



SPECIAL EDUCATION PROGRAMS

Mission

The purpose of special education is to assist students in becoming responsible, contributing citizens.

The Special Education Department of the Saint Paul Public Schools recognizes and supports the importance of individualizing the educational experience through specially designed instruction to meet the unique needs of each student from birth to age 21. The Individualized Education Program (IEP) Team, which includes parents, strives to foster the student's development of a positive self-concept and identity within the larger community. The focus is to provide students with the tools necessary to become self-sufficient, contributing members of society.

Every student who meets state eligibility criteria for special education is entitled to a free, appropriate public education (FAPE) in the least restrictive environment (Individuals with Disabilities Education Act of 2004).

Due Process

Special Education Due Process:

- Classroom teacher, student, parents, and/or others identify concerns about the student's progress in school
- Classroom teacher uses at least two planned, systematic, data-based interventions to resolve apparent learning or behavioral problems over two eight week intervals
- If there is insufficient improvement, the student is referred for an educational evaluation to determine eligibility for special education services
- Evaluation plan is developed and parental permission to evaluate is obtained
- Evaluation is conducted
- Eligibility for special education service is determined
- If a student is determined to be eligible for services, an Individualized Education Program (IEP) is developed based on the identified needs

Population

Students, birth through age 5 (Early Childhood Special Education) or ages 6-21 who meet state criteria under the disability designations described below are provided services to address their identified instructional needs.

Continuum of Services

- Indirect service: consultative services from a teacher or related services personnel regarding school-related adaptations and modifications
- Direct service:
 1. Placement in a general education classroom which may include special education support
 2. Placement in a resource room for direct services with majority time spent in the general education classroom
 3. Placement in a self-contained classroom which may include support from a teaching assistant and/or inclusion in a general education classroom for part of the day
 4. Placement at a separate educational site that provides intensive specially designed instruction
- Early Childhood Special Education provides services from birth through age 7

Autism Spectrum Disorder

Autism Spectrum Disorders are lifelong developmental disabilities, resulting from a neurological disorder that affects the brain and its functioning. The characteristics may include problems with communication,

PROGRAM OVERVIEW OFFICE OF ACADEMICS



SAINT PAUL PUBLIC SCHOOLS

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a very limited range of interests and activities, difficulty understanding information received through the senses, mental retardation, uneven skill development, and/or difficulty with cognitive processing.

Deaf/Blindness

Students who are Deaf/Blind have combined losses in both hearing and vision. These students meet eligibility criteria in both disability areas and have specific needs to increase access to information and the environment.

Deaf and Hard of Hearing

Deaf and Hard of Hearing means “a diminished sensitivity to sound that is expressed in standard audiological measures.” It has the potential to affect educational, communicative, and/or social functioning.

Developmental Cognitive Disability

Developmental Cognitive Disability means a student demonstrates below average adaptive behavior across multiple environments and significantly below average general intellectual functioning.

Developmental Delay

Developmental Delay means a child from birth through 2.11 years through medical diagnosis known to hinder normal development, a delay in overall development, including motor development. From age 3 to 6.11 the child is demonstrating a medical diagnosis syndrome or condition, and a delay in two or more areas of development.

Early Childhood Special Education

Early Childhood Special Education (ECSE) services are available to children from birth to seven years of age who have a substantial delay or disorder in development or have an identifiable hearing and/or vision, physical, mental and/or social/emotional condition or impairment known to hinder normal development and need special education.

Population

- Students, birth to age 7, who meet state criteria under the category “Developmental Disability” or one of the other disability criteria

Range of Services

- In-home services with parent or caregiver
- Parent/child at ECSE sites, day or evening
- Inclusive services at parent-selected preschool settings, i.e., Head Start or child care settings that use a preschool curriculum, Early Childhood Family Education, School Readiness and Early Childhood Kindergarten
- In-center services which include half-day programming two to four days per week in self-contained, special education classrooms

Emotional/Behavioral Disorder

Emotional and Behavioral Disorder (E/BD) means an established pattern characterized by one or more of the following behavior clusters:

- A. Severely aggressive, hyperactive, or impulsive behaviors;
- B. Severely withdrawn or anxious behaviors; depression, problems with mood or feelings of low self-worth; or
- C. Severely disordered thought processes; with unusual behavior patterns, and atypical communication styles.

Other Health Disabilities

Other Health Disabilities means a broad range of medically diagnosed, chronic or acute health conditions that may negatively affect academic performance and result in a need for special education. The decision that a specific health condition qualifies as “Other Health Disability” depends on its impact on academic performance rather than by the diagnostic label given to the condition by a medical doctor.

Physically Impaired

Physically Impaired means a medically diagnosed chronic, physical impairment identified at birth or acquired later in life, that may negatively affect physical or academic performance and result in the need for special education.

Severely Multiply Impaired

Severely Multiply Impaired means a student who has severe learning and developmental problems resulting from two or more disability conditions as determined by an evaluation. Disability areas include deaf or hard of hearing, physically impaired, developmental cognitive disability, visually impaired, emotional and behavioral disorder, or autism spectrum disorders.

Specific Learning Disability

Specific Learning Disability means a condition within the individual affecting learning relative to potential. The student must have a history of achieving below standards for his or her age and/or years of education, an information processing condition which is evident in a variety of settings, and demonstrate a severe discrepancy between general intellectual ability and achievement.

Speech-Language Impairments

Speech-language impairments are characterized by communication skills that are significantly discrepant from peers in the areas of sound production, understanding and use of language, fluency, and/or voice.

Traumatic Brain Injury

Traumatic Brain Injury means a medically documented, acquired injury to the brain caused by physical force, resulting in total or partial functioning disability or psycho-social impairment affecting interactions with other. Traumatic Brain Injury may negatively affect academic performance and result in a need for special education. It applies to closed head injuries resulting in impairments in one or more areas such as: cognition, speech-language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psycho-social behavior, physical functions, and information processing. It does not apply to brain injuries that are congenital, degenerative or induced by birth trauma.

Visually Impaired

Visually impaired means a medically verified visual impairment establishing one or more of the following conditions;

- Visual acuity of 20/60 or less in the better eye with the best conventional correction
- Visual field of 20 degrees or less or bilateral scotomas
- a congenital or degenerating eye condition

These conditions interfere with the student's ability to acquire information in the academic setting or interact with the environment.

Related Services

Related Services means transportation and developmental, corrective and other supportive services as are required to assist a student with a disability to benefit from special education, and includes speech/language, audiology, psychological services, physical and occupational therapy, recreation, counseling, health services, social work services, parent counseling and training, and orientation and mobility. This also includes the availability of an Assistive Technology Team that assists school special education staff to evaluate and provide appropriate technology for the student.

Developmental Adapted Physical Education

Developmental Adapted Physical Education: Special Education (DAPE) is a specially designed physical education instruction and service for students with disabilities who have a substantial delay or disorder in

physical development. It may include development of physical fitness, motor fitness, fundamental motor skills and patterns, skills and aquatics, dance, individual and group games and sports.

Transition

Transition planning is a process that ensures students with disabilities have access to instruction and services that enable them to lead rewarding adult lives. Transition planning takes place when parents, students, educators, and adult service providers work together to develop a Transition Plan as part of the Individualized Education Program process. The IEP may contain transition-related goals as well as objectives, services, and activities that will help a student develop skills he/she will need in future environments. This planning process, initiated by formal evaluation, must begin by age 14 or grade 9.

English Language Learner and Special Education

Approximately one-third of all Saint Paul Public Schools' students qualify as English Language Learners (ELL). Approximately 40 percent of all students come from homes where English is not spoken in the home. If a student qualifies for services in this area, he or she is entitled to general education services for English Language Learners and, if needed, nondiscriminatory special education evaluation procedures to determine eligibility to receive special education services. This includes extensively trained special education language interpreters, locally developed academic norms, locally developed Communication Evaluation of Native Language (CENL) and Hmong articulation tests.

Behavior Intervention Team

The Behavior Intervention Team assists IEP teams in intervening on behalf of students who are experiencing significant interfering behaviors that are impeding their academic and social success within the general education or special education environment. This includes assistance in designing behavior intervention plans, conducting systematic observations, as well as providing direction and modeling for teacher skill development enhancing positive classrooms. Training is provided for professional and paraprofessional staff on many behavior strategies.

Other Oversight Programs and Services

Boys Totem Town (BTT) and Juvenile Detention Center (JDC)

Boys Totem Town (BTT) is a residential program for up to 85 adolescent boys who have been adjudicated delinquent by the Juvenile Court. It is a part of the Ramsey County Community Corrections Department and is located in the Battle Creek area of St. Paul. Its mission is "to protect the community by providing a safe custodial group living environment, opportunities for rehabilitation, housekeeping, food service, medical services and educational programs for boys committed by the juvenile court.

The Juvenile Detention Center is a short-term placement facility. Educational programs are made available for those who are eligible to go to school. START Program is intended for those students identified as sexually offending and could participate up to two years. The work program that is also available for those no longer participating in an academic program.

Non-Public Services (Shared Time), K-12

Historically, special education and related services have been made available because of mandates under Minnesota Statutes (MS) 126C.19 and 125A.18 and other related statutes. State funding for the provision of services is authorized and available under MS 126C for general education aid and shared-time aid and under MS 125A.75, MS 125A.76 and MS 125A.79 for special education state aid and excess cost aid. Special Education services are provided at a matched public school site. Transportation, if necessary, is provided. Special education and related services are made available to any student found eligible for special education services. Evaluations are provided by the public school affiliate as well.

Project KOFI

Project KOFI is a culturally specific, school-based mental health program that works with African American boys in grades three through six who are experiencing difficulty in school, personal relationships or other areas of their lives. “Kofi” is derived from a word meaning “child of growth” in Akan Asente, A Ghanian dialect. The goals are to improve classroom behavior, improve behavior at home, maintain or improve academic performance or attendance, and increase parent involvement in their child’s education. Project Kofi serves students who attend the following St. Paul Public Schools: Rondo Education Center, Maxfield Elementary School, Galtier Magnet School, Dayton’s Bluff School, and Monroe Community Center (where Kofi serves boys through the eighth grade). Project Kofi was developed in collaboration with Ramsey County Human Services, the Saint Paul Public School District and the Wilder Foundation.

Residential Care and Treatment Programs

Arlington House Shelter provides temporary placement/shelter for children, ages 12 to 18. Issues that lead to placement include: chronic truancy; being homeless; self destructive behaviors; emotional, physical, and sexual abuse; family crisis; court issues; mental health issues. County Human Services, Courts, Parents, and the police refer children. Children are placed from 1 – 90 days as determined by the placing agency. While in placement the Saint Paul Schools provide individualized academic programming and instruction based upon children’s special education and/or regular education needs. Students receive 5 hours of academic instruction per day while in placement. One hour of physical education is provided by the shelter. Students receive instruction at the Riverside School site.

Brown House Shelter provides temporary placement/shelter for children, ages 11 to 18. Issues that lead to placement include: chronic truancy; being homeless; self destructive behaviors; emotional, physical and sexual abuse; family crisis; court issues; mental health issues. County Human Services, Courts, Parents, and the police refer children. Children are placed from 1 – 90 days as determined by the placing agency. While in placement the Saint Paul Schools provide individualized academic programming and instruction based upon children’s special education and regular education needs. Students receive five hours of academic instruction per day while in placement. One hour of physical education is provided by the shelter per day. The remainder of the student’s day is spent in the shelter in life skills groups, physical activities and individual counseling. Students receive instruction at the Riverside site.

United Hospital provides for adolescents placed from 3 days to 6 weeks as determined by each adolescent’s admitting psychiatrist. Adolescents are placed due to severe socio-emotional, behavioral, and mental health issues such that they are currently in danger of hurting themselves or others. While in placement adolescents may either be placed in inpatient or outpatient units depending on the severity of the adolescent issues. While in placement the Saint Paul Schools provide individualized academic programming and instruction based upon children’s special education and regular education needs. Students receive two hours of academic instruction per day.

Bethesda Hospital, Children’s Hospital, Gillette Children’s Hospital, Regions Hospital

Bethesda Hospital: 559 Capitol Blvd., St. Paul, MN 55103

Children’s Hospital: 345 Smith Ave., St. Paul, MN 55102

Gillette Children’s Hospital: 200 E. University Ave., St Paul, MN 55101

Regions Hospital: 640 Jackson St., St. Paul, MN

These hospitals serve children and adolescents placed for medical reasons from a few days to over one year in the respective Hospital. All students are under the care of the attending physician who determines the length of stay in the hospital. The school programs operate on a Hospital/Homebound model, providing one to two hours of regular or special education

instruction per day, based upon the student's current level of functioning and educational needs. The average student population is 18 students.

Regions Hospital/New Connections

445 Etna St
St Paul MN 55106

Provides day treatment for chemically dependent adolescents age 13 through 18. Referrals and placements are made through the courts, private insurance, counties, schools, and parents. While in placement, clients/students evaluate how chemicals have come to dominate their lives and have thereby affected family and peer relationships, school, and activities in the community. Students receive 2.5 hours of academic support provided by a special education teacher in order to meet their regular and special education needs. The remainder of the day is spent in group and individual therapy.

Wilder Foundation: Bush Memorial, Bush Spencer House-Bush Holcomb House

Bush Memorial: 180 So. Grotto Ave., St. Paul, MN
Holcomb and Spencer House: 919 Lafond Ave., St. Paul, MN

Bush, Spencer House, and Holcomb House are family centered residential treatment programs. Bush Memorial is designed to serve boys and girls between 5 and 14, who are experiencing developmental, emotional, or behavioral difficulties. Holcomb House serves boys and girls ages 13 to 17 who are experiencing developmental, emotional, or behavioral difficulties. Spencer House serves boys and girls ages 13- 17 with these same difficulties. While in placement students/clients receive a full day of special education instruction at either Bush-Highland Junior (2 classrooms, 18 students) or Bush Memorial (3 classrooms, 25 students). Approximately 5 to 10 students at any one time are also placed out to local neighborhood schools or into district-wide special education programs. Maximum Client Beds: 55 Beds

Section 504

In order to fulfill obligations under Section 504 (Rehabilitation Act of 1973), the Saint Paul Public Schools has the responsibility to avoid discrimination in policies and practices regarding its students. These obligations include identification, evaluation, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

Third Party Billing

In order to access an increase in federal funding to Minnesota schools for IEP health related services, the Minnesota legislatures mandated (MS 125A.21, Subd. 2) that schools must seek third party reimbursement for Individualized Education Program (IEP) health related services as of July 1, 2000. "Related Services" means transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education. Covered IEP related health services through Medical Assistance include speech/language/hearing services, occupational therapy, physical therapy, nursing services, mental health services (social work services), personal care services, interpreter services, assistive technology devices and special transportation.

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