

Grand Meadow Public School #495

**Total Special Education System
Manual**

Grand Meadow Public School #495 School District Total Special Education System Manual (TSES)

This document serves as the Total Special Education System Plan for Grand Meadow Public School District #495 in accordance with Minnesota Rule 3525.1100. This plan also includes an assurance for compliance with the federal requirements pertaining to districts' special education responsibilities found in United States Code, title 20, chapter 33, sections 1400 et seq., and Code of Federal Regulations, title 34, part 300. This document is a companion to the Application for Special Education Funds – Statement of Assurances (ED-01350-29).

Dan Armagost, Grand Meadow Public School District #495's special education director, is responsible for program development, coordination, and evaluation; in-service training; and general special education supervision and administration. Dan Armagost may be reached at 1-507-438-5397.

I. Child Study Procedures

The district's identification system is developed according to the requirement of nondiscrimination as Grand Meadow Public School District #495 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

Grand Meadow Public School District #495 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 Grand Meadow Public School District #495 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 sub item (1) or the criteria in sub item (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:
 - (1) cognitive development;
 - (2) physical development, including vision and hearing;
 - (3) (c) communication development;

- (4) (d) social or emotional development; and
- (5) (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). Grand Meadow Public School District #495 has elected the option of implementing these criteria for developmental delay.
- A. 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.
- B. 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 references instruments, language samples, or curriculum-based measures.

Grand Meadow Public School District #495's plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341. Grand Meadow Public School District #495 implements its interventions consistent with that plan. The plan details the specific scientific, research-based intervention (SRBI) approach, including timelines for progression through the model; any SRBI that is used, by content area; the parent notification and consent policies for participation in SRBI; procedures for ensuring fidelity of implementation; and a district staff training plan. Grand Meadow Public School District #495's plan for identifying a child with a specific learning disability is attached as *Appendix A*

B. Evaluation

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

- 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.

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.

Grand Meadow Public School District #495 conducts 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. The district proposing to conduct an initial evaluation to determine if the child qualifies as a pupil with a disability shall obtain an informed consent from the parent of the child before the evaluation is conducted. Parental consent for evaluation shall not be construed as consent for placement for receipt of special education and related services. The District will not override the written refusal of a parent to consent to an initial evaluation or re-evaluation.

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

- A. Grand Meadow Public School District #495 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, Grand Meadow Public School District #495 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. Grand Meadow Public School District #495 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.
- 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.

When restrictive procedures are used twice in 30 days or when a pattern emerges and restrictive procedures are not included in a child's individualized education program or behavior intervention plan, the district must hold a meeting of the individualized education program team, conduct or review a functional behavioral analysis, 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. At the meeting, the team must review any known medical or psychological limitations that contraindicate the use of a restrictive procedure, consider whether to prohibit that restrictive procedure, and document any prohibition in the individualized education program or behavior intervention plan.

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.

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.
- C. Grand Meadow Public School District #495's plan for receiving referrals from parents, physicians, private and public programs, and health and human services agencies is attached as *Appendix B*.

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

Grand Meadow Public School District #495 provides a full range of educational service alternatives. All students with disabilities are provided the special instruction and services which are appropriate to their needs. The following is representative of Grand Meadow Public School District #495'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 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:

Examples: one on one services, small group, direct, in-direct, co-teaching, etc.

- (1) One on one services
- (2) Small Group (less than 5 students)
- (3) Direct (face to face)
- (4) In-Direct (consulting/ creating)
- (5) Co-teaching
- (6) Team Teaching
- (7) Multi-Disciplinary Teaming

B. Alternative sites available at which services may occur:

Examples: residential, day programs, mental health, chemical dependency, eating disorders), hospitals, correctional facilities (juvenile and adult detention centers, jails), shelter care facilities, alternative learning centers and programs. Also include early childhood sites, i.e., home, district early childhood special education classroom, and community-based programs.

- (1) SEMCAC Head Start Center, LeRoy, MN 55951
- (2) Student homes/ Daycare (Early Intervening Services and Homebound Instruction)
- (3) Early Childhood Special Education and Family Education Programs:

Preschool at Kingsland Elementary
705 North Section Avenue, Spring Valley, MN 55975

Little Knights Preschool at Alden Conger Elementary
215 North Broadway, Alden, MN 56009

Preschool Program at Lyle Elementary
700 Second Street, Lyle, MN 55953

School Readiness Preschool at Southland Early Childhood Center
312 West Main Street, Adams, MN 55909

Grand Meadow Preschool
710 Fourth Avenue Northeast, Grand Meadow, MN 55936

Glenville Preschool
240 Second Avenue Southwest, Glenville, MN 56036

LeRoy Preschool Program
406 West Main Street, LeRoy, MN 55951

C. Available instruction and related services:

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

- (1) Physical Therapy
- (2) Psychological Services
- (3) Social Emotional Behavioral Services
- (4) Cognitive Delay Services
- (5) Social Work Services
- (6) Occupational Therapy
- (7) Developmental Adaptive Physical Education
- (8) Counseling
- (9) Physical and Other Health Disabilities Consultation
- (10) Educational Audiology

- (11) Autism Consultation
- (12) Special Education Teachers
- (13) Speech/Language Services
- (14) Sign Language Interpreter Services
- (15) English Language Interpreter
- (16) Deaf and Hard of Hearing Services
- (17) Secondary Transition Services
- (18) Orientation and Mobility
- (19) Vision Services
- (20) Special Transportation

III. Administration and Management Plan.

Grand Meadow Public School District #495 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:

Dan Armagost/ Director of Special Education

Phone: 507-438-5397 Email: darmagost@smec.k12.mn.us

Address: 203 2nd Street, Adams, Minnesota 55909

Responsibilities include: Capital Outlay, Compliant Conciliation, Continuous Improvement, Contracted Services, Due Process and Due Process Hearings, Facility Planning, Non-Certified and Certified Staffing, Program Development, Special Education Financer, Strategic Planning, Non-Public Consultant, Out of District Placements

Micki Breitsprecher/ Director of Special Education

Phone: 507-696-0023 Email: mbreitsprecher@smec.k12.mn.us

Address: 203 2nd Street, Adams, Minnesota 55909

Responsibilities include: Special Education Advisory Council, Community Transition Interagency Committee, Oversee 3rd Party Billing, County Collaborative Meetings (Fillmore, Mower and Freeborn), Staff Evaluations, Continuous Improvement

Denise Kennedy/ Coordinator of Special Education

Phone: 507-272-2970 Email: dkennedy@smec.k12.mn.us

Address: 203 2nd Street, Adams, Minnesota 55909

Responsibilities include: Transportation, ESY Programming, Professional Development, Early Childhood Programs, Staff Evaluations, Programming meetings, Continuous Improvement

Amy Wylde/ Administrative Assistant

Phone: 507-438-9463 Email: awylde@smec.k12.mn.us

Address: 203 2nd Street, Adams, Minnesota 55909

Responsibilities include: MARSS Coordinator, MA Biller, Tuition Agreements, SpEd Forms coordinator, B-3 Reporting

- B. Due Process assurances available to parents: Grand Meadow Public School District #495 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) Grand Meadow Public School District #495 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. Grand Meadow Public School District #495 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, Grand Meadow Public School District #495 informs parents of other dispute resolution processes, including at least medication 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 Grand Meadow Public School District #495's Procedure Safeguard Notice, attached as *Appendix C*.

IV. Operating Procedures of Interagency Committees

A. Community Transition Interagency Committee:

- (1) Grand Meadow Public School District #495's Community Transition Interagency Committee is established in cooperation with Grand Meadow School District, Southern Minnesota Special Education District and Region 10 Low Incidence Program in cooperation with Mower County, for youth with disabilities, beginning at grade 9 or age equivalent, and their families.
- (2) Grand Meadow Public School District #495's Community Transition Interagency Committee consists of the following individuals in cooperation with Region 10 Regionalized CTIC: Director of Education, Work Experience Coordinator, General Education Teacher, Community Education Coordinator, Rehabilitation Services, County Social Services.
- (3) The representative of the Community Transition Interagency Committee is Heather Shutte, Work Experience Coordinator.
- (4) The Community Transition Interagency Committee meets four times per year.
- (5) The Community Transition Interagency Committee's operating procedures are attached as *Appendix D*, and include the following:
 - a) identification of current services, programs, and funding sources provided within the community for secondary and postsecondary aged youth with disabilities and their families;
 - b) facilitation of the development of multiagency teams to address present and future transition needs of individual students on their individualized education programs;
 - c) development of a community plan to include mission, goals, and objectives, and an implementation plan to assure that transition needs of individuals with disabilities are met;
 - d) recommendations of changes or improvements in the community system of transition services;
 - e) exchange of agency information such as appropriate data, effectiveness students, special projects, exemplary programs, and creative funding of programs; and
 - f) preparation of a yearly summary assessing the progress of transition services in the community including follow-up of individuals with disabilities who were provided transition services to determine post-school outcomes.
 - g) Grand Meadow Public School District #495 disseminates the summary to all adult services agencies involved in the planning and the MDE by October 1 of each year. The most current summary is attached as *Appendix E*.

B. Interagency Early Intervention Committee

- (1) Grand Meadow Public School District #495's Interagency Early Intervention Committee is established in cooperation with Region 10 Interagency Early Intervention Committee in

cooperation with the health and human service agencies located in Mower County, for children with disabilities under age five and their families.

- (2) Grand Meadow Public School District #495's Interagency Early Intervention Committee consists of the following individuals: See appendix E for active membership list.

The chair of the Early Intervention Committee is Mark Krug/ Director of Special Education Owatonna Schools.

- (3) The Early Intervention Committee meets quarterly.
- (4) The Early Intervention Committee's operating procedures are attached as *Appendix F: Region 10 Help Me Grow Interagency Early Intervention Committee (IEIC)* and include the following:
- a. 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;
 - b. 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;
 - c. 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;
 - d. 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;
 - e. implementation of a process for assuring that services involve cooperating agencies at all steps leading to individualized programs;
 - f. facilitation of the development of a transitional plan if a service provider is not recommended to continue to provide services;
 - g. identification of the current services and funding being provided within the community for children with disabilities under age five and their families;
 - h. 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) (the allocation is deemed by Region 10 IEIC)
 - i. 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 (this policy is deemed by Regional IEIC)
 - j. identification and assistance in removing state and federal barriers to local coordination of services provided to children with disabilities;

- k. identification of adequate, equitable, and flexible use of funding by local agencies for these services;
 - l. 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;
 - m. use of a standardized written plan for providing services to a child with disabilities developed under section 125A.023;
 - n. access the coordinated dispute resolution system and incorporate the guidelines for coordinating services at the local level, consistent with section 125A.023;
 - o. 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;
 - p. 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;
 - q. coordination of services and facilitation of payment for services from public and private institutions, agencies, and health plan companies; and
 - r. share needed information consistent with state and federal data practices requirements.
- (5) 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.
- (6) The Early Intervention Committee reviews and comments on the early intervention service of this Total Special Education System Plan for Grand Meadow Public School District #495, 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.

V. Interagency Agreements the District has Entered.

Grand Meadow Public School District #495 has entered in the following interagency agreements or joint powers board agreements for eligible children, ages 3 to 21, to establish agency responsibility that assures that coordinated interagency services are coordinated, provided, and paid for, and that payment is facilitated from public and private sources:

Mower County Family Services Collaborative Agreement attached as *Appendix F*.

VI. Special Education Advisory Council.

In order to increase the involvement of parents of children with disabilities in district policy making and decision making Grand Meadow Public School District #495 has a special education advisory council.

- A. Grand Meadow Public School District #495's Special Education Advisory Council is established in cooperation with Grand Meadow School District and Southern Minnesota Special Education District.
- B. Grand Meadow Public School District #495's Special Education Advisory Council *is not* a subgroup of existing board/council/committee.
- C. Grand Meadow Public School District #495's Special Education Advisory Council consists of the following individuals:
 - 1) Jill Mauer/ Glenville-Emmons Parent
 - 2) Jeanna Kaster/ Kingsland Parent
 - 3) Natalie Spinler/ Grand Meadow Parent
 - 4) Diane Jacobson/ Grand Meadow Parent
 - 5) Dana Broussard/ Glenville-Emmons Parent
 - 6) LeAnn Drees/ LeRoy-Ostrander Parent
 - 7) Teresa Frazer/ LeRoy-Ostrander Parent
 - 8) Bonnie Bryan/ Southland Parent
 - 9) Dan Armagost/ Director of Special Education
 - 10) Denise Kennedy/ Special Education Coordinator
 - 11) Micki Breitsprecher/ Director of Special Education
- D. Grand Meadow Public School District #495's Special Education Advisory Council meets quarterly.
- E. The operational procedures of Grand Meadow Public School District #495's Special Education Advisory Council are attached as *Appendix G*.

VII. Assurances

Code of Federal Regulations, section 300.201: Consistency with State policies. *GRAND MEADOW PUBLIC SCHOOL DISTRICT #495*, 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.