

Proctor ISD #704 Total Special Education System (TSES)

This document serves as the Total Special Education System Plan for Proctor ISD #704 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).

Cathleen Tryggestad, Northern Lights Special Education Cooperative's (NLSEC) special education director, is responsible for program development, coordination, and evaluation; in-service training; and general special education supervision and administration. Proctor ISD #704 is a member district of NLSEC. Cathleen Tryggestad may be reached at Northern Lights Special Education Cooperative, ctryggestad@nlsec.k12.mn.us, or (218) 879-1283, ext. 6006.

I. Child Study Procedures

The district's identification system is developed according to the requirement of nondiscrimination as Proctor ISD #704 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

Proctor ISD #704 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 Proctor ISD #704 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). Proctor ISD #704 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 references instruments, language samples, or curriculum-based measures.

Proctor ISD #704's plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341. Proctor ISD #704 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 ensuing fidelity of implementation; and a district staff training plan. Proctor ISD #704's plan for identifying a child with a specific learning disability is attached as *Appendix I*.

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.

Proctor ISD #704 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.

Evaluation Procedures

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

- A. Proctor ISD #704 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, Proctor ISD #704 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 profess 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. *Proctor ISD #704* 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.

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.

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.

C. Plan for Receiving Referrals

Proctor ISD #704's plan for receiving referrals from parents, physicians, private and public programs, and health and human services agencies is attached as: *Appendix II*.

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

Proctor ISD #704 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 Proctor ISD #704'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:

- (1) Co-teaching
- (2) Small group instruction
- (3) Direct instruction
- (4) Self-contained
- (5) In-direct or consultation

B. Alternative sites available at which services may occur:

- (1) Proctor Early Childhood Center, 202 5th Street, Proctor, MN 55810
- (2) Northeast Regional Correctional Center (NERCC), 6102 Abrahamson Road, Saginaw, MN 55779
- (3) Mesabi Preschool Academy, LLC, 2 6th Ave, Proctor, MN 55810
- (4) Student homes / Daycares (Early Intervening and Homebound Instruction)

C. Available instruction and related services:

- (1) Disability specific services
- (2) Audiology
- (3) Occupational Therapy
- (4) Physical Therapy
- (5) Developmental/Adaptive Physical Education
- (6) Speech and Language Therapy
- (7) Nursing Services

III. Administration and Management Plan.

Proctor ISD #704 utilizes the following administration and management plan to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils:

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

Staff Name and Title	Contact Information (phone/email/ mailing address/office location)	Brief Description of Staff Responsibilities relating to child study procedures and method of providing special education services
Cathleen Tryggestad, Special Education Director	Northern Lights Special Education Cooperative (NLSEC) 302 14 th St., Cloquet, MN 55720 218-879-1283 ext 6006 ctryggestad@nlsec.k12.mn.us	<ul style="list-style-type: none"> ▪ Provide support to District administration and staff ▪ Oversee trainings for special education staff ▪ Supervise NLSEC staff
Marilyn Nelson, Special Education Coordinator	Northern Lights Special Education Cooperative (NLSEC) 302 14 th St., Cloquet, MN 55720 218-879-1283 ext 6016 mnelson@nlsec.k12.mn.us	<ul style="list-style-type: none"> ▪ Attend Early Childhood Special Education Child Study Team meetings ensuring that all special education requirements are implemented ▪ Provide District wide support to Early Childhood classrooms and families ▪ Provide technical support to District Early Childhood special education staff
Allison Dillon, Special Education	Northern Lights Special	<ul style="list-style-type: none"> ▪ Attend school aged Child Study Team meetings ensuring that all

Staff Name and Title	Contact Information (phone/email/ mailing address/office location)	Brief Description of Staff Responsibilities relating to child study procedures and method of providing special education services
Coordinator	Education Cooperative (NLSEC) 302 14 th St., Cloquet, MN 55720 218-879-1283 ext 6036 adillon@nlsec.k12.mn.us	special education requirements are implemented <ul style="list-style-type: none"> ▪ Provide District wide support to classrooms and families ▪ Provide technical support to District special education staff
Heidi Halker, Special Education Coordinator	Northern Lights Special Education Cooperative (NLSEC) 302 14 th St., Cloquet, MN 55720 218-879-1283	<ul style="list-style-type: none"> ▪ Attend school aged Child Study Team meetings ensuring that all special education requirements are implemented ▪ Provide District wide support to classrooms and families Provide technical support to District special education staff
Steve Schoenbauer, Special Education Coordinator	Northern Lights Special Education Cooperative (NLSEC) 302 14 th St., Cloquet, MN 55720 218-879-1283 ext 6018 sschoenbauer@nlsec.k12.mn.us	<ul style="list-style-type: none"> ▪ Attend district CST and IEP meetings as a resource in the provision of the transition services ▪ Provide support and training to districts, related to transition service and due process ▪ Identify and/or create transition related instructional curricula ▪ Collaborate with community agencies to provide a continuum of transition services ▪ Disseminate information to families on community adult services
Sue Zmyslony, Special Education Coordinator	Northern Lights Special Education Cooperative (NLSEC) 218-879-1283 ext 6023 szmyslony@nlsec.k12.mn.us	<ul style="list-style-type: none"> ▪ Attend school aged Child Study Team meetings ensuring that all special education requirements are implemented ▪ Provide District wide support to classrooms and families ▪ Provide technical support to District special education staff

B. Due Process assurances available to parents: Proctor ISD #704 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) Proctor ISD #704 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. Proctor ISD #704 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, Proctor ISD #704 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 Proctor ISD #704's Procedure Safeguard Notice, attached as *Appendix III*.

IV. Operating Procedures of Interagency Committees

A. Community Transition Interagency Committee:

- A. Proctor ISD #704's Community Transition Interagency Committee (CTIC) is established in cooperation with the Northern Lights Interagency Council (NLIC), which provides collaboration among education and community agencies across five counties and twelve school districts. The NLIC provides a continuum of services and information dissemination for families of individuals with disabilities from birth through age 21.
- B. Proctor ISD #704 is represented in the NLIC by members of multiple agencies and individuals. Those members are linked at: [NLIC Committee Members](#)

- C. The Community Transition Interagency Committee meets four times per year in conjunction with the Northern Lights Interagency Council.
- D. The Community Transition Interagency Committee's operating procedures are found at the following link: [Northern Lights Interagency Council By-Laws](#)
- (1) identification of current services, programs, and funding sources provided within the community for secondary and postsecondary aged youth with disabilities and their families;
 - (2) facilitation of the development of multiagency teams to address present and future transition needs of individual students on their individualized education programs;
 - (3) development of a community plan to include mission, goals, and objectives, and an implementation plan to assure that transition needs of individuals with disabilities are met;
 - (4) recommendations of changes or improvements in the community system of transition services;
 - (5) exchange of agency information such as appropriate data, effectiveness students, special projects, exemplary programs, and creative funding of programs; and
 - (6) 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.
- E. Proctor ISD #704 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 IV*

B. Region 3 Intervention Committee

- A. Proctor ISD #704 Interagency Early Intervention Committee is [individually established/or established in cooperation with other districts/special education cooperative in cooperation with the health and human service agencies located in the county or counties in which the district or cooperative is located, for children with disabilities under age five and their families.
- B. Region 3 membership Committee consists of the following individuals:
- Marilyn Nelson, Proctor ISD #704
 - Kelly Chandler, Itasca Co. Public Health
 - Jim Kneeland, Carlton Co. Social Services
 - Mary Spang, ISD #2142 School Board
 - Kristi Wickstrom, Barnum ECFE
 - Judy Kelly, AEOA Headstart
 - Jill Gebeck, Lake Superior ISD #381 parent (parent of young child with disabilities under age 12)
 - Linda Bergstrand, Child Care Resource & Referral
 - Kristi Wickstrom, Barnum School Readiness
 - Dee Kneeland, NLSEC Childfind Coordinator, Marilyn Nelson NLSEC ECSE Coordinator
- C. The chair of the Early Intervention Committee is Rebecca Crane.
- D. The Early Intervention Committee meets a minimum of four times per year.

- E. The Early Intervention Committee's operating procedures are attached as Appendix V, 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 addressed at *Appendix V*.
 - (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. The Early Intervention Committee reviews and comments on the early intervention service of this Total Special Education System Plan for Proctor ISD #704, 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

Proctor ISD #704 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:

Name of Agency	Terms of Agreement	Agreement Termination/ Renewal Date	Comments
Northern Lights Interagency Council	Northern Lights Interagency Council: Local Interagency Agreement and By-laws	Specified in terms of agreement	State of Minnesota Recognition: Appendix VI

Minnesota System of Interagency Coordination: [Local Interagency Agreement](#)

VI. Special Education Advisory Council

In order to increase the involvement of parents of children with disabilities in district policy making and decision making, Proctor ISD #704 has a special education advisory council.

- A. Proctor ISD #704’s Special Education Advisory Council is established in cooperation with other districts who are members of the same special education cooperative.
- B. Proctor ISD #704’s Special Education Advisory Council is a subgroup of the Northern Lights Interagency Council.

C. Proctor ISD #704's Special Education Advisory Council consists of the following individuals:

- Cathleen Tryggestad, school district employee
- Shannon Proulx, school district employee, and parent of a student with a disability
- Jim Kneeland, county agency employee, and parent of student with disability
- Nancy Henderson, parent of student with disability
- Harmoni Price, parent of student with disability
- Jill Gebeck, parent of a student with disability

D. Proctor ISD #704's Special Education Advisory Council meets four times per year in conjunction with the Northern Lights Interagency Council.

E. The operational procedures of Proctor ISD #704's Special Education Advisory Council are linked at: [Northern Lights Interagency Council By-Laws](#)

VII. Assurances

Code of Federal Regulations, section 300.201: Consistency with State policies. Proctor ISD #704, 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.

Appendices
Proctor ISD #704

- Appendix I:** [Specific Learning Disability Checklist](#)
- Appendix II:** Plan for Receiving Referrals
- a. [Birth to 2 Child Find](#)
 - b. [ECSE: Child Find Referral Process Age 3 to 5 \(pre-kindergarten\)](#)
 - c. Referral Process for ages 5 to 21: [Proctor Referral Process](#)
- Appendix III:** [Procedural Safeguards Parts B and C](#)
- Appendix IV:** [Northern Lights Interagency Council Summary 2013-2014 Activities](#)
- Appendix V:** [Region 3 Interagency Early Intervention Committee \(IEIC\) Operating Procedures](#)
- Appendix VI:** [State of Minnesota Certificate of Commendation](#)
- Appendix VII:** Independent Educational Evaluation Criteria

Proctor Public Schools Independent Educational Evaluation Criteria

To request an Independent Educational Evaluation (IEE), a parent must notify the District's Special Education Director. If the District agrees to provide an IEE at public expense, the IEE must meet the criteria identified below, unless the parent can demonstrate that unique circumstances justify an IEE that does not meet the District's criteria.

CRITERIA FOR INDEPENDENT EDUCATIONAL EVALUATIONS

- A. Examiner Qualifications.** Independent examiners must be licensed by the Minnesota Department of Education, by the Minnesota Board of Teaching, or by an accredited organization or agency, if any, that represents their profession.
- B. Evaluation Instruments.** Evaluation instruments must be relevant to the educational questions to be addressed by the evaluation. In addition, evaluation instruments must be age appropriate and current. To be current, an evaluation instrument must be the most recent version available or must otherwise be recognized by the publisher as being valid at the time it is administered. Evaluation instruments must also be administered, scored, and interpreted in compliance with the publisher's requirements and guidelines.
- C. Nature of Evaluation.** The examiner should not serve as an advocate for either party during the evaluation process. The examiner should consider the parents and the school district to be equal partners in the evaluation and IEP team process. Additionally, an IEE must be educational in nature. An IEE does not involve the receipt of medical care, treatment, or medical advice, and no physician-patient privilege, psychologist-patient privilege, or similar relationship is created as the result of an IEE.
- D. Classroom Observations.** The IEE may include observations of your child in an educational setting. Classroom observations must be conducted in a manner that does not create a disruption or unnecessary distraction. For example, an evaluator who is conducting a classroom observation may not initiate an interaction or discussion with any students or with the teacher while students are present.
- E. Evaluation Data.** Upon completing the IEE, the independent examiner must submit a copy of the following to the District: all completed assessment protocols; all completed rating scales; all assessment worksheets; all scoring data, including but not limited to subtest scores and composite scores; and all other data that were gathered, compiled, or generated as a result of the IEE.
- F. Evaluation Report.** The independent examiner must prepare a written evaluation report that summarizes the evaluation results. At a minimum, the evaluation report should contain: (1) dates when evaluation activities were conducted; (2) the scores, including standard scores and subtest scores from assessments that were administered; (3) an interpretation of assessment results; (4) recommendations for the team to consider; and (5) facts in support of any opinions or recommendations contained in the report.

- G. Meeting to Consider Results of IEE.** The IEP team will meet to consider the results of the IEE. Upon request, the independent evaluator must be available in person, by telephone, or by interactive electronic means to discuss the results of the IEE with the team. The team may accept or reject the results of the IEE, as well as any recommendations that are made by the independent examiner.
- H. Costs.** The cost of the IEE must be reasonable. You will be given the opportunity to demonstrate that unique circumstances justify an IEE with a cost that would not ordinarily be deemed to be reasonable. The District may initiate a special education due process hearing to challenge costs that it deems to be unreasonable.
- I. Location.** The IEE must be obtained within sixty (60) miles of the District Office. An exception to this mileage limitation will be made if the parent can demonstrate that unique circumstances justify the selection of an independent examiner outside of the mileage limitation. Mileage will be reimbursed at the federal rate for a reasonable number of visits to the evaluator.

INFORMATION ABOUT WHERE AN IEE MAY BE OBTAINED

The following is a list of independent examiners who may be qualified to conduct an IEE. You may select an evaluator from this list. Alternatively, you may select an evaluator who does not appear below.

A. Cognitive Testing, Behavioral Assessments, and Functional Behavior Assessments:

Jean Brandt – Licensed School Psychologist, Lake Superior Schools

B. Academic Testing:

Sheila Fritsinger - Licensed Special Education Teacher, Cloquet Schools
Lauren Burton - Licensed Special Education Teacher, Lake Superior Schools
Lindsay Smith - Licensed Special Education Teacher, Cloquet Schools
Shelly Pritchett - Licensed Special Education Teacher, Cloquet Schools

C. Other Testing:

Arrowhead Psychological Clinic, PA (218) 723-8153
Duluth Psychological Clinic (218) 722-2005

PARENT RESPONSIBILITIES

- A. Selection of Independent Examiner Who Meets Criteria.** The parent is responsible for selecting an independent examiner who meets the District's criteria. An exception will be made if the parent can demonstrate that unique circumstances justify the selection of an independent examiner who does not meet the District's criteria.
- B. Selection of Independent Examiner Who is Available.** The parent is responsible for selecting an independent examiner who is available and able to complete the IEE within a time frame that is acceptable to the parent. An IEE is not a public school evaluation. The District has no control over whether a particular examiner is available or when an IEE will be completed.
- C. Scheduling IEE.** The parent is responsible for scheduling the IEE. At the parent's request, however, the District will assist the parent in scheduling the IEE.
- D. Planning IEE.** Upon request, the District is willing to meet with the parent to discuss the areas that the parent wants the IEE to cover. However, the parent is ultimately responsible for planning and determining the areas that the IEE will cover. Although the parent is not required to consult with the District to determine the scope of the IEE or to develop an evaluation plan for the IEE, please note that the District is generally entitled to evaluate a student in particular areas of concern before it is required to pay for an IEE. An IEE is not intended to be a remedy for an incomplete evaluation, unless the District proceeded with an evaluation without components that the parent requested. Accordingly, the District may request a special education due process hearing and refuse to pay for an IEE that would deprive the District of its right to evaluate in the first instance.
- E. Consent for Review of Records.** The independent examiner may ask to review educational records that are relevant to an educational evaluation. If the parent wants the District to provide any of his/her child's educational records directly to the independent examiner, the parent must sign a form authorizing the District to release educational data to the examiner. Upon request, the District will provide the parent with the necessary form.

A parent may have additional procedural rights in addition to an IEE. A copy of the District's procedural safeguards notice is available upon request.