Total Special Education System (TSES) Reference Guide

The Minnesota Department of Education (MDE) has developed this reference and corresponding template for documenting special education policies, procedures and programs. The purpose of this template is to provide a format that references the required elements for compliance with district responsibilities for total special education systems as required by Minnesota Rule 3525.1100.

This document includes sections for descriptions of the district's child study procedures, methods of providing the special education services for the identified pupils, administration and management plan, operating procedures of interagency committees and interagency agreements as required under Minn. R. 3525.1100. This sample plan also seeks 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). To use the corresponding template, a district should confirm that the programs described are in place or delete language that does not apply. The district should then perform the "find and replace" function for the term "District XYZ" and replace that with the district's actual name. Finally, certain parts require the district to provide some specific detail or to attach documents.

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Minn. R. 3525.1100, subp. 2	This document serves as the Total Special Education System Plan for XYZ District in accordance with Minn. R. 3525.1100.	
Minn. R. 3525.2405	, District XYZ's special education director, is responsible for program development, coordination, and evaluation; in-service training; and general special education supervision and administration may be reached at	

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Minn. R. 3525.1100, subp. 2(A)	I. Child Study Procedures
Minn. R. 3525.0750 Minn. Stat. § 363A.13	The district's identification system is developed according to the requirement of nondiscrimination as District XYZ 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.
Minn. Stat. § 125A.03 Minn. R. 3525.0750	A. Identification District XYZ 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 <i>et seq.</i> , and Code of Federal Regulations, title 34, part 303, are available in XYZ District to children from birth through two years of age who meet the outlined criteria.
Minn. R.	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
3525.1350	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:

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	(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). XYZ District [has/has] not elected the option of implementing these criteria for developmental delay.		
5	If your district provides education for this age group, indicate whether your district has elected to implement these criteria for developmental delay. If your district chooses to implement these criteria, it may not modify them.		
Minn. R. 3525.1351	[Include the information below only if your district chooses 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.		

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	(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.		
Minn. R. 3525.1341	XYZ District's plan for identifying a child with a specific learning disability is consistent with Minn. R. 3525.1341. XYZ District 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. XYZ District's plan for identifying a child with a specific learning disability is attached as Appendix		
	B. Evaluation		
Minn. R.	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:		
3525.1350	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. Can 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.		

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Minn. R. 3525.2550	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.
Minn. R. 3525.2710 Minn. Stat. § 125A.091	XYZ District 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. XYZ 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, XYZ District shall:
Minn. R. 3525.2710	(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.

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	C. XYZ 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.			

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	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				
Minn. R. 3525.2710 Minn. Stat. § 125A.0942(c)	(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				

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	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:		
Minn. R. 3525.2710	(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.		

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	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;		
Minn. R. 3525.2710	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.		
Minn.R.	C. Plan for Receiving Referrals.		
3525.1100, subp. 2(A)	XYZ District's plan for receiving referrals from parents, physicians, private and public programs, and health and human services agencies is attached as Appendix		
Minn. R. 3525.1100, subp. 2(B)	II. Method of Providing the Special Education Services for the Identified Pupils		
Minn. Stat. § 125A.08	XZY District 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 XYZ 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.		

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Minn. R. 3525.2335	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 (1)	List all methods of providing special education services for the identified pupils throughout your district, <i>i.e.</i> , one on one services, small group, direct, in-direct, co-teaching, etc. Enter the alternative sites that exist within the geographical boundaries of your district, <i>i.e.</i> , care and treatment (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>i.e.</i> , home, district early childhood special education classroom, and community-based programs.		

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	(5)			
Minn. R. 3525.1100, subp. 2(C)	III. Administration and Management Plan			
	XYZ 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:			

B. Due Process assurances available to parents: XZY District has appropriate and proper due process procedures in plate identified pupils, including alternative dispute resolution and due process hearings. A description of these process 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) XZY District will not proceed with the initial evaluation of a child, the initial placement of a child without the prior written conservation of special education services for a child without the prior written conservation of special education services for a child without the prior written conservation of special education services for a child without the prior written conservation of special education services for a child without the prior written conservation of special education services for a child without the prior written conservation of special education services for a child without the prior written conservation of special education services for a child without the prior written conservation.	aw	Sample TSES			
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request a conciliation conference or another alternative dispute resolution procedure. (2) XZY 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 conservation.	to assure effective and efficient results of child study procedures and method of providing the identified pupils, including alternative dispute resolution and due process hearings are as follows: (1) Prior written notice to a) inform the parent that except for the initial placement of a control of school district will proceed with its proposal for the child's placement or for providing unless the child's parent notifies the district of an objection within 14 days of when the child is proposal for the child's parent notifies the district of an objection within 14 days of when the child is proposal for the child's parent notifies the district of an objection within 14 days of when the child is proposal for the child is parent notifies the district of an objection within 14 days of when the child is parent notifies the district of an objection within 14 days of when the child is parent notifies the district of an objection within 14 days of when the child is parent notifies the district of an objection within 14 days of when the child is parent notifies the district of an objection within 14 days of when the child is parent notifies the district of an objection within 14 days of when the child is parent notifies the district of an objection within 14 days of when the child is parent notifies the district of an objection within 14 days of when the child is parent notifies the district of an objection within 14 days of when the child is parent notifies the district of an objection within 14 days of when the child is parent notifies the district of an objection within 14 days of when the child is parent notifies the district of an objection within 14 days of when the child is parent notifies the district of an objection within 14 days of when the child is parent notifies the district of an objection within 14 days of when the child is parent notifies the child is parent no		ng special education services for A description of these processes whild in special education, the graph special education services the district sends the prior written		
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	(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. XYZ District 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, XYZ District 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 XYZ District's Procedure Safeguard Notice, attached as Appendix				
Minn. R. 3525.1100, subp. 2(D)	IV. Operating Procedures of Interagency Committees				

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	A. Community Transition Interagency Committee				
	A. XYZ District's Community Transition Interagency Committee is [individually established/or established in cooperation with other districts/special education cooperative] in cooperation with the county or counties in which the district is located, for youth with disabilities, beginning at grade 9 or age equivalent, and their families.				
	Indicate whether your committee is established individually, or with other districts or a special education cooperative. If it is established with other districts or a special education cooperative, be sure to list those districts or special education cooperative.				
	B. XYZ District's Community Transition Interagency Committee consists of the following individuals: (1) (XYZ District – special education)				
Minn. Stat. § 125A.22	(2)				
	(mental health) (7) (if available: adult with disability who has received transition services) (8) (parent of youth with disability)				

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	(9)(local business or industry) (10)(rehabilitation services) (11)(county social services) (12)(health agency) (13)(as appropriate: public or private adult service providers)				
	C. The chair of the Community Transition Interagency Committee is D. The Community Transition Interagency Committee meets				
	Insert when your Community Transition Interagency Committee meets, at least regularly, i.e., The first Tuesday of March, June, September and December.				
	E. The Community Transition Interagency Committee's operating procedures are attached as Appendix, and include the following:				
	(1) identification of current services, programs, and funding sources provided within the community for secondary and postsecondary aged youth with disabilities and their families;(2) facilitation of the development of 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;				

Law	Sample TSES (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.				
	F. XYZ District 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				
	B. Interagency Early Intervention Committee				
Minn. Stat. § 125A.30	A. XYZ District's 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. Indicate whether your committee is established individually, or with other districts or a special education cooperative. If it is established with other districts or a special education cooperative, be sure to list those districts or special education cooperative.				
Minn. Stat. § 125A.027	B. XYZ District's Interagency Early Intervention Committee consists of the following individuals: (1) (XYZ District)				
	(2) (health) (3) (county human service agency) (4) (county board) Insert the names of each individual who serves on your district's Interagency Early Intervention Committee. Ensure the committee includes at least one representatives from the categories identified in (1) – (13).				

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	(5) (XYZ school board) (6) (early family education program) (7) (head start) (8) (parent of young child with disabilities under age 12) (9) (child care resource and referral agency) (10) (school readiness program) (11) (current service provider) (12) (private or public agency - optional) (13) (school nurse - optional) C. The chair of the Early Intervention Committee is D. The Early Intervention Committee meets E. The Early Intervention Committee's operating procedures are attached as Appendix, 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;			

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	(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 give 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) (this plan in attached as Appendix); 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 (this policy is attached at Appendix).				
	(10) identification and assistance in removing state and federal barriers to local coordination of services provided to children with disabilities;				

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	(11) identification of adequate, equitable, and flexible use of funding by local agencies for these services;
	(12) implementation of polices 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 XYZ 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.

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Minn. R. 3525.1100, subp. 2(E)	V. Interagency Agreements the District has Entered				
	XZY District 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:				
Minn. Stat. § 125A.027	Name of Agency	Terms of Agreement (services provided/source of payment)	Agreement Termination/Renewal Date	Comments	
	VI. Special Education Advisory Council				
	In order to increase the involvement of parents of children with disabilities in district policy making and decision making, XYZ District has a special education advisory council. A. XYZ District's Special Education Advisory Council is [individually established/or established in cooperation with other districts who are members of the same special education cooperative].				
Minn. Stat. § 125A.24	Inform whether your Special Education Advisory Council is established individually or in cooperation with other districts who are members of the same special education cooperative. If it is established with other districts who are members of the same special education cooperative, list the other districts. B. XYZ District's Special Education Advisory Council [is/is not] a subgroup of [existing board/council/committee].				
	Inform whether your o	council is or is not a subgroup o	of a subgroup of lexisting board fan existing board, council or committee, list the name of that	committee. If your	

Law	Sample TSES			
Law	C. XYZ District's Special Education Advisory Council consists of the following individuals: (1)			
	Insert when your Special Education Advisory Council is scheduled to meet, i.e, annually, the third Thursday of September. E. The operational procedures of XYZ District's Special Education Advisory Council are attached as Appendix			

Law	Sample TSES		
34 C.F.R. §§ 300.200 through 300.213	VII. Assuranc	ces	
	Yes: Assurance given	No: Assurance cannot be given. Provide date on which XYZ District will complete changes in order to provide assurance.	Citation and Authority
			34 C.F.R. § 300.201: Consistency with State policies. XYZ 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 §§ 300.101 through 300.163, and §§ 300.165 through 300.174. (Authority: 20 U.S.C. § 1413(a)(1)).