

Braham School District #314 Total Special Education System (TSES)

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

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I. Child Study Procedures

The district's identification system is developed according to the requirement of nondiscrimination as Braham School District 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

Braham School 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 in Princeton 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;
- 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.
 - 3. The child's eligibility is established through the application of informal 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.

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). Braham School District 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.

Braham School District plan for identifying a child with specific learning disabilities is consistent with Minnesota Rule 3525.1341. Braham District's plan for identifying a child with a specific learning disability is attached as *Appendix A - Specific Learning Disability*.

II. Evaluation

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

- 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;
 - 1. A multidisciplinary assessment of the unique strengths and needs of that infant or toddler and the identification of services appropriate to meet those needs;
 - 2. 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 development 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.

b. 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 and toddler* with a disability in § 303.21. An *initial evaluation* refers to the 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.

c. (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 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.

d. 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.

- e. 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.
 - f. 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-
- a. Administering an evaluation instrument;
 - b. Taking the child's history (including interviewing the parent);
 - c. Identifying the child's level of functioning in each of the developmental areas in § 303.31 (a) (1);
 - d. Gathering information from other sources such as family members, other caregivers, medical providers, social workers, and educators, if necessary, to understand the full scope of the child's unique strengths and needs; and
 - e. Reviewing medical, educational, or other records.
- C. Procedures for assessment of the child and family.
- a. 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).
 - b. 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 team conducts an evaluation for special education purposes within a reasonable time, not to exceed 30 school days from the date the district received 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.

Braham District conducts full and individual initial evaluations before the initial provision of special education and related services to a pupil. The initial evaluation consists 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 if the child qualifies as a pupil with a disability obtains informed consent from the parent of the child before the evaluation is conducted. Parental consent for evaluation is not 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 reevaluation.

III. Evaluation Procedures

Evaluations and reevaluations are conducted according to the following procedures:

- A. Braham School District 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, Braham School District shall:
 - (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. Braham School District 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 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. Each district shall obtain 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 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.

IV. 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 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.

V. Plan for Receiving Referrals

Braham District's plan for receiving referrals from parents, physicians, private and public programs, and health and human services agencies.

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 ECSE service providers. A service coordinator is immediately appointed and the referral process is initiated. Directory information is gathered including the name of the child, a parent name and contact information. The service coordinator contacts the parent listed and requests more information about the concerns identified and the child's developmental history. The service coordinator then determines, with signed permission from the parent, whether a screening will be completed or an evaluation plan will be proposed. If a screening is conducted and the child is suspected of having a disability, an evaluation plan is proposed to the parent(s).

Referrals can also be made to MN Help Me Grow via an electronic submission or over the phone. Any referrals made for residents of the Rum River Special Education Cooperative (RRSEC) are passed on via fax or electronic submission to a RRSEC administrative assistant. The administrative assistant identifies the appropriate district service coordinator and sends the referral information via email. She also requests phone or email confirmation that the referral was received.

During the summer months, referrals are still processed for children under the age of three. A modified summer contact list is created in each member district to ensure that service coordinators are provided with the necessary referral information in a timely fashion.

Age 3-Pre-kindergarten referral procedures:

When a referral is made to the district for a child younger than kindergarten age, the information is provided to the ECSE service providers. A case manager is immediately appointed and the referral process is initiated. Directory information is gathered including the name of the child, a parent name and contact information. The case manager contacts the parent listed and requests more information about the concerns identified and the child's developmental history. The case 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 an evaluation plan to evaluate their child.

Referrals can also be made to MN Help Me Grow via an electronic submission or over the phone. Any referrals made for residents of the Rum River Special Education Cooperative (RRSEC) are passed on directly to a district contact person. District contact information is updated yearly.

Referral procedures for public and nonpublic school students:

Referral procedures for school aged children who are public or nonpublic school students can be found in the documents attached in *Appendix B - Referral Procedures (Public Schools) and Referral Procedures (Nonpublic Schools)*.

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

Braham School District 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 Braham School District'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. Program alternatives are comprised of the types of services provided to the student, 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:
 - a. Paraprofessional support in the general education classroom
 - b. Individual Direct Instruction
 - c. Small Group Direct Instruction
 - d. Indirect Consultation with general education and special education staff
 - e. Co-teaching instruction with general education staff
 - f. Home-based/community-based services
 - g. Direct and indirect services in level 1-4 settings
 - h. Computer-assisted instruction
 - i. Transition services for students over the age of 18

- B. Alternative sites available at which services may occur:
 - a.. Rum River North Education Program
303 3rd Avenue Southwest
Milaca, MN 56353
 - b. Rum River South Education Program
801 20th Ave NE
Cambridge, MN 55008

c. Rum River East Education Program
1730 3rd Ave. NE
Cambridge, MN 55008

d. Home-based services

C. Available instruction and related services:

1. Physical Therapy
2. Occupational Therapy
3. Vision Services
4. Orientation and Mobility Services
5. Audiology Services
6. Deaf/Hard of Hearing Services
7. Interpreter Services
8. Speech/Language Services
9. Autism Consultation
10. Social Work Services
11. Psychological Services
12. Developmental Adapted Physical Education Services
13. Assistive Technology Services
14. Academic Instruction
15. Behavior/Social Skills Instruction
16. Transition Services
17. Counseling Services
18. Special Transportation

VII. Administration and Management Plan

Braham School District 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:

**School District Administration and Management Plan-
Braham Elementary School- 528 8th St SW, Braham, MN 55006**

Staff Name and Title	Contact Information	Brief Description of Staff Responsibilities relating to child study procedures and methods of providing special education services
Jeff Eklund- Principal	320-396-5180 jeklund@braham.k12.mn.us	<u>Overview of the resource team procedures:</u> When a teacher has a student they are concerned about, they present the child to the RtI team. This team consists of resources including general education teachers, title staff, and the building administrator. This team collaborates to identify student specific strategies/interventions to try in the classroom. These interventions are put in place and followed up on two weeks later. If concerns persist for beyond 4-6 weeks additional strategies may be implemented or the student is moved to the Student Support Team (SST) for special education testing. <u>Overview of the Student Support Team (SST) procedures:</u> Once a student is referred to SST, they are discussed at an SST meeting. The SST team determines possible areas to assess thereby creating a comprehensive evaluation for a student to see if the student meets criteria in a special education category, and interventions are reviewed/modified if needed. Members of the SST team are special education teachers, building administration, and school psychologist, occupational therapist, and speech language pathologist. SST meets on the
Jonelle Klemz-School Social Worker	320-396-5179 jklemz@braham.k12.mn.us	
Kyle Perreault-School Psychologist	763-552-7727 kperreault@rrsec.org	
Kelly Rud- Special Education Teacher	320-396-5155 krud@braham.k12.mn.us	
Olivia Knowlton - Special Education Teacher	320-396-5158 oknowlton@braham.k12.mn.us	
Amie Shockman-Early Childhood Special Education Teacher	320-396-5154 ashockman@braham.k12.mn.us	

Kristi Lee-Speech Language Pathologist	320-396-4178 klee@braham.k12.mn.us	second and fourth Wednesday of each month. <u>Overview of Parent Request for Special Education Testing:</u>
Alyssa Thom - Special Education Teacher	320-396-5154 athom@braham.k12.mn.us	When parent(s) request a special education evaluation, the request is given to Jeff Eklund, Principal, on the Student Support Team. The request is given to a special education teacher on the Student Support Team who contacts parents and gathers academic/behavioral data. Within 14 days, an evaluation plan will be sent out to parents requesting permission for the District to determine if the student qualifies for special education through a comprehensive evaluation.
Neal Nelson- Special Education Teacher	320-396-5164 nealnelson@braham.k12.mn.us	
Jaymi Meyer - Special Education Teacher	320-396-5154 jmeyer@braham.k12.mn.us	
Marissa Stolan-Special Education Coordinator	763-552-7727 mstolan@rrsec.org	
Bennett Nelson - Adaptive Physical Education Teacher	320-396-5173 bnelson@braham.k12.mn.us	

**School District Administration and Management Plan-
Braham High School- 531 Elmhurst Ave South, Braham, MN 55006**

Staff Name and Title	Contact Information	Brief Description of Staff Responsibilities relating to child study procedures and methods of providing special education services
Shawn Kuhnke, Principal	320-396-5209 skuhnke@braham.k12.mn.us	<u>Overview of the Student Assistance Team (SAT) procedures:</u> When a teacher has a student they are concerned about, they present the child to the SAT. This team consists of resources including general education teachers, title staff, and the building administrator. This team collaborates to identify student specific strategies/interventions to try in the classroom. These interventions are put in place and followed up on two weeks later. If concerns persist for beyond 4-6 weeks additional strategies may be implemented or the student is moved to the Student Support Team (SST) for special education testing. <u>Overview of the Student Support Team (SST) procedures:</u> Once a student is referred to SST, they are discussed at the meeting, the SST team determines all possible areas to assess thereby creating a comprehensive evaluation for a student to see if the student meets criteria in a special education category and interventions are reviewed/modified if needed. <u>Overview of Parent Request for Special Education Testing:</u> When parent(s) request a special
Tammi Johnson, Dean of Students	320-396-5201 tjohnson@braham.k12.mn.us	
Marissa Stolan - Special Education Coordinator	763-552-7727 mstolan@rrsec.org	
Staci Kuhnke-School Social Worker	320-396-5179 jklemz@braham.k12.mn.us	
Kyle Perreault-School Psychologist	763-552-7727 nsyverson@rrsec.org	
Tiffany Locker-Special Education Teacher	320-396-5278 tlocker@braham.k12.mn.us	
Colton Schusted - Special Education Teacher	320-396-5265 cschusted@braham.k12.mn.us	

Brittini Versallies- Speech Language Pathologist	320-396-5279 bversallies@braham.k12.mn.us	education evaluation, the request is given to Tammy Johnson, Dean of Students, or Marissa Stolan, Special Education Coordinator, on the Student Support Team. The request is given to a special education teacher on the Student Support Team who contacts parents and gathers academic/behavioral data. Within 14 days, an evaluation plan will be sent out to parents requesting permission for the District to determine if the student qualifies for special education through a comprehensive evaluation.
Mara Koolmo - Special Education Teacher	320-396-5266 mkoolmo@braham.k12.mn.us	
Bennett Nelson - Adaptive Physical Education Teacher	320-396-5173 bnelson@braham.k12.mn.us	

B. Due Process Assurances available to parents: Braham School District 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) Braham School District 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. Within ten calendar days from the date the district receives notice of the parent's objection to its proposal or refusal in the district's prior written notice, the district will ask the parent to attend a conciliation conference. All discussions held during the 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, Braham School District 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 Braham School District's Procedural Safeguard Notice, attached as *Appendix C - Procedural Safeguards*.

VIII. Operating Procedures of Interagency Committees

Tri-County Community Transition Interagency Committee (CTIC), (Isanti, Kanabec and Mille Lacs Counties) Operating Procedures

Rum River Special Education Cooperative (RRSEC) is an agency of six member school districts (Princeton, Milaca, Ogilvie, Isle, Braham, Mora) that have joined together with county and community partners to provide services to students grade 9-12 through the Tri-County Community Transition Interagency Committee (CTIC). This mission of CTIC is to identify and provide information to assist youth with special needs and their families in accessing available resources and services for transition.

The chair of the committee is Kari Latterell, RRSEC Special Education Coordinator. The CTIC coordinates efforts between its member school districts and county/community partners to assure that transition needs of individuals with disabilities are met. Current team membership includes:

- Parent(s)
- Student(s) are recognized at meeting by member districts
- RRSEC Special Education Coordinator
- School district:
 - Special Education teacher
 - Regular Education teacher
 - Work Skills Teacher
 - Community Education
 - Administrator
- Other agencies represented include:
 - County Rehabilitation Services
 - Mental Health Service Providers
 - Workforce Center
 - Central Minnesota Jobs and Training
 - Community Partners

Teachers serving as work skill coordinators are in each of the member school districts to facilitate transition programming within the district. Regional representatives from county/community partners connect with their assigned school districts to facilitate referrals from case managers and parents for transition services/supports. School district case managers invite county/community partners to meet with students and parents to monitor progress and to participate in individual education plan meetings. Each high school also designates representatives to attend CTIC meetings to network with other CTIC members from the region.

Exchange of agency information is also done through regularly scheduled CTIC meetings. Meetings occur four times a year on the second Thursday of the months of September, November, January and April. Meetings are held at 1:00pm with locations rotating throughout the school districts and

community partners we serve. At each meeting a spotlight agency is identified. This agency shares more about their services/programs and answers questions from the CTIC members who are in attendance. This information is disseminated with the CTIC minutes to all members and is posted on the Rum River Special Education Cooperatives webpage.

Specific programs provided by the Tri-County CTIC include an annual transition event in March of each year which targets the support of secondary and postsecondary aged youth with disabilities and their families. The event rotates every other year between the Transition Fair and Work Skills Day. Special education students who are juniors and seniors are invited to participate in these events. These annual events are paid for by a contribution of funds from our member school districts. Events are organized and run by community and CTIC volunteers. When expenses for events run more than the funds provided by member districts, grants and donations have been sought by CTIC members.

COVID-19 Guidelines

- Meetings are held at 1:00pm via video conference.
- Each meeting agenda will be focused around meeting the needs of the agencies and providing support/resources.
- Specific programs provided by the Tri-County CTIC include an annual transition event that may be postponed due to Minnesota Department of Health (MDH), Center for Disease Control, and Executive Order guidelines.

IX. Interagency Early Intervention Committee

- A. Braham School District's Interagency Early Intervention Committee is established in cooperation the school districts encompassed within the Rum River Special Education Cooperative and the St. Croix River Education District and the health and human service agencies located in the counties in which the educational entities are located, for children with disabilities under age five and their families.
- B. Braham School District's Interagency Early Intervention Committee consists of the following individuals:

Agency
Rum River Special Education Cooperative
St Croix River Education District
Kanabec County Family Services
Isanti County Commissioner
Lakes & Pies Head Start

Parent
Mora ECFE
Isanti County Family Services
Chisago Lakes School District School Readiness
Pine County Public Health
Child Care Aware
District 3 Head Start- Mille Lacs Band of Ojibwe
Chisago County Public Health
Isanti County Public Health
Kanabec County Health
Isle ECSE teacher
Kanabec/Pine Community Health
Princeton ECSE teacher
Pine County Public Health Nurse
Chisago County Social Worker
Mille Lacs County Community & Veteran Services
Pine County Public Health
Mille Lacs County Community & Veteran Services
Mille Lacs County Community & Veteran Services

C. The co-chair of the Early Intervention Committee is Rob Benner, St. Croix Education District and Alyssa Jackson, St. Croix Education District.

D. The Early Intervention Committee meets four times each year at the Rum River Special Education Cooperative or the St. Croix Education District.

E. The Early Intervention Committee's operating procedures are attached as *Appendix E- Region 7E IEIC Operating Procedures*, 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 infants 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 108-446) and United States Code, title 20, section 631, et seq. (Chapter I, Public Law 89-313); 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 (At this time, the regional IEIC has not created a policy pertaining to classified data. Until a policy is available, Princeton staff follow policy #515 which is attached as *Appendix F- Protection & Privacy of Pupil Records*).
 - (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 21;
- (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 21 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.

F. The 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.

G. A representative of the Region 7E Early Intervention Committee reviews and comments on the early intervention service of this Total Special Education System Plan for Braham School District, 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 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.

X. Interagency Agreements the District has Entered

Braham School District has entered into the following interagency agreements or joint powers board agreements for eligible children ages 3 to 21, 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. The agreement is found in *Appendix H - Mille Lacs County Family Services Collaborative Interagency Agreement*.

XI. Special Education Advisory Council

In order to increase the involvement of parents of children with disabilities in district policy making and decision making, Braham School District has a special education advisory council. The name of the council is the Rum River Special Education Cooperative Parent Advisory Council.

- A. Braham School District's Special Education Advisory Council is established in cooperation with other districts who are members of the Rum River Special Education Cooperative.
- B. Braham School District's Special Education Advisory Council is not a subgroup of an existing board/council/committee.
- C. Rum River Special Education Cooperative's Parent Advisory Council consists of the following individuals. See *Appendix I- Parent Advisory Council Membership*.
- D. Rum River Special Education Cooperative's Parent Advisory Council meets three times per year in October, January, and April.
- E. The operational procedures of Rum River Special Education Cooperative's Parent Advisory Council are attached as *Appendix J - Parent Advisory Council Guidelines*.

XII. Assurances

Code of Federal Regulations, section 300.201: Consistency with State policies. Braham 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.

