

Detroit Lakes Special Education Total Special Education System (TSES)

Independent School District ISD #22:

This document serves as the Total Special Education System Plan in accordance with Minnesota Rule 3525.1100. for Independent School District ISD #22: Detroit Lakes Special Education. 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 (ED0135029).

Karen Nudell, Independent School District ISD #22 of the Detroit Lakes Public School Director of Special Education, is responsible for program development, coordination, and evaluation; inservice training; and general special education supervision and administration. Karen Nudell may be reached at 218-844-4760.

I. Child Study Procedures

The district's identification system is developed according to the requirement of nondiscrimination as Independent School District ISD #22 of the Detroit Lakes Public School 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/Child Find

The District 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.

Infant and toddler intervention services under United States Code, title 20, chapter 33, section 1431 et seq., and Code of Federal Regulations, title 34, part 303, are available through the Independent School District ISD #22: Early Childhood Special Education (ECSE) Program 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) or the criteria in subitem (2);

- (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.

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);

(1) The child:

- (a) has a diagnosed physical or mental condition or disorder that has a high probability of 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.

The Independent School District ISD #22: Detroit Lakes Special Education plan for identifying a child with a Specific Learning Disability (SLD) is consistent with Minnesota Rule 3525.1341. The Independent School District ISD #22: Detroit Lakes will implement its interventions consistent

with that plan. Please reference the Minnesota Department of Education (MDE) website for the SLD Companion Manual or follow the link:

<http://education.state.mn.us/MDE/dse/sped/cat/sld/>.

B. Evaluation

The evaluation used to determine whether a child is eligible for infant and toddler intervention services under Part C regulations 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:

- A. a review of the child's current records related to health status and medical history;
- B. an evaluation of the child's levels of cognitive, physical, communication, social or emotional, and adaptive developmental functioning;
- C. an assessment of the unique needs of the child in terms of each of the developmental areas in item B; and
- D. 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.

For students falling under Part B regulations between the ages of three years to twenty one years, 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.

The Independent School District ISD #22: Detroit Lakes shall conduct a full and 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. When the Independent School District ISD #22: Detroit Lakes proposes to conduct an initial evaluation to determine if the child qualifies as a pupil with a disability, our district 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 Independent School District ISD #22: Detroit Lakes will not override the written refusal of a parent to consent to an initial evaluation or re-evaluation.

Evaluation Procedures

Evaluations and reevaluations shall be conducted according to the following procedures:

A. The Independent School District ISD #22 of Detroit Lakes 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, each building shall:

- (1) use 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) 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) use technically sound instruments that are designed to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

C. The Independent School District ISD #22 of Detroit Lakes Special Education ensures that:

- (1) tests and other evaluation materials used to evaluate a child under this part are selected and administered so as not to 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 or 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 Individualized Education Program (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 (IEP) of the pupil and to participate, as appropriate, in the general curriculum.
- B. The Independent School District ISD #22 of Detroit Lakes shall administer 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 Independent School District ISD #22 of Detroit Lakes shall obtain informed parental consent, in accordance with subitem (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 Independent School District ISD #22 of Detroit Lakes 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. The Independent School District ISD #22 of Detroit Lakes shall evaluate a pupil in accordance with this part before determining that the pupil is no longer a pupil with a disability.

Procedures for determining eligibility and placement

- 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 shall:
 - (1) draw 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) ensure 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 must be developed for the pupil according to part 3525.2810.

Evaluation Report

An evaluation report must be completed and delivered to the pupil's parents within the specified evaluation timeline. At a minimum, the evaluation report must include:

- 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.

The Independent School District ISD #22 of Detroit Lakes district staff member must hold a meeting of the IEP Team, conduct or review a Functional Behavioral Analysis (FBA), review data, consider developing additional or revised positive behavioral interventions and supports, consider actions to reduce the use of restrictive procedures, and modify the individualized education program or behavior intervention plan as appropriate. The Independent School District ISD #22 of Detroit Lakes must hold the meeting: within ten calendar days after district staff use restrictive procedures on two separate school days within 30 calendar days or a pattern of use emerges and the child's IEP or Behavior Intervention Plan (BIP) does not provide for

using restrictive procedures in an emergency; or at the request of a parent or the district after restrictive procedures are used. The district must review the use of restrictive procedures at a child's annual IEP meeting when the child's IEP provides for using restrictive procedures in an emergency.

If the IEP team determines that existing interventions and supports are ineffective in reducing the use of restrictive procedures or the district uses restrictive procedures on a child on ten or more school days during the same school year, the team, as appropriate, either must consult with other professionals working with the child; consult with experts in behavior analysis, mental health, communication, or autism; consult with culturally competent professionals; review existing evaluations, resources and successful strategies; or consider whether to reevaluate the child.

At the IEP meeting, the team must review any known medical or psychological limitations, including any medical information the parent provides voluntarily, that contraindicate the use of a restrictive procedure, consider whether to prohibit that restrictive procedure, and document any prohibition in the IEP or behavioral intervention plan.

C. Plan for Receiving Referrals

Referrals are made to The Independent School District ISD #22 of Detroit Lakes from a variety of sources. A family member, service provider, care provider, or physician may call directly to the school district. School staff may also make a referral. Specific procedures are described below.

Birth through age two referral procedures:

When a referral is made directly to the district for a child under the age of three, the information is provided to the Early Intervention provider in the appropriate district where the family lives. Early Intervention Teachers are also Service Coordinators for the Detroit Lakes School District, and are appointed to gather information regarding the referral source and referring concerns. Parent(s) are contacted and a determination is made whether the child will undergo a screening procedure or a full evaluation. If a screening is conducted and the child is suspected of having a disability, an evaluation plan is proposed to the parent.

Referrals can also be made to MN Help Me Grow via an electronic submission or over the phone by a district staff member. Any referrals made for The Independent School District ISD #22 of Detroit Lakes within this district are passed on via encrypted email to the District's Early Childhood administrative assistant, who then determines the correct address and determines whom the case manager will be and how to forward on the referral to Early Intervention staff. During the summer months, birth through 2 referrals are processed within the 45 calendar day timeline.

Age 3 to Prekindergarten:

When a referral is made to the district for a child younger than kindergarten age, the information is provided to the ECSE service providers within the Detroit Lakes School District as appropriate. A referral manager is immediately appointed and the referral process is initiated through contact with parent/s to gather information and concerns. The referral manager works

with the parents and other service providers to determine if an evaluation is necessary. Within 14 days of the referral, the parent is provided with either an evaluation plan or a Prior Written Notice (PWN) refusing to evaluate their child.

Referrals can also be made to MN Help Me Grow via electronic submission or over the phone. Any referrals made for Independent School District ISD #22 of Detroit Lakes are passed on via encrypted email to the District's Early Childhood administrative assistant, who then determines the correct address and district to forward on the referral to ECSE service providers.

Referral procedures for public and nonpublic school students are as follows for students between ages 5 and 22:

A concern is identified by a parent or teacher; the district is under the obligation to respond to either a verbal or written request for evaluation. The U.S. Office of Special Education and Rehabilitative Services (OSERS) clarifies this point:

A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask that their child be evaluated. This request may be verbal or in writing. Once a request is made, a meeting will be set up with appropriate stakeholders to discuss the request. Parental consent is needed before the child may be evaluated. Evaluation needs to be completed within a 30 day time period after the parent gives consent. A guide to the Individualized Education Program, Office of Special Education and Rehabilitative Services, U.S. Department of Education. p. 2 (July 2000).

The district has a prereferral teams (Student Support Team (SST) and Student Intervention Team (SIT)) to provide support for the classroom teacher on a weekly basis. The team is generally comprised of Administration, Counselors, School Psychologists, Special and Regular Education teachers. The recommended prereferral process is:

1. Classroom teacher identifies student concerns and provides baseline data in the area of concern and meets with prereferral team.
2. The prereferral team formulates the intervention plan and timelines for data collection.
3. A teacher directed intervention, above and beyond the regular education curriculum, is implemented and data supporting progress is collected.
4. Results are reviewed with the prereferral team. The team determines the next step in the process. If the intervention is successful, the teacher continues implementing that intervention. If the intervention is unsuccessful, a second teacher directed intervention is implemented and data supporting progress is collected.
5. If two unsuccessful interventions are implemented in the areas of concern, a referral is made to the Child Study Team (CST).

There are situations when a student's special education evaluation team may waive the prereferral intervention requirements. This may include a student who enters the district with a documented history of blindness, deafness, developmental cognitive delays, paraplegia, autism, traumatic brain injury, or a student whose disability is well documented or has had an IEP in the last 12 months. There must be an educational impact for the child. Parents may also request an evaluation. The classroom teacher will reach out to interventionist and appropriate special education staff to schedule a meeting with parents to discuss the request for an evaluation and

the present current data.

The referral and interventions are given to the CST to formulate a plan.

1. The multidisciplinary CST reviews prereferral information and interventions and may contact parent, teacher(s) or others for additional information.
2. If the multidisciplinary team determines the referral is appropriate, an Evaluation Plan/Parent Consent/Objection Form will be completed. These documents will be sent to parents for review and written approval.

The team should consist of the following personnel whenever feasible:

- A. Licensed special education staff;
- B. A person knowledgeable in evaluation for the specific disability;
- C. Parent or custodial guardian; and
- D. The referring person (when appropriate).

Parents must be provided with the opportunity to participate in the decision making when their child is being considered for special education evaluation. The parent must be notified of the intent to develop an evaluation plan. It is recommended that the parent and classroom teacher discuss concerns regarding the student prior to the referral which should be made to the building prereferral teams to implement and review the interventions already attempted, determine the need for evaluation, and assign a case manager. The district staff assigned will provide the parent with an opportunity to have any questions or concerns answered about the evaluation process and the instruments outlined in the evaluation plan used.

If the parent wishes to be a part of the planning process but is unable to attend the meeting, the case manager should seek input and provide the parent with an opportunity to have questions answered. Attempts to include the parent in the meeting and/or opportunities for participation should be documented in the student's due process paperwork.

II. Method of Providing the Special Education Services for the Identified Pupils

The Independent School District ISD #22 of Detroit Lakes 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 Detroit Lakes School District's method of providing the special education services for the identified pupils, buildings available at which service may occur, and instruction and related services are available. ISD 22 will ensure that a child's IEP is accessible to each regular education teacher, special education teacher, related services provider and any other service provider who is responsible for its implementation; and is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with 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 are 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 within the district or within The Independent School District ISD #22 of Detroit Lakes programs known as alternative sites:

- (1) One-to-one instruction
- (2) Small group instruction
- (3) In-direct services
- (4) Co-teaching services
- (5) Home Based services
- (6) Homebound services
- (7) Computer assisted instruction
- (8) Transition services for 18 to 22 year olds
- (9) Online/Asynchronous instruction

B. Sites available at which services may occur:

Detroit Lakes Middle School

500 11th Ave, Detroit Lakes, MN 56501
(218) 847-9228

Detroit Lakes High School & E-Laker Online

1301 Roosevelt, Detroit Lakes, MN 56501
(218) 847-4491

Detroit Lakes Area Learning Center (ALC)

1301 Roosevelt, Detroit Lakes, MN 56501
(218) 847-4491

Roosevelt Elementary School

510 11th Ave, Detroit Lakes, MN 56501
(218) 847-1106

Rossman Elementary School

1221 Rossman Ave, Detroit Lakes, MN 56501

(218) 847-9268

Laker Transitions & Project SEARCH Essentia St Mary's Detroit Lakes

1104 W River Rd, Detroit Lakes, MN 56501

(218) 844-4760

C. Alternative sites available at which services may occur:

Head Start Home Base (HB)
Head Start Child Care (CC)
Holy Rosary Catholic School
Mahube-Otwa Head Start Program
Mahube-Otwa Head Start Program Home Base (HB)
Mahube-Otwa Head Start Program Child Care (CC)
Boys & Girls Club Preschool
Laker Prep Preschool
Faith Christian School
Preschool Academy of Detroit Lakes
Community Alliance Preschool
Part C Family Homes
Part C Child Care settings

Additionally, services are also provided online (E-Laker online), in student's home and/or day care placements when deemed the Least Restrictive Environment (LRE) by IEP or IFSP teams. Services may also be provided throughout the Independent School District ISD #22 of the Detroit Lakes community when IEP teams have determined community based instruction is necessary in order to provide FAPE.

D. Available instruction and related services:

1. Academic Instruction
2. Behavior/Social Skills Instruction
3. Transition Services
4. Physical Therapy
5. Occupational Therapy
6. Psychological Services

7. Vision Services
8. Orientation and Mobility
9. Brailist
10. Deaf/Hard of Hearing Services
11. Audiological Services
12. Mental Health or Counseling Services
13. Special Transportation
14. Work Experience
15. Recreation and Leisure
16. Physically Impaired
17. Assistive Technology
18. Early Childhood Evaluation and Instruction
19. Speech Language
20. Medical Services for diagnostic or evaluation purposes
21. School Health Services
22. Consultation Services (Traumatic Brain Injury, Behavior Analyst, Other Health Disabilities)
23. Pupil Support Services
24. Program Support Services
25. Interpreter Services
26. Other related services as determined by IEP team
27. Developmental Adaptive Physical Education (DAPE) services

E. Restrictive Procedures

The Independent School District of Detroit Lakes: ISD #22 has a District Restrictive Procedures Plan which will be available upon request.

III. Administration and Management Plan.

Below is the 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)	Brief Description of Staff Responsibilities relating to child study procedures and method	Additional Information/ Responsibility
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		of providing special education services	
Director of Special Education	Karen Nudell 1104 W River Road Detroit Lakes, MN 56501 (218) 844-4760 knudell@detlakes.k12.mn.us	Director to oversee and monitor special education programs. Guides, collaborates and directs district teams in each building to ensure compliance with federal and state special education regulations. Analyze data to ensure staff resources and space are available to provide FAPE to identified students.	-Special Education - ECSE - BIOC - ESY - Third-Party Billing - Special Transportation - Teacher Professional Development - Paraprofessional Professional Development - District Nursing - ADSIS services
Special Education Facilitator/Assessment Specialist	Alicia Sabers 510 11th Ave, Detroit Lakes, MN 56501 (218) 844-4278 asabers@detlakes.k12.mn.us	Special Education Facilitator for the District to guide and direct building teams through the child-study process, conduct all initial evaluations to determine eligibility, administer academic assessments, monitor reevaluations and the development of IEP's.	-Special Education - ECSE - BIOC - ESY - Third-Party Billing - Special Transportation - Teacher Professional Development and Support - Paraprofessional Professional Development
DL Middle School Principal	Dr. Mike Suckert 500 11th Ave, Detroit Lakes, MN 56501 (218) 847-9228 msuckert@detlakes.k12.mn.us	Principals and Assistant Principals are responsible for working with the Special Education Director and Facilitator to guide and direct building teams through the child study process, evaluation, and determination of eligibility. Ensuring staff resources and space are available to provide FAPE to identified	Implementation of CEIS plan.

		students.	
DL Middle School Assistant Principal	Justin Hegg 500 11th Ave, Detroit Lakes, MN 56501 (218) 847-9228 jhegg@detlakes.k12.mn.us	Principals and Assistant Principals are responsible for working with the Special Education Director and Facilitator to guide and direct building teams through the child study process, evaluation, and determination of eligibility. Ensuring staff resources and space are available to provide FAPE to identified students.	
DL High School Principal E-Laker Online	Jill Walter 1301 Roosevelt, Detroit Lakes, MN 56501 (218) 847-2164 jwalter@detlakes.k12.mn.us	Principals and Assistant Principals are responsible for working with the Special Education Director and Facilitator to guide and direct building teams through the child study process, evaluation, and determination of eligibility. Ensuring staff resources and space are available to provide FAPE to identified students.	
DL High School Assistant Principal	Justin Messer 1301 Roosevelt, Detroit Lakes, MN 56501 (218) 847-2156 jmesser@detlakes.k12.mn.us	Principals and Assistant Principals are responsible for working with the Special Education Director and Facilitator to guide and direct building teams through the child study process, evaluation, and determination of eligibility. Ensuring staff resources and space are available to provide FAPE to identified	

		students.	
Detroit Lakes Area Learning Center (ALC)	Jill Walter 1301 Roosevelt, Detroit Lakes, MN 56501 (218) 847-2164 jwalter@detlakes.k12.mn.us	Principals and Assistant Principals are responsible for working with the Special Education Director and Facilitator to guide and direct building teams through the child study process, evaluation, and determination of eligibility. Ensuring staff resources and space are available to provide FAPE to identified students.	
Rossman Elementary School Principal	Emily Sternberg 1221 Rossman Ave, Detroit Lakes, MN 56501 (218) 847-7113 esternberg@detlakes.k12.mn.us	Principals and Assistant Principals are responsible for working with the Special Education Director and Facilitator to guide and direct building teams through the child study process, evaluation, and determination of eligibility. Ensuring staff resources and space are available to provide FAPE to identified students.	Implementation of ADSIS programming
Roosevelt Elementary School Principal	Trisha Mariotti 510 11th Ave, Detroit Lakes, MN 56501 (218) 847-4102 tmariotti@detlakes.k12.mn.us	Principals and Assistant Principals are responsible for working with the Special Education Director and Facilitator to guide and direct building teams through the child study process, evaluation, and determination of eligibility. Ensuring staff resources and space are available to provide FAPE to identified	Implementation of CEIS plan.

		students.	
Roosevelt Elementary School Assistant Principal	Maggie Doll 510 11th Ave, Detroit Lakes, MN 56501 (218) 847-4102 mdoll@detlakes.k12.mn.us	Principals and Assistant Principals are responsible for working with the Special Education Director and Facilitator to guide and direct building teams through the child study process, evaluation, and determination of eligibility. Ensuring staff resources and space are available to provide FAPE to identified students.	Implementation of CEIS plan.

B. Due Process assurances available to parents: Each building 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 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) The Independent School District ISD #22 of Detroit Lakes 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. The Independent School District ISD #22 of Detroit Lakes 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, each the Independent School District ISD #22 of Detroit Lakes 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 Independent School District ISD #22 of Detroit Lakes Procedural Safeguard Notice, we only have it for Infant and Toddler not for 3 to 22.

IV. Operating Procedures of Interagency Committees

A. The Independent School District ISD #22 of Detroit Lakes Interagency Early Intervention Committee is established in cooperation with other districts and special education cooperatives in cooperation with the health and human service agencies located in the counties in which the district or cooperative is located, for children with disabilities under age five and their families. It includes posting operating procedures, budgets, membership and minutes of Region 4.

B. Independent School District #22 of Detroit Lakes Interagency Early Intervention Committee consisting of the following individuals as outlined in the attached The Interagency Early Intervention Committee Member List as Appendix A.

C. The co-chairs of the Interagency Early Intervention Committee are representatives from Region 4/Lakes Country Service Cooperative.

D. The Interagency Early Intervention Committee meets quarterly.

E. The Interagency Early Intervention Committee's operating procedures are attached as Appendix B and include the following.

- (1) Development of public awareness systems designed to inform potential recipient families, especially parents with premature infants, or infants with other physical risk factors associated with learning or development complications, of available programs and

services;

- (2) Reduction of families' need for future services, and especially parents with premature infants, or infants with other physical risk factors associated with learning or development complications, implement interagency child find systems designed to actively seek out, identify, and refer infants and young children with, or at risk of, disabilities, including a child under the age of three who: (i) is involved in a substantiated case of abuse or neglect or (ii) is identified as affected by illegal substance abuse, or withdrawal symptoms resulting from prenatal drug exposure;
- (3) Establishment and evaluation of the identification, referral, child and family assessment systems, procedural safeguard process, and community learning systems to recommend, where necessary, alterations and improvements;
- (4) Assurances of the development of individualized family service plans for all eligible infant and toddlers with disabilities from birth through age two, and their families, and individualized education programs and individual service plans when necessary to appropriately serve children with disabilities, age three and older, and their families and recommend assignment of financial responsibilities to the appropriate agencies;
- (5) Implementation of a process for assuring that services involve cooperating agencies at all steps leading to individualized programs;
- (6) Facilitation of the development of a transitional plan if a service provider is not recommended to continue to provide services;
- (7) Identification of the current services and funding being provided within the community for children with disabilities under age five and their families;
- (8) Development of a plan for the allocation and expenditure of additional state and federal early intervention funds under United States Code, title 20, section 1471 et seq. (Part C, Public Law 108446) and United States Code, title 20, section 631, et seq. (Chapter I, Public Law 89313) (Appendix B); and
- (9) Development of a policy that is consistent with section 13.05, subdivision 9, and federal law to enable a member of an interagency early intervention committee to allow another member access to data classified as not public (Appendix A).
- (10) Identification and assistance in removing state and federal barriers to local coordination of services provided to children with disabilities;
- (11) Identification of adequate, equitable, and flexible use of funding by local agencies for these services;
- (12) Implementation of policies that ensure a comprehensive and coordinated system of all state and local agency services, including multidisciplinary assessment practices, for children with disabilities ages three to 22;
- (13) Use of a standardized written plan for providing services to a child with disabilities developed under section 125A.023;
- (14) Access the coordinated dispute resolution system and incorporate the guidelines for coordinating services at the local level, consistent with section 125A.023;
- (15) Use the evaluation process to measure the success of the local interagency effort in improving the quality and coordination of services to children with disabilities ages three

to 22 consistent with section 125A.023;

- (16) Development of a transitional plan for children moving from the interagency early childhood intervention system under sections 125A.259 to 125A.48 into the interagency intervention service system under this section;
- (17) Coordination of services and facilitation of payment for services from public and private institutions, agencies, and health plan companies; and
- (18) Share needed information consistent with state and federal data practices requirements.

G. The Interagency Early Intervention Committee participates in needs assessment and program planning activities conducted by local social service, health and education agencies for young children with disabilities and their families.

H. The Interagency Early Intervention Committee reviews and comments on the early intervention service of this Total Special Education System Plan for Independent School District #22 of Detroit Lakes, the county social service plan, the section(s) of the community health services plan that addresses needs of and service activities targeted to children with special health care needs, the section on children with special needs in the county child care fund plan, sections in Mahube Head Start plans on coordinated planning and services for children with special needs, any relevant portions of early childhood education plans, such as early childhood family education or school readiness, or other applicable coordinated school and community plans for early childhood programs and services, and the section of the maternal and child health special project grants that address needs of and service activities targeted to children with chronic illness and disabilities.

V. Interagency Agreements the District has Entered

The Independent School District ISD #22 of Detroit Lakes has entered in the following interagency agreements for eligible children, ages 3 to 22, to establish agency responsibility that assures that coordinated interagency services are coordinated, provided, and paid for, and that payment is facilitated from public and private sources:

Name of Agency	Terms of Agreement	Agreement Termination/ Renewal Date
<u>Region 4 Interagency Early Intervention Committee (IEIC):</u> -Governor's Interagency Coordinating Council (ICC) -Special Education Administrative Units (SEAU) - Centers of Excellence for Young Children with Disabilities Project (COE) -Local Agencies within Region 4: -Lincoln Education Center (ECFE) -Mahube Head State Program -Mahube Head Start Program Home Base (HB) -Mahube Head Start Program Child Care (CC) -Head State Home Base -Head Start Child Care -Holy Rosary Catholic School	The Terms of Agreement are based on the Minnesota State Statute (M.S. 125A.30).	IEIC's Agreement is based on the Minnesota State Statute (M.S. 125A.30) and does not terminate.

VI. Special Education Advisory Council (SEAC)

In order to increase the involvement of parents of children with disabilities in district policy making and decision making, Independent School District #22 of Detroit Lakes has a special education advisory council.

A. Independent School District #22 of Detroit Lakes Special Education Advisory Council is established in cooperation with teachers and administration

B. Independent School District #22 of Detroit Lakes Special Education Advisory Council is not a subgroup of the school board, or any other district committee.

C. Independent School District #22 of Detroit Lakes Special Education Advisory Council consists of the following individuals: Karen Nudell, Director of Special Education, Wendy Fritz, Transition Facilitator along with parent representation from ECSE, Rossman, Roosevelt, Middle School, High School/ALC, and Laker Transitions.

D. Independent School District #22 of Detroit Lakes Special Education Advisory Council meets annually. Invitations sent to recommended parents of each building. Independent School District #22 of Detroit Lakes received inquiries suggesting interest in membership.

VII. Third Party Billing

A. Process

The billable service providers at the annual IEP meeting will inquire eligibility of Medical Assistance (MA) services with parent(s) and/or guardian(s). Parent(s) and/or guardian(s) are given a form indicating eligibility for services as well as permission to proceed with the billable services. The District then will confirm eligibility and collaborate with the appropriate case manager to ensure services are properly memorialized in the IEP. Documentation then is collected and entered for submission for reimbursement.

B. Care Plan

Individual Care Plans are created for all students that require due to receiving PCA services. The Care Plan are separate documents that are reviewed annually at the student's annual IEP mtg.

Care Plans indicate what the child's educational needs are and how the District will address meeting those needs. The IEP team in collaboration with the District Nurse and possibly outside medical professionals formulate the plan. Parent information is located at the top of the plan. The District Nurse maintains Emergency Care Plans which are updated annually.

VIII. Assurances

Code of Federal Regulations, section 300.201: Consistency with State policies. The Independent School District ISD #22 of Detroit Lakes, 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.