Benton-Stearns Education District
Total Special Education System (TSES)

Legal Reference	
Minn. R. 3525.1100, subp. 2	This document serves as the Total Special Education System Plan for Benton-Stearns Education District in accordance with Minnesota Rule 3525.1100. This plan also includes an assurance for compliance with the federal requirements pertaining to districts' special education responsibilities found in United States Code, title 20, chapter 33, and Code of Federal Regulations, title 34, part 300. This document is a companion to the Application for Special Education Funds – Statement of Assurances (ED-01350-29).
Minn. R. 3525.2405	Erin Dohrmann, Benton-Stearns Education District's Executive Director of Special Education, is responsible for program development, coordination, and evaluation; in-service training; and general special education supervision and administration. Erin Dohrmann may be reached at 320-257-7348.
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 Benton-Stearns Education district does not discriminate in education on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability.
Minn. R. 3525.0750	**A. Identification** Benton-Stearns Education District has developed systems designed to identify pupils with disabilities beginning at birth, pupils with disabilities attending public and nonpublic schools, and pupils with disabilities who are of school age and are not attending any school.

Minn. R. 3525.1350	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 Benton-Stearns Education District to children from birth through two years of age who meet the outlined criteria. The team determines that a child from birth through the age of two years is eligible for infant and toddler intervention services if: A. The child meets the criteria of one of the disability categories in United States Code, title 20, chapter 33, as defined in Minnesota Rules; or B. The child meets one of the criteria for developmental delay in subitem (1), (2), or (3): (1) The child has a diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay regardless of whether the child has a demonstrated need or delay; or

	(2) The child is experiencing a developmental delay that is demonstrated by a score of 1.5 standard deviations or more below the mean, as measured by the appropriate diagnostic measures and procedures, in one or more of the following areas: ○ Cognitive development; ○ Physical development, including vision and hearing; ○ Communication development; ○ Social or emotional development; and ○ Adaptive development; or (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.

Minn. R. 3525.1351	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, section 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). Benton-Stearns Education District has elected the option of implementing these criteria for developmental delay. (1) The child: a. Has a diagnosed physical or mental condition or disorder that has a high probability or resulting in developmental delay; or b. Has a delay in each of two or more of the areas of cognitive development; physical development, including vision and hearing; communication development; social or emotional development; and adaptive development, that is verified by an evaluation using one or more technically adequate, norm-referenced instruments. The instruments must be individually administered by appropriately trained professionals and the scores must be at least 1.5 standard deviations below the mean in each area. (2) The child's need for special education is supported by: a. At least one documented, systematic observation in the child's routine setting by an appropriate professional or, if observation in the daily routine setting is not possible, the alternative setting must be justified; b. A developmental history; and

	c. At least one other evaluation procedure in each area of identified delay that is conducted on a different day than the medical or norm-referenced evaluation; which may include criterion referenced instruments, language samples, or curriculum-based measures.

Minn. R. 3525.1341	Benton-Stearns Education District's plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341. Benton-Stearns Education 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. The special education team may utilize the SRBI model in identifying a child with a specific learning disability. Benton-Stearns Education District's plan for identifying a child with a specific learning disability is attached as Appendix A.
	B. Evaluation Evaluation of the child and assessment of the child and family will be conducted in a manner consistent with Code of Federal Regulations, title 34, section 303.321. A. *General.* 1. The lead agency must ensure that, subject to obtaining parental consent in accordance with §303.420(a)(2), each child under the age of three who is referred for evaluation or early intervention services under this part and suspected of having a disability, receives: (i) A timely, comprehensive, multidisciplinary evaluation of the child in accordance with paragraph (b) of this section unless eligibility is established under paragraph (a)(3)(i) of this section; and (ii) If the child is determined eligible as an infant or toddler with a disability as defined in §303.21; (A) A multidisciplinary assessment of the unique strengths and needs of that infant or toddler and the identification of services appropriate to meet those needs; (B) A family-directed assessment of the resources, priorities, and concerns of the family and the identification of the supports and services necessary to enhance the family's capacity to meet the developmental needs of that infant or toddler. The assessments of the child and family are described in paragraph (c) of this section and these assessments may occur simultaneously with the evaluation, provided that the requirements of paragraph (b) of this section are met. 2. As used in this part— (i) Evaluation means the procedures used by qualified personnel to

Minn. R. 3525.1350 34 C.F.R. § 303.321	determine a child's initial and continuing eligibility under this part, consistent with the definition of infant or toddler with a disability in §303.21. An initial evaluation refers to the child's evaluation to determine his or her initial eligibility under this part; (ii) Assessment means the ongoing procedures used by qualified personnel to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs throughout the period of the child's eligibility under this part and includes the assessment of the child, consistent with paragraph (c)(1) of this section and the assessment of the child's family, consistent with paragraph (c)(2) of this section; and (iii) Initial assessment refers to the assessment of the child and the family assessment conducted prior to the child's first IFSP meeting. 3. (i) A child's medical and other records may be used to establish eligibility (without conducting an evaluation of the child) under this part if those records indicate that the child's level of functioning in one or more of the developmental areas identified in §303.21(a)(1) constitutes a developmental delay or that the child otherwise meets the criteria for an infant or toddler with a disability under §303.21. If the child's part C eligibility is established under this paragraph, the lead agency or EIS provider must conduct assessments of the child and family in accordance with paragraph (c) of this section. (ii) Qualified personnel must use informed clinical opinion when conducting an evaluation and assessment of the child. In addition, the lead agency must ensure that informed clinical opinion may be used as an independent basis to establish a child's eligibility under this part even when other instruments do not establish eligibility; however, in no event may informed clinical opinion be used to negate the results of evaluation instruments used to establish eligibility under paragraph (b) of this section. 4. All evaluations and assessments of the child and family must be conducted by qualified personnel, in a nondiscriminatory manner, and selected and administered so as not to be racially or culturally discriminatory. 5. Unless clearly not feasible to do so, all evaluations and assessments of a child must be conducted in the native language of the child, in accordance with the definition of native language in §303.25. 6. Unless clearly not feasible to do so, family assessments must be conducted in the native language of the family members being assessed, in accordance with the definition of native language in §303.25. B. Procedures for evaluation of the child. In conducting an evaluation, no single procedure may be used as the sole criterion for determining a child’s eligibility under this part. Procedures must include: (1) Administering an evaluation instrument;

	(2) Taking the child's history (including interviewing the parent); (3) Identifying the child's level of functioning in each of the developmental areas in § 303.21(a)(1); (4) Gathering information from other sources such as family members, other care-givers, medical providers, social workers, and educators, if necessary, to understand the full scope of the child's unique strengths and needs; and (5) Reviewing medical, educational, or other records. C. Procedures for assessment of the child and family. (1) An assessment of each infant or toddler with a disability must be conducted by qualified personnel in order to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs. The assessment of the child must include the following: (i) A review of the results of the evaluation conducted by paragraph (b) of this section; (ii) Personal observations of the child; and (iii) The identification of the child's needs in each of the developmental areas in § 303.21(a)(1). (2) A family-directed assessment must be conducted by qualified personnel in order to identify the family's resources, priorities, and concerns and the supports and services necessary to enhance the family's capacity to meet the developmental needs of the family's infant or toddler with a disability. The family-directed assessment must – (i) Be voluntary on the part of each family member participating in the assessment; (ii) Be based on information obtained through an assessment tool and also through an interview with those family members who elect to participate in the assessment; and (iii) Include the family's description of its resources, priorities, and concerns related to enhancing the child's development.
Minn. R. 3525.2550	The team conducts 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.

	Benton-Stearns Education District conducts full and individual initial evaluation before the initial provision of special education and related services to a pupil. The initial

Minn. R. 3525.2710 Minn. Stat. § 125A.091	evaluation consists of procedures to determine whether a child is a pupil with a disability that adversely affects the child's educational performance as defined in Minnesota Statutes, section 125A.02, who by reason thereof needs special education and related services, and to determine the educational needs of the pupil. The district proposes to conduct an initial evaluation to determine if the child qualifies as a pupil with a disability obtains informed consent from the parent of the child before the evaluation is conducted. Parental consent for evaluation is not construed as consent for placement for receipt of special education and related services. The District will not override the written refusal of a parent to consent to an initial evaluation or re-evaluation.

Minn. R. 3525.2710, subp. 3	**Evaluation Procedures** Evaluations and reevaluations are conducted according to the following procedures: A. Benton-Stearns Education 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, Benton-Stearns Education District: 1. Uses a variety of evaluation tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that are designed to assist in determining whether the child is a pupil with a disability and the content of the pupil's individualized education program, including information related to enabling the pupil to be involved in and progress in the general curriculum, or for preschool pupils, to participate in appropriate activities; 2. Does not use any single procedure as the sole criterion for determining whether a child is a pupil with a disability or determining an appropriate educational program for the pupil; and 3. Uses technically sound instruments that are designed to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. C. Benton-Stearns Education District ensures that: 1. tests and other evaluation materials used to evaluate a child under this part are selected and administered so as not to 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 the 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 administers 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. The district obtains 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 evaluates a pupil in accordance with federal regulations before determining that the pupil is no longer a pupil with a disability.
	B. Procedures for determining eligibility and placement

Minn. R. 3525.2710, subp. 5	A. In interpreting 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: 1. Draws 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. Ensures 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 is developed for the pupil according to Minnesota Rule 3525.2810.
Minn. R. 3525.2710, subp. 6	**Evaluation report** An evaluation report is completed and delivered to the pupil's parents within the specified evaluation timeline. At a minimum, the evaluation report includes: 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.

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

125A.08	Benton-Stearns Education 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.
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's 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:

● Special Education Instruction within the General Education Classroom ● Co-Teaching
● Direct Supplemental Instruction
● Direct Instruction in Resource Room
● Indirect Instruction and Consultation with Student's Educational Team ● Small Group Instruction
● Computer-aided Instruction
● Home Visits
● Community-Based Instruction
● One-to-one Instruction

B. Sites available at which services may occur (location addresses below): ● BENTON-STEARNS EDUCATION DISTRICT

- ○ Early Intervention Program
- ○ Voyagers and New Frontiers Program
- ○ Pioneers Program and ASD Program
- ○ Grafton School-Residential Facility

● FOLEY PUBLIC SCHOOLS

- ○ Foley Elementary School
- ○ Foley Intermediate School
- ○ Foley High School

● HOLDINGFORD PUBLIC SCHOOLS

- ○ Holdingford Elementary School
- ○ Holdingford High School

● KIMBALL PUBLIC SCHOOLS

- ○ Kimball Elementary School
- ○ Kimball High School

● ROCORI PUBLIC SCHOOLS

- ○ District Education Facility
- ○ Cold Spring Elementary School
- ○ Richmond Elementary School
- ○ John Clark Elementary School
- ○ ROCORI Middle School
- ○ ROCORI High School

	● **SARTELL-ST. STEPHEN PUBLIC SCHOOLS** ○ Oak Ridge Early Learning Center ○ Pine Meadow Primary School ○ Riverview Intermediate School ○ Sartell Middle School ○ Sartell High School ● **SAUK RAPIDS-RICE PUBLIC SCHOOLS** ○ Hillside Early Childhood Center ○ Pleasantview Elementary School ○ Mississippi Heights Elementary School ○ Rice Elementary School ○ Sauk Rapids-Rice Middle School ○ Sauk Rapids-Rice High School **C. Available instruction and related services:** ● Physical Therapy ● Counseling ● Academic Instruction ● Behavior/Social Skills Instruction ● Transition Services ● Deaf/Hard of Hearing Services ● Vision Services ● Psychological Services ● Social Work Services ● Audiology ● Assistive Technology Services/Devices ● Early Identification and assessment of disabilities in learners ● Medical Services for Evaluation Purposes ● Occupational Therapy ● Orientation and Mobility Training ● Transition Services ● School Health Services ● Speech Pathology ● Special Transportation ● Braillists ● Interpreter Services ● Program Support Services ● Pupil Support Services ● Work Experience Services ● Low Incidence Services
Minn. R. 3525.1100, subp. 2(C) Minn. R. 3525.1100, subp. 2(A) and (B)	**III. Administration and Management Plan** Benton-Stearns Education 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:

Brief Description of Staff Responsibilities relating to child study procedures and method of providing special education services	Staff Identified as **Principals** are responsible to work with Special Education Supervisor(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
Principal Contact Information	

FOLEY PUBLIC SCHOOLS		
Foley Elementary	Foley Intermediate	Foley High
Adam Kluver, Principal	**Peter Wittmer, Principal**	**Joel Foss, Principal**
743 Penn St	840 Norman Ave N	621 Penn St
Foley, MN 56329	Foley, MN 56329	Foley, MN 56329
Ph: 320-968-8540	Ph: 320-968-8583	Ph: 320-968-8420
Fax: 320-968-8608	Fax: 320-968-8608	Fax: 320-968-8456
akluver@apps.isd51.org	pwittmer@apps.isd51.org	joelfoss@apps.isd51.org

HOLDINGFORD PUBLIC SCHOOLS	
Holdingford Elementary	Holdingford High
Jim Stang, Principal	**Tom Cooper, Principal**
900 5th St PO Box 250	900 5th St PO Box 250
Holdingford MN 56340-0250	Holdingford MN 56340-0250
Ph: 320-746-2221	Ph: 320-746-2221
Fax: 320-746-8174	Fax: 320-746-9959
jim.stang@isd738.org	tom.cooper@isd738.org

KIMBALL PUBLIC SCHOOLS

Kimball Elementary	Kimball High
Joel Timmerman, Principal	**Nancy Bonnifield, Principal**
405 Hazel Ave E PO Box 368	100 Highway 55 E PO Box 368
Kimball MN 55353-0368	Kimball MN 55353-0368
Ph: 320-398-7700 x 2502	Ph: 320-398-7700 x 1309
Fax: 320-398-5433	Fax: 320-398-7737
joel.timmerman@kimball.k12.mn.us	nancy.bonnifield@kimball.k12.mn.us

ROCORI PUBLIC SCHOOLS		
Cold Spring Elementary	ROCORI Middle	ROCORI High
Jim Mitteness, Principal	**Ryan Hauge, Principal**	**Ryan Hauge, Principal**
601 Red River Ave N	534 5th Ave N	534 5th Ave N
Cold Spring MN 56320	Cold Spring MN 56320	Cold Spring MN 56320
Ph: 320-685-7534 x 3950	Ph: 320-685-3296	Ph: 320-685-3296
Fax: 320-685-4962	Fax: 320-685-4968	Fax: 320-685-4968
mittenessj@rocori.k12.mn.us	hauger@rocori.k12.mn.us	hauger@rocori.k12.mn.us
Richmond Elementary	John Clark Elementary	District Ed FAC
Mary Holmberg, Principal	**Mary Holmberg, Principal**	**Stephanie Ruegemer, Comm. Ed Dir.**

34 2nd St N PO Box 489	415 West Broadway Box 37	527 Main St
Richmond MN 56368-0489	Rockville MN 56369-0037	Cold Spring MN 56320
Ph: 320-597-2016 x 1101	Ph: 320-251-8651 x 2101	Ph: 320-685-4035
Fax: 320-597-2955	320-251-8430	Fax: 320-685-4906
holmbergm@rocori.k12.mn.us	holmbergm@rocori.k12.mn.us	ruegemers@rocori.k12.mn.us

SARTELL – ST STEPHEN PUBLIC SCHOOLS

Oak Ridge Early Learning	Pine Meadow Primary	Riverview Intermediate
Robert Geisenhof, Interim Principal	**Sara Nelson, Principal**	**Brittney Schoephoerster, Principal**
1111 27th St N	1029 5th St N	627 3rd Ave N
Sartell MN 56377	Sartell MN 56377	Sartell MN 56377
Ph: 320-258-3762	Ph: 320-656-3751	Ph: 320-656-3700
Fax: 320-258-3694	Fax: 320-656-3766	Fax: 320-253-1403
julia.bjerke@isd748.org	sara.nelson@isd748.org	brittney.schoephoerster@isd748.org
Sartell Middle	Sartell High	
Nicholas Peterson, Principal	**Shayne Kusler, Principal**	
748 7th St N	3101 Pinecone Road N	
Sartell MN 56377	Sartell MN 56377	
Ph: 320-656-3702	Ph: 320-656-0748 x 6111	
Fax: 320-253-1403	Fax: 320-656-5296	
nicholas.peterson@isd748.org	shayne.kusler@isd748.org	

SAUK RAPIDS / RICE PUBLIC SCHOOLS		
Hillside	Pleasantview Elementary	Mississippi Heights Elementary
Sue Hiltner, EC Director	**Eric Olson, Interim Principal**	**Tanya Petersen, Principal**
30 4th Ave S	1009 6th Ave N	1003 4th St S
Sauk Rapids MN 56367	Sauk Rapids MN 56379	Sauk Rapids MN 56379
Ph: 320-255-8910	Ph: 320-253-0506	Ph: 320-252-0122
Fax: 320-258-1197	Fax: 320-253-1444	Fax: 320-258-1399
sue.hiltner@isd47.org	eric.olson@isd47.org	tanya.petersen@isd47.org
Rice Elementary	Sauk Rapids / Rice Middle	Sauk Rapids / Rice High
Jenny Bushman, Principal	**Laura Arndt, Principal**	**Sandy Logrono, Principal**
200 3rd Ave NE PO Box 25	901 1st St S	1835 Osauka Rd NE
Rice MN 56367-0025	Sauk Rapids MN 56379	Sauk Rapids MN 56379

Ph: 320-393-2177	Ph: 320-654-9073	Ph: 320-253-4700
Fax: 320-393-2140	Fax: 320-259-8909	Fax: 320-258-1717
jenny.bushman@isd47.org	laura.arndt@isd47.org	sandy.logrono@isd47.org

Brief Description of Staff Responsibilities relating to child study procedures and method of providing special education services	Staff identified as **Special Education Supervisors** work with building administrators, and Director of Special Education 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 Staff Identified as **Early Childhood Special Education Supervisors** will work with Birth to Three staff to ensure early identification of children through the

	referral, evaluation and assessment process, determination of eligibility, and development of IFSP and ensure staff and resources are sufficient to provide FAPE
Special Education Supervisor Contact Information	

BENTON STEARNS EDUCATION DISTRICT			
Benton Stearns Education District-Early Intervention Program	Benton Stearns Education District- Voyagers and New Frontiers Program	Benton Stearns Education District- Pioneers and ASD Program	Benton Stearns Education District - Grafton
Lisa Maschino, Early Childhood Special Education Supervisor	**Abby Lyon, Special Education Supervisor**	**Stephanie Shaver, Special Education Supervisor**	**Jean Wirz, Special Education Supervisor**
517 2nd St South	324 3rd Avenue South	212 3rd Avenue North	224 Krays Mill Road
Sartell MN 56377	Sauk Rapids MN 56379	Sartell MN 56377	Cold Spring MN 56320
320-252-8427	320-253-8940	320-257-9989	320-426-6301

Nancy Plante, Special Education Supervisor 517 2nd St S PO Box 299 Sartell MN 56377 320-252-8427 nplante@bentonstearns.k12.mn.us	● Foley Elementary, Foley Intermediate, Foley High School ● Holdingford Elementary School, Holdingford High School
Tom Hannasch, Special Education Supervisor 517 2nd St S PO Box 299 Sartell MN 56377 320-252-8427 thannasch@bentonstearns.k12.mn.us	● Kimball Elementary, Kimball High School ● Cold Spring Elementary, Richmond Elementary, John Clark Elementary, District Ed FAC, Rocori Middle, Rocori High School
Montana Peters, Special Education Supervisor 212 3rd Ave B Sartell MN 56377 320-656-3701 x1104 mpeters@bentonstearns.k12.mn.us	● Oak Ridge Early Learning, Pine Meadow Primary, Riverview Intermediate, Sartell Middle, Sartell High School
Ellie Hamilton, Special Education Supervisor 1835 Osauka RD NE Sauk Rapids MN 56379 320-258-1816 ellie.hamilton@isd47.org	● Hillside EC, Pleasantview Elementary, Mississippi Heights Elementary, Rice Elementary, Sauk Rapids Rice/Middle, Sauk Rapids/Rice High School

Brief Description of Staff Responsibilities relating to child study procedures and method of providing special education services	Staff identified as **Special Education Director** work with building administrators, special education supervisors 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. Work with Birth to Three Supervisor to ensure referral and early identification, evaluation and assessment process, determination of eligibility and development

	of IFSPs are done in compliance with state and federal requirements. Ensure that staff and resources are sufficient to provide FAPE to the Birth to Three population in all member districts.
Special Education Director Contact Information	

Erin Dohrmann, Executive Director of Special Education 517 2nd St S PO Box 299 Sartell MN 56377 320-252-8427 edohrmann@bentonstearns.k12.mn.us	● Foley Elementary, Foley Intermediate, Foley High School ● Holdingford Elementary, Holdingford High School ● Kimball Elementary, Kimball High School ● Cold Spring Elementary, Richmond Elementary, John Clark Elementary, District Ed FAC, Rocori Middle, Rocori High School, District Service Center ● Oak Ridge Early Learning, Pine Meadow Primary, Riverview Intermediate, Sartell Middle, Sartell High School ● Hillside EC, Pleasantview Elementary, Mississippi Heights Elementary, Rice Elementary, Sauk Rapids Rice/Middle, Sauk Rapids/Rice High School ● Benton Stearns Education District- Voyagers, Pioneers, Grafton School, New Frontiers, ASD Program, Early Intervention Program

Minn. Stat. § 125A.091	B. Due Process assurances available to parents: Benton-Stearns Education District has appropriate and proper due process procedures in place to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils, including alternative dispute resolution and due process hearings. A description of these processes are as follows: 1. Prior written notice to a) inform the parent that except for the initial placement of a child in special education, the school district will proceed with its proposal for the child's placement or for providing special education services unless the child's parent notifies the district of an objection within 14 days of when the district sends the prior written notice to the parent; and b) state that a parent who objects to a proposal or refusal in the prior written notice may request a conciliation conference or another alternative dispute resolution procedure. 2. Benton-Stearns Education District will not proceed with the initial evaluation of a child, the initial placement of a child in a special education program, or the initial provision of special education services for a child without the prior written consent of the child's parent. A district may not override the written refusal of a parent to consent to an initial evaluation or reevaluation. 3. A parent, after consulting with health care, education, or other professional providers, may agree or disagree to provide the parent's child with sympathomimetic medications unless medical, dental, mental and other health services are necessary, in the professional's judgment, that the risk to the minor's life or health is of such a

	nature that treatment should be given without delay and the requirement of consent would result in delay or denial of treatment. 4. Parties are encouraged to resolve disputes over the identification, evaluation, educational placement, manifestation determination, interim alternative educational placement, or the provision of a free appropriate public education to a child with a disability through conciliation, mediation, facilitated team meetings, or other alternative process. All dispute resolution options are voluntary on the part of the parent and must not be used to deny or delay the right to a due process hearing. All dispute resolution processes are provided at no cost to the parent. 5. Conciliation Conference: A parent has the right to request 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. Benton-Stearns Education 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, Benton-Stearns Education District informs parents of other dispute resolution processes, including at least mediation and facilitated team meetings. The fact that an alternative dispute resolution process was used is admissible in evidence at any subsequent proceeding. State-provided mediators and team meeting facilitators shall not be subpoenaed to testify at a due process hearing or civil action under special education law nor are any records of mediators or state-provided team meeting facilitators accessible to the parties. 7. Descriptions of the mediation process, facilitated team meetings, state complaint, and impartial due process hearings may be found in Benton-Stearns Education District's Procedural Safeguard Notice, attached as Appendix C.
	IV. Interagency Agreements the District has Entered
Minn. R. 3525.1100,	Benton-Stearns Education District has entered in the following interagency agreements or joint powers board agreements for eligible children, ages 3 to 22, to establish agency responsibility that assures that interagency services are coordinated, provided, and paid for, and that payment is facilitated from public and private sources: **Name of Agency Terms of Agreement** **Agreement** **Termination/Renewal Date**

subp. 2(E)	Annual June 30, 2027 Benton County Children's Mental Health Collaborative Annual June 30, 2027 Stearns County Children's Mental Health Collaborative Reach-Up Head Start Annual June 30, 2027 Annual June 30, 2027 Interagency Early Intervention Committee (Committee has a workplan) Vocational Rehabilitation Services Annual June 30, 2027 Community Transition Interagency Committee Annual June 30, 2027
Minn. Stat. § 125A.24	**V. Special Education Advisory Council** To increase the involvement of parents of children with disabilities in district policy making and decision making, Benton-Stearns Education District has a special education advisory council. A. Benton-Stearns Education District's Special Education Advisory Council is established in cooperation with all districts who are members of the same special education cooperative, including: Foley, Holdingford, Kimball, ROCORI, Sartell-St. Stephen and Sauk Rapids-Rice. B. Benton-Stearns Education District's Special Education Advisory Council is not a subgroup of the existing board/council/committee. C. At least half of Benton-Stearns Education District's parent advisory councils' members are parents of students with a disability. D. If the district has a nonpublic school located in its boundaries and the parent advisory council includes at least one member who is a parent of a nonpublic school student with a disability, or an employee of a nonpublic school if no parent of a nonpublic school student with a disability is available to serve. E. Each local council meets no less than once each year. F. Benton-Stearns Education District's Special Education Advisory Council meets no less than once each year and the council currently meets three times per year. Members of the council have the ability to participate in the meeting virtually or in person. Meeting dates and times will be made available to the council members. If dates and times change, all members will be notified in advance. G. The operational procedures of Benton-Stearns Education District's Special Education Advisory Council are attached as Appendix D.

34 C.F.R. §§ 300.200 through 300.213	**VI. Assurances** Code of Federal Regulations, section 300.201: Consistency with State policies. Benton-Stearns Education District, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the State policies and procedures established under sections 300.101 through 300.163, and sections 300.165 through 300.174. (Authority: 20 U.S.C. § 1413(a)(1)). Yes: Assurance given.

APPENDIX

Appendix A: Specific Learning Disabilities Plan & Criteria Appendix B: Referral Process

Appendix C: Procedural Safeguards

Appendix D: Special Education Advisory Council