

Sherburne/Northern Wright Special Education Cooperative (SNWSEC)

Total Special Education System (TSES)

This document serves as the TSES Plan for SNWSEC's School Districts of Becker, Big Lake, and Monticello (Districts), 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).

John Weekley, SNWSEC's special education director, is responsible for program development, coordination, and evaluation; in-service training; and general special education supervision and administration. John Weekley may be reached at 763-272-2051.

I. Child Study Procedures

The Districts' identification system is developed according to the requirement of nondiscrimination as the Districts do 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

The Districts have 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 SNWSEC 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.

(3) The child's eligibility is established through the application of informed clinical opinion. Informed clinical opinion may be used as an independent basis to establish a child's eligibility under this part even when other instruments do not establish eligibility; however, in no event may informed clinical opinion be used to negate the results of evaluation instruments to establish eligibility.

The team shall determine that a child from the age of three years through the age of six years is eligible for special education when:

A. the child meets the criteria of one of the categorical disabilities in United States Code, title 20, chapter 33, sections 1400 et seq., as defined in Minnesota Rules; or

B. the child meets one of the criteria for developmental delay in subitem (1) and the criteria in subitem (2). Districts have 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 of resulting in developmental delay; or
- (b) has a delay in each of two or more of the areas of cognitive development; physical development, including vision and hearing; communication development; social or emotional development; and adaptive development, that is verified by an evaluation using one or more technically adequate, norm-referenced instruments. The instruments must be individually administered by appropriately trained professionals and the scores must be at least 1.5 standard deviations below the mean in each area.

(2) The child's need for special education is supported by:

- (a) at least one documented, systematic observation in the child's routine setting by an appropriate professional or, if observation in the daily routine setting is not possible, the alternative setting must be justified;
- (b) a developmental history; and
- (c) at least one other evaluation procedure in each area of identified delay that is conducted on a different day than the medical or norm-referenced evaluation; which may include criterion references instruments, language samples, or curriculum-based measures.

The Districts' plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341. Subp. 2- 4 of Minnesota Rule 3525.1341 states as follows:

Criteria. A child is eligible and in need of special education and related services for a specific learning disability when the child meets the criteria in items A, B, and C or in items A, B, and D. The Districts use criteria in items A, B, and C of the rule when identifying a child with a specific learning disability.

Information about each item must be sought from the parent and must be included as part of the evaluation data. The evaluation data must confirm that the effects of the child's disability occur in a

variety of settings. The child must receive two interventions, as defined in Minnesota Statutes, section 125A.56, prior to evaluation, unless the parent requests an evaluation or the IEP team waives this requirement because it determines the child's need for an evaluation is urgent.

Criteria A, B, and C are as follows:

A. The child does not achieve adequately in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, reading fluency, mathematics calculation, or mathematical problem solving, in response to appropriate classroom instruction, and either: (1) the child does not make adequate progress to meet age or state-approved grade-level standards in one or more of the areas listed above when using a process based on the child's response to scientific, research-based intervention (SRBI); or (2) the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability.

The performance measures used to verify this finding must be representative of the child's curriculum or useful for developing instructional goals and objectives. Documentation is required to verify this finding. Such documentation includes evidence of low achievement from the following sources, when available: cumulative record reviews; classwork samples; anecdotal teacher records; statewide and districtwide assessments; formal, diagnostic, and informal tests; curriculum-based evaluation results; and results from targeted support programs in general education.

B. The child has a disorder in one or more of the basic psychological processes which includes an information processing condition that is manifested in a variety of settings by behaviors such as inadequate: acquisition of information; organization; planning and sequencing; working memory, including verbal, visual, or spatial; visual and auditory processing; speed of processing; verbal and nonverbal expression; transfer of information; and motor control for written tasks.

C. The child demonstrates a severe discrepancy between general intellectual ability and achievement in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, reading fluency, mathematics calculation, or mathematical problem solving. The demonstration of a severe discrepancy shall not be based solely on the use of standardized tests. The group shall consider these standardized test results as only one component of the eligibility criteria. The instruments used to assess the child's general intellectual ability and achievement must be individually administered and interpreted by an appropriately licensed person using standardized procedures. For initial placement, the severe discrepancy must be equal to or greater than 1.75 standard deviations below the mean of the distribution of difference scores for the general population of individuals at the child's chronological age level.

Determination of specific learning disability. In order to determine that the criteria for eligibility in the above are met, documentation must include:

A. an observation of the child in the child's learning environment, including the regular classroom setting, that documents the child's academic performance and behavior in the areas of difficulty. For a child of less than school age or out of school, a group member must observe the child in an environment appropriate to the child's age. In determining whether a child has a

specific learning disability, the parents and the group of qualified professionals, as provided by Code of Federal Regulations, title 34, section 300.308, must:

(1) use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for a special education evaluation; or

(2) conduct an observation of academic performance in the regular classroom after the child has been referred for a special education evaluation and appropriate parental consent has been obtained; and

(3) document the relevant behavior, if any, noted during the observation and the relationship of that behavior to the child's academic functioning;

B. a statement of whether the child has a specific learning disability;

C. the group's basis for making the determination, including that:

(1) the child has a disorder, across multiple settings, that impacts one or more of the basic psychological processes described in subpart 1 documented by information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and

(2) the child's underachievement is not primarily the result of visual, hearing, or motor impairment; developmental cognitive disabilities; emotional or behavioral disorders; environmental, cultural, or economic influences; limited English proficiency; or a lack of appropriate instruction in reading or math, verified by:

(a) data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings delivered by qualified personnel; and

(b) data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the child's progress during instruction, which was provided to the child's parents;

D. educationally relevant medical findings, if any;

E. whether the child meets the criteria in either items A, B, and C

Verification. Each group member must certify in writing whether the report reflects the member's conclusion. If it does not reflect the member's conclusion, the member must submit a separate statement presenting the member's conclusions.

The Districts recognize students may move in who have been identified as a child with a specific learning disability using Minnesota Rule 3525.1341 Criteria A, B, or D; where A, and B are the same as above . SNWSEC's plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341. The District implements interventions consistent with SNWSECs 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. SNWSEC's plan for identifying a child with a specific learning disability is described in letter D.

D. The child demonstrates an inadequate rate of progress. Rate of progress is measured over time through progress monitoring while using intensive SRBI, which may be used prior to a referral, or as part of an evaluation for special education. A minimum of 12 data points are required from a consistent intervention implemented over at least seven school weeks in order to establish the rate of progress. Rate of progress is inadequate when the child's:

- (1) rate of improvement is minimal and continued intervention will not likely result in reaching age or state-approved grade-level standards;
- (2) progress will likely not be maintained when instructional supports are removed;
- (3) level of performance in repeated assessments of achievement falls below the child's age or state-approved grade-level standards; and
- (4) level of achievement is at or below the fifth percentile on one or more valid and reliable achievement tests using either state or national comparisons. Local comparison data that is valid and reliable may be used in addition to either state or national data. If local comparison data is used and differs from either state or national data, the group must provide a rationale to explain the difference.

The Districts' plan includes a step to determine if the rate of progress is measured over seven school weeks (12 data points), rate of progress is inadequate, the instructional strategies used were identified and the student-centered data are presented and summarized. The data indicate the child does not make sufficient progress to meet age or to meet State-approved grade-level standards in one or more of the listed achievement areas.

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 303.321. 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.

The Districts conduct 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 Districts 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:

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A. SNWSEC School Districts 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, the Districts 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. SNWSEC School Districts 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 Districts 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.

The district must hold a meeting of the individualized education program (IEP) 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. The district must hold the meeting: within ten calendar days after district staff use restrictive procedures on two separate school days within 30 calendar days or a pattern of use emerges and the child's IEP or behavior intervention plan does not provide for using restrictive procedures in an emergency; or at the request of a parent or the district after restrictive procedures are used. The district must review use of restrictive procedures at a child's annual IEP meeting when the child's IEP provides for using restrictive procedures in an emergency.

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

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

The Districts' plan for receiving referrals from parents, physicians, private and public programs, and health and human services agencies is in place at each building within the districts. The building principal along with the special education coordinator assigned to the district oversee the process.

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

The Districts 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 the Districts' 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) One on one instruction
- (2) Small group instruction
- (3) Direct services
- (4) In-Direct services
- (5) Co-Teaching
- (6) Home-Based Services
- (7) Homebound Instruction
- (8) Community Based Instruction
- (9) Any other method approved by the commissioner

B. Sites available at which services may occur:

BECKER PUBLIC SCHOOLS

Becker Primary School

12050 Hancock St
Becker, MN 55308

Becker Intermediate School

12100 Hancock St
Becker, MN 55308

Becker Middle School

13725 Bradley Blvd
Becker, MN 55308

Becker High School

12000 Hancock St
Becker, MN 55308

BIG LAKE PUBLIC SCHOOLS

Liberty Elementary School

17901-205th St
Big Lake, MN 55309

Independence Elementary School

701 Minnesota Ave
Big Lake, MN 55309

Big Lake Middle School

601 Minnesota Ave
Big Lake, MN 55309

Big Lake High School

501 Minnesota Ave
Big Lake, MN 55309

MONTICELLO PUBLIC SCHOOLS

Eastview Education Center

9375 Fenning Ave NE
Monticello, MN 55362

Pinewood Elementary School

1010 West Broadway
Monticello, MN 55362

Little Mountain Elementary

9350 Fallon Ave
Monticello, MN 55362

Monticello Middle School
800 East Broadway
Monticello, MN 55362

Monticello High School
5225 School Blvd
Monticello, MN 55362

Alternative sites available at which services may occur:

Services are also provided in student’s homes and/or day care placements when deemed the least restrictive environment by IEP or IFSP teams. Services may also be provided throughout the Districts’ communities when IEP teams have determined community-based instruction is necessary in order to provide FAPE.

C. Available instruction and related services:

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| (1) Physical Therapy | (14) Music therapy |
| (2) Counseling | (15) Occupational therapy |
| (3) Academic Instruction | (16) Orientation and mobility training |
| (4) Behavioral/social skills instruction | (17) Leisure Recreation |
| (5) Transition Services | (18) School health services |
| (6) Deaf Hard of Hearing Services | (19) Speech pathology |
| (7) Vision Services | (20) Transition services |
| (8) Psychological Services | (21) Special Transportation |
| (9) Social Work Services | (22) Braillists |
| (10) Audiology | (23) Interpreter services |
| (11) Assistive technology devices/services | (24) Program support assistants |
| (12) Early identification and assessment of disabilities in learners | (25) Pupil support assistants |
| (13) Medical services for diagnostic or evaluation purposes | (26) Work Experience Services |
| | (27) Behavior Interventionist Services |
| | (28) Other similar services |

III. Administration and Management Plan.

The Districts 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	Additional Information
<p>John Weekley, Director- SNWSEC, Becker , Big Lake and Monticello Programs</p> <p>Lana Talberg, Special Education Coordinator, oversees both the SNWSEC Cooperative Programs and the non-cooperative Special Education programs housed at Pinewood Elementary and Monticello Middle School.</p> <p>Lynn Sakry, Special Education Coordinator, supports both the SNWSEC programs and the non-cooperative Special Education programs at the high school, as well as overseeing the programs at Little Mountain</p>	<p>Sherburne Northern Wright Special Education Cooperative 302 Washington Street Monticello, MN 55362 763-272-2051 john.weekley@monticello.k12.mn.us</p> <p>Sherburne Northern Wright Special Education Cooperative 302 Washington Street Monticello, MN 55362 763-272-2056 lane.talberg@monticello.k12.mn.us</p> <p>Sherburne Northern Wright Special Education Cooperative 302 Washington Street Monticello, MN 55362 763-272-2062 lynn.sakry@monticello.k12.mn.us</p> <p>Sherburne Northern Wright Special Education Cooperative 302 Washington Street Monticello, MN 55362 763-272-2062 rachel.kasper@monticello.k12.mn.us</p> <p>Sherburne Northern Wright Special Education Cooperative 9375 Fenning Ave NE Monticello, MN 55362 763-272-2930 janelle.ortiz@monticello.k12.mn.us</p>	<p>Staff identified as Special Education Director and Assistant Director work with building administrators, special education coordinators and superintendents to ensure child study procedures, evaluation and determination of eligibility, and development of IEPs are all done in accordance to state and federal requirements. Ensure that staff, resources and space are sufficient to provide FAPE.</p> <p>Staff identified as coordinators work with cooperative staff to guide and direct cooperative teams through child study process, early identification, evaluation and determination of eligibility, development of IEPs, IFSP's and ensure staff, resources and space are available to provide FAPE to identified students across all member districts.</p>	

<p>Elementary School and the C5 18-22 Transition Programs.</p> <p>Rachel Kasper, Cooperative Program Coordinator, oversees the Foundations 1, Foundations 2, Summit, and Rise programs</p> <p>Janelle Ortiz, ECSE Coordinator-</p> <p>Monticello Kindergarten, Big Lake, Becker and Monticello ECSE</p> <p>Steph Loesch Becker Coordinator-Becker HS, MS, Primary and Intermediate</p> <p>Monica Oneill Big Lake Coordinator Elementary Schools</p> <p>Jackie Holker Big Lake Coordinator Secondary Schools and Connections (18-22 Programs)</p>	<p>Sherburne Northern Wright Special Education Cooperative 12050 Hancock Street Becker, MN 55308 763-261-6330 (phone) 763-261-6340 (fax) sloesch@isd742.org</p> <p>Sherburne Northern Wright Special Education Cooperative 17901 205th Street, P.O. Box 600 Big Lake, MN 55309 763-262-8100 (phone) 763-262-8185 m.oneill@biglakeschools.org</p> <p>Sherburne Northern Wright Special Education Cooperative 17901 205th Street, P.O. Box 600 Big Lake, MN 55309 763-262-8100 (phone) 763-262-8185 j.holker@biglakeschools.org</p>		
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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	Additional Information
Dale Christensen, Principal	Becker Primary School 12050 Hancock Street Becker, MN 55308 763-261-6330 (phone) 763-261-6340 (fax) dchristensen@isd726.org	Staff identified as Principals are responsible to work with Special Education Coordinator(s) and Special Education Director to guide and direct building teams through child study process, evaluation and determination of eligibility, development of IEPs and ensure staff, resources and space are available to provide FAPE to identified students	Becker Special Education Coordinator Steph Loesch 763-272-2058 (Coop) 763-261-6307 (Becker) sloesch@isd726.org
Nathaniel Boyer, Principal	Becker Intermediate School 12100 Hancock Street Becker, MN 55308 763-261-4504 (phone) 763-261-5799 (fax) nboyer@isd726.org		
Chantel Boyer, Principal	Becker Middle School 13725 Bradley Blvd Becker, MN 55308 763-261-6333 (phone) 763-261-6306 (fax) cboyer@isd726.org		
David Kreft, Principal	Becker High School 12000 Hancock Street Becker, MN 55308 73-261-4501 (phone) 763-261-4559 (fax) dkreft@isd726.org		
Teresa Smock-Potter, Principal	Liberty Elementary 17901 205 th Street, P.O. Box 600 Big Lake, MN 55309 763-262-8100 (phone) 763-262-8185 t.smock-potter@biglakeschools.org		

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	Additional Information
Jona Deavel, Principal	Independence Elementary 701 Minnesota Ave., PO Box 410 Big Lake, MN 55309 763-262-2537 (phone) 763-262-2533 (fax) j.deavel@biglakeschools.org	Staff identified as Principals are responsible to work with Special Education Coordinator(s) and Special Education Director to guide and direct building teams through child study process, evaluation and determination of eligibility, development of IEPs and ensure staff, resources and space are available to provide FAPE to identified students	Assistant Director Sonni Buerskin s.buerskin@biglakeschools.org
Mark Ernst, Principal Bob Dockendorf, Principal Kristin Greene, Principal Nicole Croteau, Principal	Big Lake Middle School 601 Minnesota Ave., P.O. Box 410 Big Lake, MN 55309 763-262-2537 (phone) 763-262-2533 (fax) m.ernst@biglakeschools.org Big Lake High School 501 Minnesota Ave., P.O. Box 749 Big Lake, MN 55309 763-262-2547 (phone) 763-262-2543 (fax) b.dockendorf@biglakeschools.org Eastview Education Center 9375 Fenning Avenue Monticello, MN 55362 763-272-2900 (phone) 763-272-2909 (fax) kristin.greene@monticello.k12.mn.us Little Mountain Elementary 9350 Fallon Avenue Monticello, MN 55362 763-272-2600 (phone) 763-272-2609 (fax)		

	nicole.croteau@monticello.k12.mn.us		
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	Additional Information
Shelly Gilmore, Principal	Pinewood Elementary 1010 West Broadway Monticello, MN 55362 763-272-2400 (phone) 763-272-2409 (fax) shelly.gilmore@monticello.k12.mn.us	Staff identified as Principals are responsible to work with Special Education Coordinator(s) and Special Education Director to guide and direct building teams through child study process, evaluation and determination of eligibility, development of IEPs and ensure staff, resources and space are available to provide FAPE to identified students	Monticello Special Education Coordinator
Jeff Scherber, Principal	Monticello Middle School 800 East Broadway Monticello, MN 55362 763-272-2100 (phone) 763-272-2109 (fax) jeff.scherber@monticello.k12.mn.us		Rachel Kasper 763-272-2069 rachel.kasper@monticello.k12.mn.us
Lori Hanson and Matt Coalwell, Co-Principals	Monticello High School 5225 School Blvd. Monticello, MN 55362 763-272-3000 (phone) 763-272-3009 (fax) lori.hanson@monticello.k12.mn.us matt.coalwell@monticello.k12.mn.us		

B. Due Process assurances available to parents: The Districts have 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) The Districts will not proceed with the initial evaluation of a child, the initial placement of a child in a special education program, or the initial provision of special education services for a child without the prior written consent of the child's parent. A district may not override the written refusal of a parent to consent to an initial evaluation or reevaluation.

(3) A parent, after consulting with health care, education, or other professional providers, may agree or disagree to provide the parent's child with sympathomimetic medications unless medical, dental, mental and other health services are necessary, in the professional's judgment, that the risk to the minor's life or health is of such a nature that treatment should be given without delay and the requirement of consent would result in delay or denial of treatment.

(4) Parties are encouraged to resolve disputes over the identification, evaluation, educational placement, manifestation determination, interim alternative educational placement, or the provision of a free appropriate public education to a child with a disability through conciliation, mediation, facilitated team meetings, or other alternative process. All dispute resolution options are voluntary on the part of the parent and must not be used to deny or delay the right to a due process hearing. All dispute resolution processes are provided at no cost to the parent.

(5) Conciliation Conference: a parent has the opportunity to meet with appropriate district staff in at least one conciliation conference if the parent objects to any proposal of which the parent receives prior written notice. The Districts hold 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, the Districts inform 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 the Minnesota Department of Education Procedure Safeguard Notice, which the Districts have chosen to use attached as Appendix 3.

IV. Operating Procedures of Interagency Committees

A. Community Transition Interagency Committee (CTIC):

The Districts' CTIC is established in cooperation with member districts SNWSEC along with the counties of Sherburne and Wright in which the districts are located, Rockford, Delano, Buffalo-Hanover-Montrose, Elk River, and Maple Lakes School Districts and the Meeker and Wright County Special Education Cooperative, for youth with disabilities, beginning at grade 9 or age equivalent, and their families.

- The Community Transition Interagency Committee meets the third Tuesday of each month during the school year.
- The CTIC disseminates the summary to all adult services agencies involved in the planning and the MDE by October 1 of each year.
- The responsibilities of the CTIC are under the umbrella of the school responsibilities. All duties and responsibilities are carried out within the collaborative process with adult service providers, Vocational Rehab Services, county social services and local businesses.

B. Interagency Early Intervention Committee

Sherburne Northern Wright Special Education Cooperative's Interagency Early Intervention Committee is 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. Sherburne Northern Wright participates in the Region 7W IEIC.

Region 7W Interagency Early Intervention Committee consists of the following individuals:

(1) 8 SEAUs: Sherburne Northern Wright Special Education Cooperative, West Central Education District, St. Cloud Public Schools, Benton Stearns Education District, Buffalo Public Schools, Meeker and Wright Special Education Cooperative, Elk River Public Schools, St. Michael/Albertville Schools.

(2) Stearns County Human Services, Benton County Public Health, Sherburne County Health and Human Services – Public Health Division, and Wright County Public Health.

(3) Stearns County Human Services, Benton County Human Services, Wright County Human Services, Sherburne County Human Services

(4) Wright County Commissioner

(5) Elk River Public Schools Board Representative

(6) ECFE Representative, Big Lake schools

(7) WCCA Head Start

(8) Parent Representatives

(9) Child Care Resource and Referral: Milestones

(10) St. Cloud public schools school readiness representative

(11) ARC, CentraCare, MDH, MN: CoE

The Interagency Early Intervention Committee meets quarterly. (September, December, February, April and optional June).

SNWSEC is the fiscal host for Region 7W Interagency Early Intervention Committee.

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

The Interagency Early Intervention Committee reviews and comments on the early intervention service of this Total Special Education System Plan for SNWSEC, 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.

C. Interagency Agreements the District has Entered

SNWSEC has entered in an interagency with the Tri-Valley Head Start, Wright County Community Action Head Start, and Reach-up Head Start for eligible children, ages birth to kindergarten 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.

Each agency's financial responsibilities as well as the procedures and policies that identify each agency's responsibilities are outlined in the governance agreement.

The agencies agree that if any agency fails to perform any of the duties outlined in the collaborative agreement, either party may terminate this agreement.

Services provided by each Head Start are to cultivate lifelong learning for identified children and make referrals for special education evaluations to SNWSEC. SNWSEC services are to accept referrals from each Head Start and provide assessments and evaluations to identified children.

There is no payment for services between these agencies.

V. Special Education Advisory Council

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

A. SNWSEC's Special Education Advisory Council is established in cooperation with our member districts of Becker, Big Lake, and Monticello.

B. The Districts' Special Education Advisory Council is not a subgroup of any other existing board/council/committee.

C. SNWSEC's Special Education Advisory Council will be comprised of up to ten members appointed by the Director of Special Services. Members will include parents of students with special needs, community members, and district staff members. Parents will represent at least fifty percent of the SEAC membership. Every effort will be made to ensure that the SEAC membership reflects a wide range of disabilities.

D. SNWSEC's Special Education Advisory Council meets at least once a year. The SEAC shall determine if and when longer meeting times may be necessary. All meetings are open to the public.

E. The operational procedures of SNWSEC's Special Education Advisory Council are as follows:

Operational Procedures:

The Special Education Advisory Council shall be advisory in nature to the Director/Assistant Director of Special Services regarding recommendations for current or proposed special education policy, programs, or services at the district level. The Director of Special Services will have final authority on how to proceed with recommendations.

Information may be brought to Special Education Advisory Council by the members of Special Education Advisory Council, parents, the special education department, and the community at large. Topics shall be submitted to the chairperson of Special Education Advisory Council and approved items will be added to future agendas.

The Special Education Advisory Council shall have access to the School Board and the Superintendent through the Director of Special Services.

VI. Assurances

Code of Federal Regulations, section 300.201: Consistency with State policies. SNWSEC School Districts, 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)).

Assurances are submitted annually to the Minnesota Department of Education.