Total Special Education System (TSES) Plan
Pelican Rapids Public Schools (548)

This document serves as the Total Special Education System Plan for Pelican Rapids Public Schools ISD548 (Pelican Rapids) in accordance with Minnesota Rule 3525.1100. This plan also includes an assurance for compliance with the federal requirements pertaining to districts' special education responsibilities found in United States Code, title 20, chapter 33, sections 1400 et seq., and Code of Federal Regulations, title 34, part 300. This document is a companion to the Application for Special Education Funds – Statement of Assurances (ED-01350-29).

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I. Child Study Procedures

Minn. R. 3525.1100, subp. 2(A); Minn. R. 3525.0750; Minn. Stat. § 363A.13

Pelican Rapids has developed systems designed to identify pupils with disabilities beginning at birth, pupils with disabilities attending public and nonpublic schools, and pupils with disabilities who are of school age and are not attending any school.

The district's identification system is developed according to the requirement of nondiscrimination as Pelican Rapids does not discriminate in education on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability.

A. Identification

Minn. R. 3525.0750; Minn. R. 3525.1350; Minn. R. 3525.1351; Minn. R. 3525.1341

Children Birth through Age 2:

Plan for Receiving Referrals: Fergus Falls Area Special Education Cooperative member districts along with public health and human service agencies from the three counties of Ottertail, Wilkin, Grant as well as Head Start Services and Community Action Councils from those counties have collaborated and belong to the Region IV Interagency Early Intervention Committee (IEIC). The Region IV IEIC meets on a quarterly basis to discuss the needs of the Region. Referrals can be made year round to Pelican Rapids for children birth through the age of two years old. Referrals can come from family members, daycare facilities, early childhood family educators, the medical community, public health and other county services. The referral is taken by the Birth – 3 assessment facilitator. A service coordinator is assigned and completes the initial intake and screening. This information is reviewed and a determination is made whether to assess.

Infant and toddler intervention services under United States Code; title 20; chapter 33; section 1431 et seq.; and Code of Federal Regulation 303; are available in Pelican Rapids School District to children from birth through two years of age who meet the outlined criteria.

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

A. the child meets the criteria of one of the disability categories in United States Code; title 20; chapter 33; sections 1400; et. seq.; as defined in Minnesota Rules; or

B. the child meets one of the criteria for developmental delay in subitem (1), (2), or (3)

(1) the child has a diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay regardless of whether the child has a demonstrated need or delay; or

(2) the child is experiencing a developmental delay that is demonstrated by a score of 1.5 standard deviations or more below the mean, as measured by the appropriate diagnostic measures and procedures, in one or more of the following areas:

(a) cognitive development;
(b) physical development, including vision and hearing;
(c) communication development;
(d) social or emotional development; and
(e) adaptive development; or

(3) The child's eligibility is established through the application of informed clinical opinion. Informed clinical opinion may be used as an independent basis to establish a child's eligibility under this part even when other instruments do not establish eligibility; however, in no event may informed clinical opinion be used to negate the results of evaluation instruments to establish eligibility Pelican Rapids has developed systems designed to identify pupils with disabilities beginning at birth, pupils with disabilities attending public and nonpublic schools, and pupils with disabilities who are of school age and are not attending any school.

Identification (cont.)

Children Ages 3 to Age 5.11 (Not yet in Kindergarten):

Plan for Receiving Referrals: Fergus Falls Area Special Education Cooperative receives referrals for children ages 3 to Kindergarten from a variety of sources. An Early Childhood Special Education (ECSE) teacher then calls the parent to set up a visit. The ECSE teacher does a screening at the visit to see if the child would benefit from a full assessment. Referrals for this age come from family members, daycare facilities, early childhood family educators, the medical community, public health and other county offices.

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

A. the child meets the criteria of one of the categorical disabilities in United States Code, title 20, chapter 33, sections 1400 et seq., as defined in Minnesota Rules; or

B. the child meets one of the criteria for developmental delay in subitem (1) and the criteria in subitem (2). Fergus Falls Area Special Education Cooperative has elected the option of implementing these criteria for developmental delay.

(1) The child:

(a) has a diagnosed physical or mental condition or disorder that has a high probability or resulting in developmental delay; or

(b) has a delay in each of two or more of the areas of cognitive development; physical development, including vision and hearing; communication development; social or emotional development; and adaptive development, that is verified by an evaluation using one or more technically adequate, norm-referenced instruments. The instruments must be individually administered by appropriately trained professionals and the scores must be at least 1.5 standard deviations below the mean in each area.

(2) The child's need for special education is supported by:

(a) at least one documented, systematic observation in the child's routine setting by an appropriate professional or, if observation in the daily routine setting is not possible, the alternative setting must be justified;

(b) a developmental history; and

(c) at least one other evaluation procedure in each area of identified delay that is conducted on a different day than the medical or norm-referenced evaluation; which may include criterion referenced instruments, language samples, or curriculum-based measures

Identification (cont.)

Children Kindergarten through 22nd birthday:

Plan for Receiving Referrals: Each Fergus Falls Area Special Education Cooperative member district/building conducts weekly or bi-weekly student assistance team meetings. At these meetings, representatives from both special education and general education discuss students who are not making progress and have been referred to the team by their classroom teachers, their parents or an outside agency. The team then determines a baseline and develops specific interventions that are implemented for 4 to 6 weeks. If the child doesn't make progress during the intervention, the intervention is reviewed and changed if needed. If progress is still not made after 6 weeks, a referral for special education services is made. Each building also conducts weekly or bi-weekly child study team meetings where initial referrals for special education services from the student assistance team, teachers, parents and outside agencies are considered. In order to identify students who may have a disability and are in need of specialized services who do not attend public school, a letter is sent to all private/parochial schools within Fergus Falls Area Special Education Cooperative member district boundaries as well as parents of homeschooled students to assure that students with needs are properly identified. Pelican Rapids's plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341. Pelican Rapids implements its interventions consistent with that plan.

Pelican Rapids does not use the SRBI process to identify students with a disability.

B. Evaluation

Minn. R. 3525.1350; 34 C.F.R. § 303.321; Minn. R. 3525.2550; Minn. R. 3525.2710; Minn. Stat. § 125A.091

Children Birth through age 2:

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

A. General.

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

(i.) A timely, comprehensive, multidisciplinary evaluation of the child in accordance with paragraph (b) of this section unless eligibility is established under paragraph (a)(3)(i) of this section; and

(ii) If the child is determined eligible as an infant or toddler with a disability as defined in §303.21--

a. A multidisciplinary assessment of the unique strengths and needs of that infant or toddler and the identification of services appropriate to meet those needs;
b. A family-directed assessment of the resources, priorities, and concerns of the family and the identification of the supports and services necessary to enhance the family's capacity to meet the developmental needs of that infant or toddler. The assessments of the child and family are described in paragraph (c) of this section and these assessments may occur simultaneously with the evaluation, provided that the requirements of paragraph (b) of this section are met.

(2) As used in this part—

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

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

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

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

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

(4) All evaluations and assessments of the child and family must be conducted by qualified personnel, in a nondiscriminatory manner, and selected and administered so as not to be racially or culturally discriminatory.
(5) Unless clearly not feasible to do so, all evaluations and assessments of a child must be conducted in the native language of the child, in accordance with the definition of native language in §303.25.
(6) Unless clearly not feasible to do so, family assessments must be conducted in the native language of the family members being assessed, in accordance with the definition of native language in §303.25

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

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

C. Procedures for assessment of the child and family.

(1) An assessment of each infant or toddler with a disability must be conducted by qualified personnel in order to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs. The assessment of the child must include the following –
    (i) A review of the results of the evaluation conducted by paragraph (b) of this section;
    (ii) Personal observations of the child; and
    (iii) The identification of the child's needs in each of the developmental areas in § 303.21(a)(1).
(2) A family-directed assessment must be conducted by qualified personnel in order to identify the family's resources, priorities, and concerns and the supports and services necessary to enhance the family's capacity to meet the developmental needs of the family's infant or toddler with a disability. The family-directed assessment must –
    (i) Be voluntary on the part of each family member participating in the assessment;
    (ii) Be based on information obtained through an assessment tool and also through an interview with those family members who elect to participate in the assessment; and
    (iii) Include the family's description of its resources, priorities, and concerns related to enhancing the child's development.

The evaluation used to determine whether a child is eligible for infant and toddler intervention services must be conducted within the timelines established in Code of Federal Regulations; title 34; part 303. It must be based on informed clinical opinion; and must be multidisciplinary in nature, involving two or more disciplines or professions; and must be conducted by personnel trained to utilize appropriate methods and procedures. The evaluation must include:

1. A review of the child's current records related to health status and medical history;
2. an evaluation of the child's levels of cognitive, physical, communication, social or emotional, and adaptive developmental functioning;

3. an assessment of the unique needs of the child in terms of each of the developmental areas in item B; and
4. at least one documented, systematic observation in the child's daily routine setting by an appropriate professional or, if observation in the child's daily setting is not possible, the alternative setting must be justified.

The team shall conduct an evaluation and hold an IFSP meeting (if qualified) for special education purposes within a time not to exceed 45 calendar days from the date of referral to the meeting date.

Children ages 3 – 22:

The team shall conduct an evaluation for special education purposes within a reasonable time not to exceed 30 school days from the date the district receives 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.

Pelican Rapids conducts a full individual initial evaluation before the initial provision of special education and related services to a pupil. The initial evaluation shall consist of procedures to determine whether a child is a pupil 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 pupil. The district proposing to conduct an initial evaluation to determine if the child qualifies as a pupil 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

Minn. R. 3525.2710, subp. 3; Minn. R. 3525.2710, subp. 4; Minn. Stat. § 125A.0942(c)

Evaluations and reevaluations are conducted according to the following procedures:

A. Pelican Rapids shall provide notice to the parents of the pupil, 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, Pelican Rapids:

(1) 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 pupil with a disability and the content of the pupil's individualized education program, including information related to enabling the pupil to be involved in and progress in the general curriculum, or for preschool pupils, to participate in appropriate activities;

(2) Does not use any single procedure as the sole criterion for determining whether a child is a pupil with a disability or determining an appropriate education program for the pupil; and

(3) 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. Pelican Rapids ensures that:

(1) Tests and other evaluation materials used to evaluate a child under this part are selected and administered so as not be discriminatory on a racial or cultural basis, and are provided and administered in the pupil's native language or other mode of communication, unless it is clearly not feasible to do so;

(2) 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;

(3) Any standardized tests that are given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of such tests;

(4) The child is evaluated in all areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

(5) Evaluation tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the pupil are provided;

(6) If an evaluation is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the evaluation report;

(7) Tests and other evaluation materials include those tailored to evaluate specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient;

(8) Tests are selected and administered 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

(9) In evaluating each pupil with a disability, the evaluation is sufficiently comprehensive to identify all of the pupil's special education and related service needs, whether or not commonly linked to the disability category in which the pupil has been classified.

D. Upon completion of administration of tests and other evaluation materials, the determination of whether the child is a pupil 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 pupil 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 pupil with a disability if the determinant factor for such determination is lack of instruction in reading or math or limited English proficiency, and the child does not otherwise meet eligibility criteria under parts 3525.1325 to 3525.1351.

Additional requirements for evaluations and reevaluations:

A. As part of an initial evaluation, if appropriate, and as part of any reevaluation under this part, or a reinstatement under part 3525.3100, the IEP team and other qualified professionals, as appropriate, shall:

(1) Review existing evaluation data on the pupil, including evaluations and information provided by the parents of the pupil, current classroom-based assessments and observations, and teacher and related services providers observation; and

(2) On the basis of the review, and input from the pupil's parents, identify what additional data, if any, are needed to determine whether the pupil has a particular category of disability, as described in Minnesota Statutes, section 125A.02, or, in case of a reevaluation of a pupil, whether the pupil continues to have such a disability, the present levels of performance and educational needs of the pupil, whether the pupil needs special education and related services, or in the case of a reevaluation of a pupil, whether the pupil 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 pupil to meet the measurable annual goals set out in the individualized education program of the pupil 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 (2).

C. The district obtains informed parental consent, in accordance with subpart 1, prior to conducting any reevaluation of a pupil, 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 pupil'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 pupil continues to be a pupil with a disability, the district shall notify the pupil's parents of that determination and the reasons for it, and the right of such parents to request an evaluation to determine whether the pupil continues to be a pupil with a disability, and shall not be required to conduct such an evaluation unless requested to by the pupil's parents.

E. A district evaluates a pupil in accordance with federal regulation before determining that the pupil is no longer a pupil with a disability.

Procedures for determining eligibility and placement
Minn. R. 3525.2710, subp. 5

A. In interpreting the evaluation data for the purpose of determining if a child is a pupil with a disability under parts 3525.1325 to 3525.1351 and the educational needs of the child, the school district:

(1) 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

(2) 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 pupil with a disability who needs special education and related services, an IEP is developed for the pupil according to Minnesota Rule 3525.2810.

Evaluation report
Minn. R. 3525.2710, subp. 6

An evaluation report is completed and delivered to the pupil'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 pupil has a particular category of disability or, in the case of a reevaluation, whether the pupil continues to have such a disability;

C. The pupil'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 pupil 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 pupil to meet the measurable annual goals set out in the pupil's IEP and to participate, as appropriate, in the general curriculum.

C. Plan for Receiving Referrals
Minn. R. 3525.1100, subp. 2(A)

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

Appendix A: Plan for Receiving Special Education Referrals

II. Method of Providing the Special Education Services for the Identified Pupils
Minn. Stat. § 125A.08; Minn. R. 3525.2335; Minn. Stat. § 125A.08

Pelican Rapids provides a full range of educational service alternatives. All students with disabilities are provided with special instruction and services which are appropriate to their needs. The following is representative of Pelican Rapids's method of providing the special education services for the

identified pupils, 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 pupil are determined on an individual basis. Choice of specific program alternatives are based on the pupil's current levels of performance, pupil special education needs, goals, and objectives, and must be written in the IEP.

Appropriate program alternatives to meet the special education needs, goals, and objectives of a pupil are determined on an individual basis. Choice of specific program alternatives is based on the pupil's current levels of performance, pupil 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 pupil may receive special education services in more than one alternative based on the IEP or IFSP.

A. Method of providing the special education services for the identified pupils:
- (1) One on one services
- (2) Specialized Instruction within the regular education classroom
- (3) Small group Instruction
- (4) Indirect
- (5) Co-teaching
- (6) Consultation
- (7) Push - In Services
- (8) Pull - Out Services
- (9) Direct virtual

B. Alternative sites available at which services may occur:
- (1) Home-based Early Childhood Special Education Birth to 3
- (2) Early Childhood / Preschool Classrooms, including Head Start and School Readiness
- (3) Child Care Settings within member districts
- (4) #935 Self Contained K-8, 1201 Tower Road N, Fergus Falls, MN
- (5) Lakes Country Academy Special Education Level IV, 1814 First Ave N, Fergus Falls, MN

Services are provided in student's homes and/or day care placements when deemed the least restrictive environment by IEP or IFSP teams. Services may also be provided throughout the Districts' communities when IEP teams have determined community-based instruction is necessary in order to provide FAPE.

C. Available instruction and related services:
- (1) Physical Therapy
- (2) Occupational Therapy
- (3) Speech / Language Therapy Instruction
- (4) Special Transportation
- (5) Nursing Services
- (6) Psychological Services
- (7) Personal Care Assistance
- (8) Counseling – Mental Health

(9) Vision Consultation/Service – Visually Impaired/Orientation & Mobility
(10) Deaf and Hard of Hearing Consultation/Audiology – Hearing Service
(11) Reading Instruction
(12) Written Language
Organization
Information Processing
(13) Math Instruction
(14) Social Skills Instruction
(15) Behavioral Skills Instruction
(16) Adaptive / Functional Skills Instruction
(17) Gross Motor Instruction / Consultation
(18) Fine Motor Instruction / Consultation
(19) Secondary Planning Instruction
(20) Community Participation Instruction
(21) Daily Living Skills Instruction
(22) Recreation & Leisure Skills Instruction
(23) Community Work Experience
(24) Assistive Technology
(25) Traumatic Brain Injury
(25) Physical and Other Health Impaired Consultation
(26) Autism Consultation
(27) Developmental Cognitive Disabilities Consultation

III. Administration and Management Plan

Minn. R. 3525.1100, subp.2(a),(b),and(c); Minn. Stat. § 125A.091

Pelican Rapids utilizes the following administration and management plan to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils:

A. The following table illustrates the organization of administration and management to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils:

Staff Name and Title	**Contact Information (phone/email/mailing address/office location)** 310 S Broadway Pelican Rapids, MN 56572 218-863-5910	**Brief Description of Staff Responsibilities relating to child study procedures and method of providing special education services**	**Additional Information**
Brian Korf, Superintendent	bkorf@pelicanrapids.k12.mn.us	Efficient/timely SAT meetings, programming, administrative duties	

Laura Januszewski, Secondary Principal Derrick Nelson, Elementary Principal	ljanuszweski@pelicanrapids.k12.mn.us dnelson@pelicanrapids.k12.mn.us	Evaluation and implementation of successful intervention/data collection	
Stacy Haugen-McAllister, Special Education Administrator Ali Braukmann, Director of Special Education	smcallister@ffarea935coop.org abraukmann@ffarea935coop.org	Support and consultation on Due process procedures including evaluation and identification. Train all administration staff in the complexities of special education laws, statutes, and requirements	The special education administrator is hired by Fergus Falls Area which Pelican Rapids is a member district
Todd Huseby, School Psychologist	thuseby@pelicanrapids.k12.mn.us	Review of existing data, interpret test results, program planning	The school psychologist is hired by Fergus Falls Area which Pelican Rapids is a member district

B. Due Process assurances available to parents: Pelican Rapids has appropriate and proper due process procedures in place to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils, 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) Pelican Rapids 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. Pelican Rapids 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, Pelican Rapids 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 the Procedural Safeguard Notice, attached as Appendix B & C.

Appendix B: Part B Procedural Safeguards Notice
Appendix C: Part C Procedural Safeguards Notice

IV. Interagency Agreements the District has Entered

Minn. R. 3525.1100, subp. 2(E)

Pelican Rapids has entered in the following interagency agreements or joint powers board agreements for eligible children, ages 3 to 21, to establish agency responsibility that assures that interagency services are coordinated, provided, and paid for, and that payment is facilitated from public and private sources:

A. Community Transition Interagency Committee (C-TIC)

Pelican Rapids's Community Transition Interagency Committee is established in cooperation with other districts within the county in which the district is located, for youth with disabilities, beginning at grade 9 or age equivalent, and their families.

Pelican Rapids's Community Transition Interagency Committee consists of the following individuals:

- Sandy Kitzman, Fergus Falls Area Special Education Cooperative
- Stacy Haugen-McAllister, Fergus Falls Area Special Education Cooperative
- Ali Braukmann, Fergus Falls Area Special Education Cooperative
- Otter Tail, Grant & Wilkin County Social Services
- Otter Tail, Grant & Wilkin County Public Health
- Corrections
- Parent Representative (rotating participants)

The chair of the Community Transition Interagency Committee is Sandy Kitzman. The Community Transition Interagency Committee meets regularly on mutually agreed upon dates.

The Community Transition Interagency Committee's operating procedures are attached, and include the following:

(1) identification of current services, programs, and funding sources provided within the community for secondary and postsecondary aged youth with disabilities and their families;
(2) facilitation of the development of multi agency teams to address present and future transition needs of individual students on their individualized education programs;
(3) development of a community plan to include mission, goals, and objectives, and an implementation plan to assure that transition needs of individuals with disabilities are met;
(4) recommendations of changes or improvements in the community system of transition services;
(5) exchange of agency information such as appropriate data, effectiveness students, special projects, exemplary programs, and creative funding of programs; and

Appendix D: Community Transition Interagency Committee (C-TIC) Operational Procedures

B. Interagency Early Intervention Committee (IEIC)

The purpose of the Region 4 IEIC is to develop and assure the implementation of interagency policies and procedures, in a way that is consistent with other regions throughout the State, so that eligible children ages birth to five and their families are identified and have access to

appropriate services and supports.

Pelican Rapids's Interagency Early Intervention Committee is established in cooperation with other districts special education cooperative in cooperation with the health and human service agencies located in the county or counties in which the district or cooperative is located, for children with disabilities under age five and their families.

Region 4 Help Me Grow IEIC Project: Help Me Grow early childhood services for infants, toddlers and preschoolers with developmental delays or disabilities are provided to eligible children and their families. The regional interagency early intervention committee (IEIC) is responsible for planning and implementing a coordinated and comprehensive system for child find and public awareness.

Appendix E: Region 4 Interagency Early Intervention Committee (IEIC) Operational Procedures

C. Otter Tail Family Services Collaborative

Vision Statement: Within the Otter Tail Family Services Collaborative families, communities and service providing agencies work together for a responsive, flexible system of education, support and services that focus positively on the needs, strengths, and potential of each child and family.

Mission Statement: *Working Together… Serving Families… Improving Lives*

Core Values: As service providers who collaborate, we value:

- Improved outcomes for children and families
- Leadership and innovation
- Public-private partnerships
- Responsive service delivery system

Goals:

- Increasing Academic Engagement
- Improving Emotional Well-being
- Improving Preventive Health Practices
- Reducing Risk Behavior

Partners within the Otter Tail Family Services Collaborative:

- *Early Childhood:* Representatives from agencies that serve early childhood. Meet monthly. Serves as OTC Early Childhood Initiative through West Central Initiative, advisory group for OTCPH Healthy Families America & Nurse Family Partnership Programs. Provides support/advises Family Advocate programs & Caring Connections new provider visiting program.

- *Community Equity & Support:* Representatives from partner agencies. Meet every other month. Plans, supports, advises the Collaborative on overall well-being of OTC to become a community that values the potential of its people and provides access to health, jobs, activities, education, and economic empowerment via understanding

disparities, bias, equity, and how the Collaborative might support children and families in need.

- *School Engagement:* Representatives from schools and the County Attorney's office, plus other agencies. Meet every other month. Provides support and advising for attendance tracking and district's REACH program, county-wide attendance policies, procedures, and referral for truancy, considering the full realm of issues impacting youth's engagement with school.

- *Children's Mental Health Local Advisory Council:* Representatives from mental health agencies and schools. Meets at least quarterly. Providers support and advisement on School-based Mental health programs funded, in part, by the Cooperative. Considers and supports opportunities for further learning about children's mental health.

Partnering School Districts include: Battle Lake, Fergus Falls, Henning, Lakes County Service Cooperative, New York Mills, Parkers Prairie, Pelican Rapids, Perham-Dent, and Underwood.

Appendix F: Otter Tail Family Services Collaborative Interagency Governance Agreement

F. West Central Minnesota Communities Action (WCMCA)

West Central Minnesota Communities Action, Inc. (WCMCA) was established in 1965 as part of the national war on poverty and is one of approximately 1,000 community action programs nationwide that make up the service delivery arm of the federal Office of Economic Opportunity. As a 501(c)3 nonprofit Community Action Program, WCMCA is deeply committed to working collaboratively to address community needs and challenges by building upon local community assets.

Our Mission: Empowering people while providing services and resources that impact individuals and communities.

Our Vision: Partnering to build resiliency in Greater Minnesota.

Our values:

- Respect: We trust, honor, and care for all.
- Inclusion: We accept all, while striving to eliminate injustice.
- Passion: We strive for empathy and compassion.
- Integrity: We expect honesty and accountability.
- Teamwork: We are stronger when we work together.

Partnering Districts within the Fergus Falls Area Special Education Cooperative:
Ashby & Pelican Rapids Public Schools

Appendix G: Collaborative Agreement Between WCMCA Head Start and Fergus Falls Area Special Education Cooperative

V. Special Education Advisory Council (SEAC) / Parent Advisory Committee (PAC)

Minn. Stat. § 125A.24

In order to increase the involvement of parents of children with disabilities in district policy making and decision making, Pelican Rapids has a special education advisory council.

A. Pelican Rapids School District's Special Education Advisory Council, also referred to as the Parent Advisory Council, is established in cooperation with other districts who are members of the same special education cooperative, Fergus Falls Area Special Education Cooperative (0935).

B. Pelican Rapids's Special Education Advisory Council is not a subgroup of an existing board/council/ committee.

C. At least half of Pelican Rapids's parent advisory councils' members are parents of students with a Disability.

[X] *The district does not have a nonpublic school located in its boundaries.*

[ ] *The district has a nonpublic school located in its boundaries and the parent advisory council includes at least one member who is a parent of a nonpublic school student with a disability, or an employee of a nonpublic school if no parent of a nonpublic school student with a disability is available to serve.*

D. Pelican Rapids's Special Education Advisory Council/Parent Advisory Council meets at least annually.

E. The operational procedures of the Fergus Falls Area Special Education Cooperative's Special Education Advisory Council are attached.

Appendix H: Special Education Advisory Council (SEAC) / Parent Advisory Committee (PAC) Operational Procedures

VI. Assurances

34 C.F.R. §§ 300.200 through 300.213

Code of Federal Regulations, section 300.201: Consistency with State policies*. Pelican Rapids School District*, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the State policies and procedures established under sections 300.101 through 300.163, and sections 300.165 through 300.174. (Authority: 20 U.S.C. § 1413(a)(1)).

Yes: Assurance given