PAWN Special Education
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Sherry Safratowich – District #6099

To: Families of Public, Nonpublic, and Home School Children

From: Jamie Wothe
Director of Special Education

Subj: Child Find

PAWN Special Education provides oversight of special education services to the following districts: Park Rapids Area Independent School District (ISD) #309; the Nevis Independent School District (ISD) #308; Walker-Hackensack-Akeley Independent School District (ISD) #113, Pine Point Independent School District (ISD) #025 and Up North Learning Center District #6099. These districts support the following PAWN Special Education Mission Statement:

The PAWN Special Education is an inclusive community where all persons will reside, grow, and benefit by being with each other at home, at school and in the community. The mission of the PAWN Special Education is to deliver an array of services, facilitate the education of students, and provide opportunities for successful, meaningful learning.

Please find enclosed in this letter, APPENDIX C: Plan for Receiving Referrals which is from your resident district's Total Special Education System (TSES). This document outlines the child find procedures, including the names and contact numbers of individuals who will help you through this process. The complete TSES for your resident district is posted on each member district website.

Enclosure

APPENDIX C: Plan for Receiving Referrals

ISD #309 REFERRAL PROCESS: B I R T H TO PRE-KINDERGARTEN

Park Rapids School District utilizes the Help Me Grow referral process for children birth to pre-kindergarten in need of early intervention.

When a referral should be made:

- A parent or provider is concerned about any aspect of a child's development including: cognitive, physical, communication, adaptive or social emotional or
- When a screening of the child indicates concerns and the need for a complete developmental evaluation or
- When the child has a confirmed diagnosis that is likely to result in a developmental delay (a diagnosed physical, cognitive, or mental health condition is not required to make a referral)
    - These can include weight or premature birth
    - Suspected hearing impairment
    - Suspected vision impairment
    - Congenital anomalies

A referral can be made by:

- Parents/guardians, healthcare providers, childcare providers, teachers, social workers, or anyone associated with the child or family, professionally or personally.

Referrals can be made by:

- Use online referral form available at the Minnesota Parents Know website www.mnparentsknow.info Select "Refer a child to Help Me Grow" in the upper right corner.
- Call 1-866-693-GROW (4769)
- Contact the child's resident school district at: (218)237-6200 or fax (218)237-6248
- For children ages three–five contact is Carolyn Melchert at (218)237-6585 or Addy Upton at (218)237-6586.
- For children ages birth – two contact Rita Southerton at (218)237-6547

After a referral has been received, a representative of the Park Rapids District will contact the family to make an appointment to gather information and plan a course of action. The plan will include activities to determine if the child is eligible for Early Intervention Services.

If the child is found eligible, an early childhood special education teacher from the Park Rapids School District and other agencies will work with the family to plan appropriate services and support. Parents/guardians must give written permission prior to evaluation and plan development. Parents help develop intervention plans, goals, and objectives. Services are voluntary on the part of the family. For eligible children birth – age 2, an Individual Family Service Plan (IFSP) or eligible children ages 3 – 5, an Individualized Education Program (IEP) is developed. For children birth through age 2 evaluation timeline is 45 days from date of referral to plan development. If a child is not found eligible, the family will be provided with information about other early childhood community services and programs that may be helpful.

ISD #309 REFERRAL PROCESS: STUDENTS AGES 5 - 21

Pre-referral interventions are planned, systematic efforts by regular education staff to resolve presenting learning or behavior difficulties. Before a student is referred for a Special Education evaluation, the district conducts and documents at least two instructional strategies, alternatives or interventions using a system of scientific, research-based instruction and intervention in academics or behavior, based on the student's needs, while the pupil is in the regular general education classroom. The student's teacher documents baseline and progress reporting.

Park Rapids District #309 has an Intervention Team in each of the following buildings: Park Rapids Area Century School and Park Rapids Area High School. The purpose of an Intervention Team is to provide a problem-solving approach to support the classroom teacher in identifying interventions to support students who are struggling to meet grade level standards.

Intervention Team members are determined in each building and may consist of general education teachers including academic interventionist, counselors, school nurse, and building administration.

The purpose of the Intervention Team is to use a problem-solving model to assist the student's teacher with:

1. Collect, review, and analyze student data to identify primary concern impacting the gap between student's performance and grade-level expectations
2. Identify the instructional variables to be included in plan to address the gap and assist with development of researched-based interventions, instructional strategies, or alternatives to match referral concern
3. Develop plan for implementation of intervention with assurances intervention will be implemented with fidelity
4. Determine procedures to assess the effectiveness of the intervention, evaluate the data, and determine if plan is effective in addressing the referral concern

At Park Rapids Century School, the Intervention Team coordinator is the Annie Lehrke-Minske (218)237-6205 and at the Park Rapids Area School is Shelli Walsh (218)237-6412.

Parents or guardians may also request an evaluation by providing a written request for evaluation to the building principal. Upon receipt of parents' written request for evaluation, a meeting with child's regular education teacher, building principal, special education teacher and parent will be scheduled within 10 school days to consider the parent's request for evaluation. The purpose of the meeting will be to identify parent concerns, review existing educational data, document any interventions that have been provided to the child, and review information provided by the parent. Documentation of two pre-referral interventions will be required. Interventions may have been completed and documented prior to parent request or interventions may be planned concurrent with the special education evaluation.

As a result of the meeting to consider parent request for evaluation, the district may determine to:

1. Proceed with the requested evaluation by making a referral to special education, or
2. Refer to building Intervention Team is to identify instructional strategies, alternatives, or interventions designed to meet academic or behavioral concerns, or
3. Deny the request for evaluation based on a review of existing educational data. The existing data are sufficient to determine that the student does not have a disability and is not in need of special education. Denial of parent request for evaluation must be documented using Prior Written Notice and Parent Consent forms.

A special education evaluation team may waive the requirement for two pre-referral interventions when it determines the student's need for the evaluation is urgent. Situations when the team may waive the pre- referral intervention requirements may include situations when 1) a student who enters the district with a documented history of blindness, deafness, paraplegia, traumatic brain injury, or 2) a student whose disability is well documented, or 3) the student has had an IEP in the last 12 months.

Upon completion of at least two pre-referral interventions are completed, the Intervention Team may refer the student to special education department for special education evaluation. A Child Study Team (CST) consisting of the Special Education Staff and other staff as determined per building will review the pre-referral interventions and student information before deciding whether or not to recommend evaluation.

Members of the CST include building administration, general education staff and special education staff and others as deemed necessary.

The following staff are the core Child Study Team members:

Park Rapids Area Century School:

Mike LeMier – Grades PreK – 6 Principal
mlemier@parkrapids.k12.mn.us
(218) 237-6330

Brian Johnson – Special Education Teacher
brianjohnson@parkrapids.k12.mn.us
(218)237-6369

Kasey Schorn – Special Education Teacher
kschorn@parkrapids.k12.mn.us
(218)237-6289

Annie Minske – Grade PreK – 6 Asst. Principal
aminske@parkrapids.k12.mn.us
(218)-237-6220

Sara Kovach - Special Education Teacher
skovach@parkrapids.k12.mn.us
(218) 237-6239

John Solien – DCD Special Education Teacher
jsolien@parkrapids.k12.mn.us
(218) 237-6338

Rachael Andersen – Special Education Teacher
randersen@parkrapids.k12.mn.us
(218) 237-6390

Mindy Kyllonen - Special Education Teacher
mkyllonen@parkrapids.k12.mn.us
(218) 237-6___

Rita Southerton – ECSE Teacher/PreK Coord
rsoutherton@parkrapids.k12.mn.us
(218) 237-6547

Sara Carroll – Speech Language Pathologist
scarroll@parkrapids.k12.mn.us
(218) 237-6551

Carolyn Melchert – ECSE Special Education Teacher
cmelchert@parkrapids.k12.mn.us
(218) 237-6585

Allie Steffen – Speech Language Pathologist
allisonsteffen@parkrapids.k12.mn.us
(218) 237-6551

Kristi Goochey – Special Education Teacher
kgoochey@parkrapids.k12.mn.us
(218) 237-6327

Erin Harvey – Speech Language Pathologist
eharvey@parkrapids.k12.mn.us
(218) 237-6265

Leah Hilmanowski - Special Education Teacher
lhilmanowski@parkrapids.k12.mn.us
(218) 237-6247

Jana Oatis - School Psychologist
joatis@parkrapids.k12.mn.us
(218) 237-6___

Danielle Perry - Special Education Teacher
dperry@parkrapids.k12.mn.us
(218) 237-6339

Kathy Wiederin - Special Education Teacher
kwiederin@parkrapids.k12.mn.us
(218) 237-6206

Addy Upton – ECSE Special Education Teacher
aupton@parkrapids.k12.mn.us
(218)237-6586

Park Rapids Area High School:

Jeff Johnson – Grades 9-12 Principal
jjohnson@parkrapids.k12.mn.us
(218) 237-6440

Mark Frank – Grades 5-8 Asst. Principal
mfrank@parkrapids.k12.mn.us
(218)237-6350

Matt Brandt - Special Education Teacher
mbrandt@parkrapids.k12.mn.us
(218) 237-6409

Sara Carroll – Speech Language Pathologist
scarroll@parkrapids.k12.mn.us
(218) 237-6551

Kevin Cederstrom – Special Education Teacher
kcederstrom@parkrapids.k12.mn.us
(218) 237-6450

Lisa Coborn - Special Education Teacher
lcoborn@parkrapids.k12.mn.us
(218) 237-6474

Pat Deegan - Special Education Teacher
pdeegan@parkrapids.k12.mn.us
(218) 237-6461

Peder Hoyum -Special Education Teacher
phoyum@parkrapids.k12.mn.us
(218)237-6483

Garrett Kovach - Special Education Teacher
gkovach@parkrapids.k12.mn.us
(218) 237-6336

Aaron Morris – Special Education Teacher
amorris@parkrapids.k12.mn.us
(218)237-6468

Jana Oatis - School Psychologist
joatis@parkrapids.k12.mn.us
(218) 237-6268

Paula Pearson - Special Education Teacher
ppearson@parkrapids.k12.mn.us
(218) 237-6353

Brent Vandal - Special Education Teacher
bvandal@parkrapids.k12.mn.us
(218) 237-6459

Other Staff as Deemed Necessary:

Shalom Grandy – Physically Impaired Consultant/Homebound
sgrandy@parkrapids.k12.mn.us
(218) 237-6543

Nicole Johnson – Developmental Adaptive Physical Education
njohnson@parkrapids.k12.mn.us
(218) 237-6345

Miranda Jones – Deaf/Hard of Hearing Specialist

Mel Walberg – Program Specialist
mwalberg@fed.k12.mn.us

Carrie Wittenberg – Blind/Visually Impaired Consultant
cwittenberg@parkrapids.k12.mn.us
(218) 237-6274

Jamie Young – Occupational Therapist
jamie@mynatherapy.com

If the multidisciplinary team recommends an educational evaluation, an IEP manager will be identified to begin the process of planning the evaluation. Prior written Notice and Parent Consent/Objection form will be provided to the parent for review and written consent before moving forward with the educational evaluation. Once signed parent permission for evaluation is received, the district has 30 school days to complete the evaluation and determine eligibility for services. If the student is eligible for Special Education services, an Individual Education Plan is developed by the IEP team (parents, general education teacher, special education teacher, and qualified district representative) within 30 calendar days.