; 651-582-8201(TTY)

ELECTRONIC MAIL

If your school district gives parents the choice to receive notices by email, you can choose to receive your prior written notice, procedural safeguards notice, or notices related to a due process complaint via email.

PARENTAL CONSENT

Definition of Consent

Consent means that you have been fully informed of all information relevant to the activity for which consent is sought, in your native language, or through another mode of communication. In order to consent must understand and agree in writing the carrying out of the activity for which your consent is sought. This written consent must list any records that will be released and to whom.

Revocation of Consent

Consent is voluntary and may be revoked in writing at any time. However, revocation of consent is not retroactive; meaning revocation of consent does not negate an action that has occurred after the consent was given and before the consent was revoked.

When the District Must Obtain Your Consent

Initial Evaluation

The district must obtain your written and informed consent before conducting its initial evaluation of your child. You or a district can initiate a request for an initial evaluation. If you do not respond to a request for consent or if you refuse to provide consent for an initial evaluation,

the district cannot override your refusal to provide consent. An initial evaluation shall be conducted within 30 school days from the date the district receives your permission to conduct the evaluation, unless a conciliation conference or hearing is requested.

A district will not be found in violation of meeting its child find obligation or its obligations to conduct evaluations and reevaluations if you refuse to consent to or fail to respond to a request for consent for an initial evaluation.

If you consent to an initial evaluation, this consent cannot be construed as being consent for the initial provision of special education and related services.

Initial Placement and Provision of Special Education Services and Related Services

The district must obtain your written consent before proceeding with the initial placement of your child in a special education program and the initial provision of special education services and related services to your child determined to be a child with a disability.

If you do not respond to a request for consent, or if you refuse to consent to the initial provision of special education and related services to your child, the district may not override your written refusal.

If you refuse to provide consent for the initial provision of special education and related services, or you fail to respond to a request to provide consent for the initial provision of special education and related services, the district will not be considered in violation for failure to provide your child with special education and related services for which the district requested consent.

Reevaluations

Your consent is required before a district conducts a reevaluation of your child. If you refuse consent to a reevaluation, the district may not override your written refusal. A reevaluation shall be conducted within 30 school days from the date the district receives your permission to conduct the evaluation or within 30 days from the expiration of the 14 calendar day time period during which you can object to the district's proposed action.

Transition Services

Your consent is required before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

When Your Consent is Not Required

Except for an initial evaluation and the initial placement and provision of special education and related services, if you do not notify the district of your objection within 14 days of when the district sends the notice of the district's proposal to you, the district's proposal goes into effect even without your consent.

Additionally, your consent is not required for a district to review existing data in your child's educational file as part of an evaluation or a reevaluation. Your consent is also not required for the district to administer a test or other evaluation that is given to all children, unless consent is required from parents of all children.

Thank you for reading! We value our partnership with you to support your child's learning at MSA. If you ever have any questions or concerns, please do not hesitate to contact:

Dr. Jillynne Raymond, Special Services Director
jraymond@mnmsa.org
651.578.7507 ext. 3512