Princeton School District *#477*
Total Special Education System
(TSES)

This document serves as the Total Special Education System Plan for Princeton School 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).

Tanya Tacker, Rum River Special Education Director, Lana Talberg, Princeton School District's Director of Student Services, Keith Enstad and Nicole Kendall, Princeton Special Education Coordinators, are responsible for program development, coordination, and evaluation; in-service training; and general special education supervision and administration.

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140 Buchanan Street N, Suite 150
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763-552-7701

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Princeton School District #477
1506 1st Street
Princeton, MN 55371
763-389-6191

I. Child Study Procedures

The district's identification system is developed according to the requirement of nondiscrimination as Princeton School 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.

A. Identification

Princeton School 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.

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 Princeton School 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, sections 1400, et. seq., 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:

    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 informal 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). Princeton School 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.

Princeton School District's plan for identifying a child with a specific learning disabilities is consistent with Minnesota Rule 3525.1341. Princeton District's plan for identifying a child with a specific learning disability is attached as *Appendix A - Specific Learning Disability.*

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;
      1. A multidisciplinary assessment of the unique strengths and needs of that infant or toddler and the identification of services appropriate to meet those needs;
      2. 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 development 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.

b. As used in this part-
   i. *Evaluatio*n means the procedures used by qualified personnel to determine a child's initial and continuing eligibility under this part, consistent with the definition of *infant and toddler* with a disability in § 303.21. An *initial evaluation* refers to the 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.

c. (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 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.

d. 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.

e. 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.

f. 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-
   a. Administering an evaluation instrument;
   b. Taking the child's history (including interviewing the parent);
   c. Identifying the child's level of functioning in each of the developmental areas in § 303.31 (a) (1);
   d. Gathering information from other sources such as family members, other caregivers, medical providers, social workers, and educators, if necessary, to understand the full scope of the child's unique strengths and needs; and
   e. Reviewing medical, educational, or other records.

C. Procedures for assessment of the child and family.
   a. 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).

b. 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.

The team conducts an evaluation for special education purposes within a reasonable time, not to exceed 30 school days from the date the district received 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.

Princeton District conducts full and individual initial evaluations before the initial provision of special education and related services to a pupil. The initial 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 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 reevaluation.

Evaluation Procedures

Evaluations and reevaluations are conducted according to the following procedures:

A. Princeton School 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, Princeton School District shall:

(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 education 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. Princeton School District ensures that:

(1) Tests and other evaluation materials used to evaluate a child under this part are selected and administered so as not be discriminatory on a racial or cultural basis, and are provided and administered in the pupil's native language or other mode of communication, unless it is clearly not feasible to do so;

(2) Materials and procedures used to evaluate a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education and related services, rather than measure the child's English language skills;

(3) Any standardized tests that are given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of such tests;

(4) The child is evaluated in all areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

(5) Evaluation tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the pupil are provided;

(6) If an evaluation is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the evaluation report;

(7) Tests and other evaluation materials include those tailored to evaluate specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient;

(8) Tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills, unless those skills are the factors that the test purports to measure; and

(9) In evaluating each pupil with a disability, the evaluation is sufficiently comprehensive to identify all of the pupil's special education and related service needs, whether or not

commonly linked to the disability category in which the pupil has been classified.

D. Upon completion of administration of tests and other evaluation materials, the determination of whether the child is a pupil with a disability as defined in Minnesota Statutes, section 125A.02, shall be made by a team of qualified professionals and the parent of the pupil in accordance with item E, and a copy of the evaluation report and the documentation of determination of eligibility will be given to the parent.

E. In making a determination of eligibility under item D, a child shall not be determined to be a pupil with a disability if the determinant factor for such determination is lack of instruction in reading or math or limited English proficiency, and the child does not otherwise meet eligibility criteria under parts 3525.1325 to 3525.1351.

Additional requirements for evaluations and reevaluations

A. As part of an initial evaluation, if appropriate, and as part of any reevaluation under this part, or a reinstatement under part 3525.3100, the IEP team and other qualified professionals, as appropriate, shall:

1. Review existing evaluation data on the pupil, including evaluations and information provided by the parents of the pupil, current classroom-based assessments and observations, and teacher and related services providers observation; and

2. On the basis of the review, and input from the pupil's parents, identify what additional data, if any, are needed to determine whether the pupil has a particular category of disability, as described in Minnesota Statutes, section 125A.02, or, in case of a reevaluation of a pupil, whether the pupil continues to have such a disability, the present levels of performance and educational needs of the pupil, whether the pupil needs special education and related services, or in the case of a reevaluation of a pupil, whether the pupil continues to need special education and related services, and whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the individualized education program of the pupil and to participate, as appropriate, in the general curriculum.

B. The district shall administer such tests and other evaluation materials as may be needed to produce the data identified by the IEP team under item A, subitem (2).

C. Each district shall obtain informed parental consent, in accordance with subpart 1, prior to conducting any reevaluation of a pupil, except that such informed parental consent need not be obtained if the district can demonstrate that it had taken reasonable measures to obtain such consent and the pupil's parent has failed to respond.

D. If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the pupil continues to be a pupil with a disability, the district shall notify the pupil's parents of that determination and the reasons for it, and the right of such parents to request an evaluation to determine whether the pupil continues to be a pupil with a disability, and shall not be required to conduct such an evaluation unless requested to by the pupil's parents.

E. A district shall evaluate a pupil in accordance with this part before determining that the pupil is no longer a pupil with a disability.

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 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 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

Princeton District's plan for receiving referrals from parents, physicians, private and public programs, and health and human services agencies.

Birth through age two referral procedures:

When a referral is made directly to the district for a child under the age of three, the information is provided to the ECSE service providers. A service coordinator is immediately appointed and the referral process is initiated. Directory information is gathered including the name of the child, a parent name and contact information. The service coordinator contacts the parent listed and requests more information about the concerns identified and the child's developmental history. The service coordinator then determines, with signed permission from the parent, whether a screening will be completed or an evaluation plan will be proposed. If a screening is conducted and the child is suspected of having a disability, an evaluation plan is proposed to the parent(s).

Referrals can also be made to MN Help Me Grow via an electronic submission or over the phone. Any referrals made for residents of the Rum River Special Education Cooperative (RRSEC) are passed on via fax or electronic submission to a RRSEC administrative assistant. The administrative assistant identifies the appropriate district service coordinator and sends the referral information via email. She also requests phone or email confirmation that the referral was received.

During the summer months, referrals are still processed for children under the age of three. A modified summer contact list is created in each member district to ensure that service coordinators are provided with the necessary referral information in a timely fashion.

Age 3-Pre-kindergarten referral procedures:

When a referral is made to the district for a child younger than kindergarten age, the information is provided to the ECSE service providers. A case manager is immediately appointed and the referral process is initiated. Directory information is gathered including the name of the child, a parent name and contact information. The case manager contacts the parent listed and requests more information about the concerns identified and the child's developmental history. The case manager works with the parents and other service providers to determine if an evaluation is necessary. Within 14 days of the referral, the parent is provided with an evaluation plan to evaluate their child.

Referrals can also be made to MN Help Me Grow via an electronic submission or over the phone. Any referrals made for residents of the Rum River Special Education Cooperative (RRSEC) are passed on directly to a district contact person. District contact information is updated yearly.

Referral procedures for public and nonpublic school students:

Referral procedures for school aged children who are public or nonpublic school students can be found in the documents attached in *Appendix B - Referral Procedures (Public Schools) and Referral Procedures (Nonpublic Schools).*

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

Princeton School 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 Princeton School 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.

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 types of services provided to the student, 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:
    a. Paraprofessional support in the general education classroom
    b. Individual Direct Instruction
    c. Small Group Direct Instruction
    d. Indirect Consultation with general education and special education staff
    e. Co-teaching instruction with general education staff
    f. Home-based/community-based services
    g. Direct and indirect services in level 1-4 settings
    h. Computer-assisted instruction
    i. Transition services for students over the age of 18

B. Alternative sites available at which services may occur:

a. Princeton District School Readiness Programs
Princeton Family Center
706 1st St Princeton, MN 55371

b. Rum River North Education Program
303 3rd Avenue Southwest
Milaca, MN 56353

c. Rum River South Education Program
801 20th Ave NE
Cambridge, MN 55008

d. Rum River East Education Program
1730 3rd Ave. NE
Cambridge, MN 55008

e. Princeton Student Services (Area Learning Center/Princeton Online Academy/ Onward/Educational Options)
1506 1st Street
Princeton, MN 55371

f. Home-based services

g. Community Vocational Experiences

h. Fairview Northland Medical Center
290 Main Street NW
Elk River, MN 55330

C. Available instruction and related services:

1. Physical Therapy
2. Occupational Therapy
3. Vision Services
4. Orientation and Mobility Services
5. Audiology Services
6. Deaf/Hard of Hearing Services
7. Interpreter Services
8. Speech/Language Services
9. Autism Consultation
10. Social Work Services
11. Psychological Services
12. Developmental Adapted Physical Education Services
13. Assistive Technology Services
14. Academic Instruction
15. Behavior/Social Skills Instruction
16. Transition Services
17. Counseling Services
18. Special Transportation

Ill. Administration and Management Plan.

Princeton School 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:

School District Administration and Management Plan- 706 1st Street, Princeton, MN 55371 Princeton Early Childhood Special Education		
Staff Name and Title	**Contact Information**	**Brief Description of Staff Responsibilities relating to child study procedures and methods of providing special education services**
Brian Julson- Administrator	763-389-6199 brian.julson@isd477.org	
Keith Enstad- Special Education Coordinator	763-389-7262 kenstad@rrsec.org	

Nicole Kendall- Special Education Coordinator	763-389-6730 ntrevino@rrsec.org	<u>Overview of the Student Support Team (SST) procedures:</u> Once a student is referred to SST, they are discussed at an SST meeting. The SST team determines possible areas to assess thereby creating a comprehensive evaluation for a student to see if the student meets criteria in a special education category. If it is determined that a special education evaluation is not warranted, the SST members offer intervention strategies to the parents and current service providers with parent permission. Members of the SST team are special education teachers, building administration, and school psychologist. SST meets on the first and third Tuesday of each month. <u>Overview of Parent Request for Special Education Testing:</u> When parent(s) request a special education evaluation, the request is given to one of the Early Childhood Special Education Teachers. The ECSE teacher contacts the parents within 14 days and gathers information on the child's development. After the data is collected, the SST team or members of the SST will develop an evaluation plan to determine if the student qualifies for special education through a comprehensive evaluation.
Kelsie Hasser- Early Childhood Special Education Teacher	763-389-6189 kelsie.hasser@isd477.org	
Marlene Marohn- Early Childhood Special Education Teacher	763-389-7219 marlene.marohn@isd477.org	
Jordan Antilla- Early Childhood Special Education Teacher	763-389-7243 jordan.antilla@isd477.org	
JoEllen Olson- Early Childhood Special Education Teacher	763-389-6765 joellen.olson@isd477.org	
Lori Sandin- Special Education Teacher	763-389-6194 lori.sandin@isd477.org	
Heather Woolley- Early Childhood Special Education Teacher	763-389-7182 heather.woolley@isd477.org	
Crissy McCullough- Early Childhood Special Education Teacher	763-389-7184 crissy.mccullough@isd277.org	
Jennifer Hill- Early Childhood Special Education Teacher	763-389-4024 jennifer.hill@isd477.org	
Mikayla Garman Early Childhood Special Education Teacher	763-389-6765 mikayla.garman@isd477.org	
Danielle Swedeen- School Psychologist	763-552-7720 dswedeen@rrsec.org	
Molley Petty- Speech Language Pathologist	763 389-6738 molley.petty@isd477.org	
Allie Johnson- Speech Language Pathologist	763-389-7225 allie.johnson@isd477.org	
Jeff Beckers- Adaptive Physical Education Teacher	763-389-6161 jeff.beckers@isd477.org	

School District Administration and Management Plan- Princeton Primary School- 1206 7th Ave N, Princeton, MN 55371		
Staff Name and Title	**Contact Information**	**Brief Description of Staff Responsibilities relating to child study procedures and methods of providing special education services**
Shannon Bruskiewicz- Principal	763-389-6902 shannon.bruskiewicz@isd477.org	<u>Overview of the resource team procedures:</u> When a teacher has a student they are concerned about, they meet with the resource person assigned to their classroom to come up with strategies/interventions to try in the classroom. Resource people in the building include special education teachers, speech language teachers, reading specialist and Title 1 lead teachers. If the strategies/interventions are not successful then the student moves to Collaboration Plus, which is more a formal meeting of the same team and where more formal interventions are set up. These interventions are put in place and followed up on two weeks later. The resource team meets weekly. If there are still concerns after the two weeks, the student is either moved to the Student Support Team (SST) for special education testing or to the full resource team for even more intensive interventions. <u>Overview of the Student Support Team (SST) procedures:</u> Once a student is referred to SST, they are discussed at an SST meeting. The SST team determines possible areas to assess thereby creating a comprehensive evaluation for a student to see if the student meets criteria in a
Keith Enstad- Special Education Coordinator	763-389-7262 kenstad@rrsec.org	
Nicole Kendall- Special Education Coordinator	763-389-6730 nkendall@rrsec.org	
Lori Sandin- Special Education Teacher	763-389-6194 lori.sandin@isd477.org	
Peggy Swenson- School Social Worker	763-389-6934 peggy.swenson@isd477.org	
Chad Oblander- School Psychologist	763-389-6701 coblander@rrsec.org	
Page Holst- Speech Language Pathologist	763-389-6913 page.holst@isd477.org	
Shelby Kuhn- Speech Language Pathologist Assistant	763-389-6913 shelby.kuhn@isd477.org	
Jill Gohman- Special Education Teacher	763-389-6958 jill.gohman@isd477.org	
Kari Tadych- Special Education Teacher	763-389-9653 kari.tadych@isd477.org	
Melinda Zachman- Special Education Teacher	763-389-6743 melinda.zachman@isd477.org	

Cathy Jo Kiloran- Special Education Teacher	763-389-6958 Cathyjo.kiloran@isd477.org	special education category, and interventions are reviewed/modified if needed. Members of the SST team are special education teachers, building administration, and school psychologist. SST meets on the first and third Friday of each month. <u>Overview of Parent Request for Special Education Testing:</u> When parent(s) request a special education evaluation, the request is given to Lori Sandin, Special Education Teacher, on the District Evaluation Team. Lori contacts the parents and gathers academic/behavioral data. Within 14 days, an evaluation plan will be sent out to parents requesting permission for the District to determine if the student qualifies for special education through a comprehensive evaluation.
Kait Alain- Special Education Teacher	763-389-6813 kaitlyn.alain@isd477.org	
Tara Leshovsky- Special Education Teacher	763-389-6411 tara.leshovsky@isd477.org	
Marie McAlpine- Special Education Teacher	763-389-7214 marie.mcalpine@isd477.org	
Michelle Weyer- Title 1 Teacher	763-389-6947 michelle.weyer@isd477.org	
Jeff Beckers- Adaptive Physical Education Teacher	763-389-6161 jeff.beckers@isd477.org	

School District Administration and Management Plan- Princeton Intermediate School- 1202 7th Ave N, Princeton, MN 55371		
Staff Name and Title	**Contact Information**	**Brief Description of Staff Responsibilities relating to child study procedures and methods of providing special education services**
Blake Karas, Principal	763-389-6802 blake.karas@isd477.org	<u>Overview of the Problem Solving Team (PST) procedure:</u> Students are placed into tier 2 academic/behavioral interventions by the use of test scores and teacher referrals. When a teacher has a concern that a student needs additional interventions/support above the tier 2 interventions, they refer them to PST. PST members are grade level representatives, building administration, a special education representative from the building, school social worker,
Keith Enstad- Special Education Coordinator	763-389-7262 kenstad@rrsec.org	
Nicole Kendall- Special Education Coordinator	763-389-6730 nkendall@rrsec.org	
Skylar Walters School Counselor	763-389-6814 skylar.walters@isd477.org	
Sara Seibert - Special Education Teacher	763-389-6773 sarah.seibert@isd477.org	

Alison Holubetz - Special Education Teacher	763-389-7267 alison.holubetz@isd477.org	behavior prevention coordinator, school psychologist, special education from the district evaluation team and district intervention coach. The team meets the second and the fourth Thursdays of the month. The team reviews the student's data, collects any additional information needed and sets up additional more intensive interventions for the student. The student is then monitored by the PST. If interventions are unsuccessful, the student is moved to the Student Support Team (SST) for possible special education testing. <u>Overview of the Student Support Team (SST) procedures:</u> Once a student is referred to SST, they are discussed at the meeting, the SST team determines all possible areas to assess thereby creating a comprehensive evaluation for a student to see if they student meets criteria in a special education category and interventions are reviewed/modified if needed. <u>Overview of Parent Request for Special Education Testing:</u> When parent(s) request a special education evaluation, the request is given Lori Sandin, Special Education Teacher, on the District Evaluation Team. Lori contacts the parents and gathers academic/behavioral data. Within 14 days, an evaluation plan will be sent out to parents requesting permission for the District to determine if the student qualifies for special education through a comprehensive evaluation.
Caitlin Efta - Special Education Teacher	763-389-6836 caitlin.efta@isd477.org	
Laura Hallberg- Special Education Teacher	763-389-6811 laura.hallberg@isd477.org	
Laura Ericson- Special Education Teacher	763-389-6773 laura.ericson@isd477.org	
Tim Hasser- Special Education Teacher	763-389-6805 tim.hasser@isd477.org	
Hailey Karas- Special Education Teacher	763-389-6836 hailey.karas@isd477.org	
Allie Johnson- Speech Language Pathologist	763-389-7225 allie.johnson@isd477.org	
Chad Oblander- School Psychologist	763-389-6701 coblander@rrsec.org	
Lori Sandin- Special Education Teacher	763-389-6194 lori.sandin@isd477.org	
Jeff Beckers- Adaptive Physical Education Teacher	763-389-6161 jeff.beckers@isd477.org	

School District Administration and Management Plan-

Princeton Middle School- 1100 4th Ave, Princeton, MN 55371		
Staff Name and Title	**Contact Information**	**Brief Description of Staff Responsibilities relating to child study procedures and methods of providing special education services**
Sarah Marxhausen- Principal	763-389-6750 sarah.marxhausen@isd477.org	<u>Overview of the Problem Solving Team (PST) procedure:</u> When a teacher has a concern that a student needs additional support they contact the student's counselor. The counselor feels that the student needs more than they can provide, the counselor refers the student to PST. PST members are regular education teachers, administration, school counselors, school psychologist, special education teacher from the district evaluation team, and district intervention coach. The team meets weekly. The team reviews the student's data, collects any additional information needed and sets up interventions for the student. PST then monitors the student. If interventions are unsuccessful, the student is moved to the Student Support Team (SST) for possible special education testing. <u>Overview of the Student Support Team (SST) procedures:</u> Once a student is referred to SST, they are discussed at the meeting. The SST team determines all possible areas to assess , thereby creating a comprehensive evaluation for a student to see if the student meets criteria in a special education category, and interventions are reviewed/modified if needed. Members of the SST team are special education teachers, building administration, special education coordinator, and school psychologist. SST meets the
Erin Frank- Assistant Principal	763-389-6751 erin.frank@isd477.org	
Keith Enstad- Special Education Coordinator	763-389-7262 kenstad@rrsec.org	
Nicole Kendall- Special Education Coordinator	763-389-6730 nkendall@rrsec.org	
Danielle Swedeen- School Psychologist	763-389-6701 dswedeen@rrsec.og	
Lori Sandin- Special Education Teacher	763-389-6194 lori.sandin@isd477.org	
Jody Brenteson- Special Education Teacher	763-389-6836 jody.brenteson@isd477.org	
Mitch Nelson- Special Education Teacher	763-389-6764 mitchell.nelson@isd477.org	
Amy Smith- Speech Language Pathologist	763-389-6062 Amy.smith@isd477.org	
Becca Concannon- Special Education Teacher	763-389-7216 becca.concannon@isd477.org	
Amy Stafki- Special Education Teacher	763-389-6738 amy-ann.stafki@isd477.org	
Lily Hales- Special Education Teacher	763-389-7231 lily.hales@isd477.org	
Kim Watson- Special Education Teacher	763-389-6740 kimberly.watson@isd477.org	
Erin Johnson - Special Education Teacher	763-389-7231 erin.johnson@isd477.org	
Jeff Beckers- Adaptive Physical Education	763-389-6161 jeff.beckers@isd477.org	

Teacher		first and third Tuesday of each month. <u>Overview of Parent Request for Special Education Testing:</u> When parent(s) request a special education evaluation, the request is given to Lori Sandin, Special Education Teacher, on the District Evaluation Team. Lori contacts the parents and gathers academic/behavioral data. Within 14 days, an evaluation plan will be sent out to parents requesting permission for the District to determine if the student qualifies for special education through a comprehensive evaluation. See resource team procedures.
Joyce Geving- Special Education Teacher	763-389-6716 joyce.geving@isd477.org	

School District Administration and Management Plan- Princeton High School- 807 8th Ave S, Princeton, MN 55371		
Staff Name and Title	**Contact Information**	**Brief Description of Staff Responsibilities relating to child study procedures and methods of providing special education services**
Ryan Jensen- Principal	763-389-6720 ryan.jensen@isd477.org	<u>Overview of the Problem Solving Team (PST) procedure:</u> When a teacher has a concern that a student needs additional support they contact the student's counselor. The counselor feels that the student needs more than they can provide, the counselor refers the student to PST. PST members are regular education teachers, administration, school counselors, school psychologist, special education teacher from the district evaluation team, and district intervention coach. The team meets weekly. The team reviews the student's data, collects any additional information needed and sets up interventions for the
Joe Broderick - Assistant Principal	763-389-6015 joe.broderick@isd477.org	
Lana Tallberg- Director of Student Services	763-389-6191 lana.tallberg@isd477.org	
Nicole Kendall- Special Education Coordinator	763-389-6730 nkendall@rrsec.org	
Danielle Swedeen- School Psychologist	763-389-6701 dswedeen@rrsec.org	
Lori Sandin- Special Education Teacher	763-389-6194 lori.sandin@isd477.org	
Sara Beck- Special Education Teacher	763-389-6032 sara.beck@isd477.org	

Sabrina Loscheider - Special Education Teacher	763-389-7256 sabrina.loscheider@isd477.org	student. PST then monitors the student. If interventions are unsuccessful, the student is moved to the Student Support Team (SST) for possible special education testing. <u>Overview of the Student Support Team (SST) procedures:</u> Once a student is referred to SST, they are discussed at the meeting. The SST team determines all possible areas to assess , thereby creating a comprehensive evaluation for a student to see if the student meets criteria in a special education category, and interventions are reviewed/modified if needed. Members of the SST team are special education teachers, building administration, special education coordinator, and school psychologist. SST meets the first and third Tuesday of each month. <u>Overview of Parent Request for Special Education Testing:</u> When parent(s) request a special education evaluation, the request is given to Lori Sandin, Special Education Teacher, on the District Evaluation Team. Lori contacts the parents and gathers academic/behavioral data. Within 14 days, an evaluation plan will be sent out to parents requesting permission for the District to determine if the student qualifies for special education through a comprehensive evaluation. See resource team procedures.
Madison Bialka- Special Education Teacher	763-389-7255 madison.bialka@isd477.org	
Shannon Wellman- Special Education Teacher	763-389-6095 shannon.wellman@isd477.org	
Grace Zierden- Special Education Teacher	763-389-6022 grace.zierden@isd477.org	
Amy Smith- Speech Language Pathologist	763-389-6062 amy.smith@isd477.org	
Brett Triplett- Special Education Teacher	763-389-6051 brett.triplett@isd477.org	
Christina Vaughn- Special Education Teacher	763-389-6025 christina.vaugh@isd477.org	
Chuck Gorecki- Special Education Teacher	763-389-6080 charles.gorecki@isd477.org	
Jeff Beckers- Adaptive Physical Education Teacher	763-389-6161 jeff.beckers@isd477.org	

School District Administration and Management Plan-

Princeton Student Services School- 1506 1st Street Princeton, MN 55371		
Staff Name and Title	**Contact Information**	**Brief Description of Staff Responsibilities relating to child study procedures and methods of providing special education services**
Lana Talberg- Director of Student Services	763-389-6191 lana.talberg@isd477.org	**Overview of the Problem Solving Team (PST) procedure:** When a teacher has a concern that a student needs additional support, they contact the student's counselor. The counselor then sets up/coordinates the additional support. If the counselor feels that the student needs more than they can provide, the counselor refers the student to PST. PST members are regular education representatives, building administration, school counselors, school psychologist, special education teacher from the district evaluation team and district intervention coach. The team meets weekly. The team reviews the student's data, collects any additional information needed and sets up interventions for the student; PST then monitors the student. If interventions are unsuccessful the student is moved to the Student Support Team (SST) for possible special education testing. **Overview of the Student Support Team (SST) procedures:** Once a student is referred to SST, they are discussed at the meeting. The SST team determines all possible areas to assess, thereby creating a comprehensive evaluation for a student to see if the student meets criteria in a special education category, and interventions are reviewed/modified if needed. Members of the SST team are special education teachers, building administration, special
Nicole Kendall- Special Education Coordinator	763-389-6730 nkendall@rrsec.org	
Chad Oblander- School Psychologist	763-389-6701 coblander@rrsec.org	
Lori Sandin- Special Education Teacher	763-389-6194 lori.sandin@isd477.org	
Roy Hanenburg- Special Education Teacher	763-389-6083 roy.hanenburg@isd477.org	
Abby Moe- Special Education Teacher	763-389-6003 abby.moe@isd477.org	
Cori Wallace- Special Education Teacher	763-389-6003 cori.wallace@isd477.org	
Jeff Beckers - Developmentally Adapted Physical Education Teacher	763-389-6161 jeff.beckers@isd477.org	
Amy Smith- Speech Language Pathologist	763-389-6738 amy.smith@isd477.org	
Zamzam Noor- Online Special Education Teacher	zamzam.noor@isd477.org	

		education coordinator, and school psychologist. SST meets the second and fourth Wednesday of each month. **Overview of Parents Request for Special Education Testing:** Overview of Parent Request for Special Education Testing: When parent(s) request a special education evaluation, the request is given to Lori Sandin, Special Education Teacher, on the District Evaluation Team. Lori contacts the parents and gathers academic/behavioral data. Within 14 days, an evaluation plan will be sent out to parents requesting permission for the District to determine if the student qualifies for special education through a comprehensive evaluation.

B. Due Process assurances available to parents: Princeton School 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) Princeton School 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 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. Within ten calendar days from the date the district receives notice of the parent's objection to its proposal or refusal in the district's prior written notice, the district will ask the parent to attend a conciliation conference. 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, Princeton School 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 Princeton School District's Procedural Safeguard Notice, attached as *Appendix* C - *Procedural Safeguards.*

IV. Operating Procedures of Interagency Committees

A. Community Transition Interagency Committee:

A. Princeton School District belongs to the Tri-County Community Transition Interagency Committee (CTIC), in cooperation with member school districts of the Rum River Special Education Cooperative, county and community partners to provide services to students beginning at grade 9 (or age equivalent) and their families.

B. Princeton District's Community Transition Interagency Committee consists of individuals from Isanti, Kanabec, and Mille Lacs county. A full Tri-County Community Transition Interagency Committee membership is available upon request.

C. The chair of the Tri-County Community Transition Interagency Committee is Kari Latterall, the Special Education Coordinator, Rum River Special Education Cooperative.

D. The Community Transition Interagency Committee meetings occur four times a year on the second Thursday of the months of September, November, January, and April. Meetings are held at 1:00 pm with locations rotating throughout the school districts and community partners we serve.

Students from each district are recognized for transition achievement at each meeting.

E. The Community Transition Interagency Committee's operating procedures are attached as *Appendix D- CTIC Operating Procedures.*

F. As part of the Tri-County CTIC, Princeton School District information is included in a summary that is disseminated via the Rum River Special Education web page and submitted to MDE by October 1 of each year.

B. Interagency Early Intervention Committee

A. Princeton School District's Interagency Early Intervention Committee is established in cooperation the school districts encompassed within the Rum River Special Education Cooperative and the St. Croix River Education District and the health and human service agencies located in the counties in which the educational entities are located, for children with disabilities under age five and their families.

B. Princeton School District's Interagency Early Intervention Committee consists of the following individuals:

Agency
Rum River Special Education Cooperative
St Croix River Education District
Kanabec County Family Services
Isanti County Commissioner
Lakes & Pines Head Start
Parent
Mora ECFE
Isanti County Family Services
Chisago Lakes School District School Readiness
Pine County Public Health
Child Care Aware
District 3 Head Start- Mille Lacs Band of Ojibwe
Chisago County Public Health
Isanti County Public Health
Kanabec County Health
Isle ECSE teacher
Kanabec/Pine Community Health

Princeton ECSE teacher
Pine County Public Health Nurse
Chisago County Social Worker
Mille Lacs County Community & Veteran Services
Pine County Public Health

C. The co-chair of the Early Intervention Committee is Rob Brenner and Alyssa Jackson, St. Croix Education District.

D. The Early Intervention Committee meets four times each year at the Rum River Special Education Cooperative or the St. Croix Education District.

E. The Early Intervention Committee's operating procedures are attached as *Appendix* E- *Region 7E IEIC Operating Procedures,* and include the following:

(1) development of public awareness systems designed to inform potential recipient families, especially parents with premature infants, or infants with other physical risk factors associated with learning or development complications, of available programs and services;

(2) reduction of families' need for future services, and especially parents with premature infants, or infants with other physical risk factors associated with learning or development complications, implement interagency child find systems designed to actively seek out, identify, and refer infants and young children with, or at risk of, disabilities, including a child under the age of three who: (i) is involved in a substantiated case of abuse or neglect or (ii) is identified as affected by illegal substance abuse, or withdrawal symptoms resulting from prenatal drug exposure;

(3) establishment and evaluation of the identification, referral, child and family assessment systems, procedural safeguard process, and community learning systems to recommend, where necessary, alterations and improvements;

(4) assurances of the development of individualized family service plans for all eligible infants and toddlers with disabilities from birth through age two, and their families, and individualized education programs and individual service plans when necessary to appropriately serve children with disabilities, age three and older, and their families and recommend assignment of financial responsibilities to the appropriate agencies;

(5) implementation of a process for assuring that services involve cooperating agencies at all steps leading to individualized programs;

(6) facilitation of the development of a transitional plan if a service provider is not recommended to continue to provide services;

(7) identification of the current services and funding being provided within the community for children with disabilities under age five and their families;

(8) development of a plan for the allocation and expenditure of additional state and federal early intervention funds under United States Code, title 20, section 1471 et seq. (Part C, Public Law 108-446) and United States Code, title 20, section 631, et seq. (Chapter I, Public Law 89-313)*;* and

(9) development of a policy that is consistent with section 13.05, subdivision 9, and federal law to enable a member of an interagency early intervention committee to allow another member access to data classified as not public (At this time, the regional IEIC has not created a policy pertaining to classified data. Until a policy is available, Princeton staff follow policy #515 which is attached as *Appendix F- Protection* & *Privacy of Pupil Records.*

(10) identification and assistance in removing state and federal barriers to local coordination of services provided to children with disabilities;

(11) identification of adequate, equitable, and flexible use of funding by local agencies for these services;

(12) implementation of policies that ensure a comprehensive and coordinated system of all state and local agency services, including multidisciplinary assessment practices, for children with disabilities ages three to 21;

(13) use of a standardized written plan for providing services to a child with disabilities developed under section 125A.023;

(14) access the coordinated dispute resolution system and incorporate the guidelines for coordinating services at the local level, consistent with section 125A.023;

(15) use the evaluation process to measure the success of the local interagency effort in improving the quality and coordination of services to children with disabilities ages three to 21 consistent with section 125A.023;

(16) development of a transitional plan for children moving from the interagency early childhood intervention system under sections 125A.259 to 125A.48 into the interagency intervention service system under this section;

(17) coordination of services and facilitation of payment for services from public and private institutions, agencies, and health plan companies; and

(18) share needed information consistent with state and federal data practices requirements.

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

G. A representative of the Region 7E Early Intervention Committee reviews and comments on the early intervention service of this Total Special Education System Plan for Princeton School District, the county social service plan, the section(s) of the community health services plan that addresses needs of and service activities targeted to children with special health care needs, the section on children with special needs in the county child care fund

plan, sections in Head Start plans on coordinated planning and services for children with special needs, any relevant portions of early childhood education plans, such as early childhood family education or school readiness, or other applicable coordinated school and community plans for early childhood programs and services, and the section of the maternal and child health special project grants that address needs of and service activities targeted to children with chronic illness and disabilities.

V. Interagency Agreements the District has Entered

Princeton School District has entered into the following interagency agreements or joint powers board agreements for eligible children ages 3 to 21, to establish agency responsibility that assures that coordinated interagency services are coordinated, provided, and paid for, and that payment is facilitated from public and private sources. The agreement is found in *Appendix H - Mille Lacs County Family Services Collaborative Interagency Agreement.*

VI. Special Education Advisory Council

In order to increase the involvement of parents of children with disabilities in district policy making and decision making, Princeton School District has a special education advisory council. The name of the council is the Rum River Special Education Cooperative Parent Advisory Council.

A. Princeton School District's Special Education Advisory Council is established in cooperation with other districts who are members of the Rum River Special Education Cooperative.

B. Princeton School District's Special Education Advisory Council is not a subgroup of an existing board/council/committee.

C. Rum River Special Education Cooperative's Parent Advisory Council consists of the following individuals. See *Appendix I- Parent Advisory Council Membership.*

D. Rum River Special Education Cooperative's Parent Advisory Council meets three times per year in October, January, and April.

E. The operational procedures of Rum River Special Education Cooperative's Parent Advisory Council are attached as *Appendix J - Parent Advisory Council Guidelines.*

VII. Assurances

Code *of* Federal Regulations, section 300.201: Consistency with State policies. Princeton School 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