Annandale Public Schools Total Special Education System (TSES)

This document serves as the Total Special Education System Plan in accordance with Minnesota Rule 3525.1100 for Annandale Public School District. This plan also includes an assurance for compliance with the federal requirements pertaining to districts' special education responsibilities found in United States Code, title 20, chapter 33, sections 1400 et seq., and Code of Federal Regulations, title 34, part 300. This document is a companion to the Application for Special Education Funds – Statement of Assurances (ED-01350-29).

Melissa Hanson, Executive Director of the Meeker and Wright Special Education Cooperative (MAWSECO) is responsible for program development, coordination, and evaluation; in-service training; and general supervision and administration for Part C, Birth through age two, and the eight MAWSECO educational programs. Andrea Fladeboe, Director of Special Education, is responsible for program development, coordination, and evaluation; in-service training; and general special education supervision and administration for part B services, age 3 through 22. Melissa Hanson may be reached at mhanson@mawseco.k12.mn.us. Andrea Fladeboe may be reached at afladeboe@mawseco.k12.mn.us.

I. Child Study Procedures

The district's identification system is developed according to the requirement of nondiscrimination as Annandale Public Schools 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

Annandale Public Schools (APS) and MAWSECO have developed systems designed to identify pupils with disabilities beginning at birth, pupils with disabilities attending public and nonpublic schools, and pupils with disabilities who are of school age and are not attending any school.

Infant and toddler intervention services under United States Code, title 20, chapter 33, section 1431 et seq., and Code of Federal Regulations, title 34, part 303, are available through MAWSECO to children from birth through two years of age who meet the outlined criteria.

The team determines that a child from birth through the age of two years is eligible for infant and toddler intervention services if:

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

B. the child meets one of the criteria for developmental delay in subitem (1) or the criteria in

subitem (2);

(1) the child has a diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay regardless of whether the child has a demonstrated need or delay; or

(2) the child is experiencing a developmental delay that is demonstrated by a score of 1.5 standard deviations or more below the mean, as measured by the appropriate diagnostic measures and procedures, in one or more of the following areas:

(a) cognitive development;

(b) physical development, including vision and hearing;

(c) communication development;

(d) social or emotional development; and

(e) adaptive development.

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).

(1) The child:

(a) has a diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay; or

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

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

(a) at least one documented, systematic observation in the child's routine setting by an appropriate professional or, if observation in the daily routine setting is not possible, the alternative setting must be justified;

(b) a developmental history; and

(c) at least one other evaluation procedure in each area of identified delay that is conducted on a different day than the medical or norm-referenced evaluation; which

may include criterion referenced instruments, language samples, or curriculum-based measures.

Annandale's plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341. APS will implement 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 ensuring fidelity of implementation; and a district staff training plan. APS's plan for identifying a child with a specific learning disability is attached as *Appendix A*.

B. Evaluation

The evaluation used to determine whether a child is eligible for infant and toddler intervention services under Part C regulations must be conducted within the timelines established in Code of Federal Regulations, title 34, part 303. It must be based on informed clinical opinion; and must be multidisciplinary in nature, involving two or more disciplines or professions; and must be conducted by personnel trained to utilize appropriate methods and procedures. The evaluation must include:

A. A review of the child's current records related to health status and medical history;

B. an evaluation of the child's levels of cognitive, physical, communication, social or emotional, and adaptive developmental functioning;

C. an assessment of the unique needs of the child in terms of each of the developmental areas in item B; and

D. at least one documented, systematic observation in the child's daily routine setting by an appropriate professional or, if observation in the child's daily setting is not possible, the alternative setting must be justified.

For students falling under Part B regulations between the ages of three years to twenty-two years, the team shall conduct an evaluation for special education purposes within a reasonable time not to exceed 30 school days from the date the district receives parental permission to conduct the evaluation or the expiration of the 14-calendar day parental response time in cases other than initial evaluation, unless a conciliation conference or hearing is requested.

APS shall conduct a full and individual initial evaluation before the initial provision of special education and related services to a pupil. The initial evaluation shall consist of procedures to determine whether a child is a pupil with a disability that adversely affects the child's educational performance as defined in Minnesota Statutes, section 125A.02, who by reason thereof needs special education and related services, and to determine the educational needs of the pupil. The district proposing to conduct an initial evaluation to determine if the child qualifies as a pupil with a disability shall obtain an informed consent from the parent of the child before the evaluation is conducted. Parental consent for evaluation shall not be construed as consent for placement for receipt of special education and related services. The district will not override the written refusal

of a parent to consent to an initial evaluation or re-evaluation.

Evaluation Procedures

Evaluations and reevaluations shall be conducted according to the following procedures:

A. APS 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, APS shall:

   (1) use a variety of evaluation tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that are designed to assist in determining whether the child is a pupil with a disability and the content of the pupil's individualized education program, including information related to enabling the pupil to be involved in and progress in the general curriculum, or for preschool pupils, to participate in appropriate activities;

   (2) not use any single procedure as the sole criterion for determining whether a child is a pupil with a disability or determining an appropriate education program for the pupil; and

   (3) use technically sound instruments that are designed to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

C. APS 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 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. The 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. The 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 include:

A. a summary of all evaluation results;

B. documentation of whether the pupil has a particular category of disability or, in the case of a reevaluation, whether the pupil continues to have such a disability;

C. the pupil's present levels of performance and educational needs that derive from the disability;

D. whether the child needs special education and related services or, in the case of a reevaluation, whether the pupil continues to need special education and related services; and

E. whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the pupil's IEP and to participate, as appropriate, in the general curriculum.

Annandale Public Schools must hold a meeting of the IEP Team, conduct or review a functional

behavioral analysis, review data, consider developing additional or revised positive behavioral interventions and supports , consider actions to reduce the use of restrictive procedures, and modify the individualized education program or behavior intervention plan as appropriate. The district must hold the meeting: within ten calendar days after district staff use restrictive procedures on two separate school days within 30 calendar days or a pattern of use emerges and the child's IEP or behavior intervention plan does not provide for using restrictive procedures in an emergency; or at the request of a parent or the district after restrictive procedures are used. The district must review the use of restrictive procedures at a child's annual IEP meeting when the child's IEP provides for using restrictive procedures in an emergency.

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

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

C. Plan for Receiving Referrals

Referrals are made to Annandale Public Schools from a variety of sources. A family member, service provider, care provider, or physician may call directly to the school district. School staff may also make a referral. Specific procedures are described below.

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 MAWSECO Early Intervention provider who will gather information regarding the referral source and referring concerns. Parents are contacted and a determination is made whether the child will undergo a screening procedure or a full evaluation. If a screening is conducted and the child is suspected of having a disability, an evaluation plan is proposed to the parent.

Referrals can also be made to MN Help Me Grow via an electronic submission or over the phone. Any referrals made for APS are passed on via encrypted email to a MAWSECO administrative assistant, who then determines the correct address and district to forward on the referral to Early Intervention staff. During the summer months, referrals are still processed for children under the age of three.

Age 3 to Pre-kindergarten:

When a referral is made to the district for a child younger than kindergarten age, the information

is provided to the ECSE service providers in the district as appropriate. A referral manager is immediately appointed and the referral process is initiated through contact with parent/s to gather information and concerns. The referral 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 either an evaluation plan or a Prior Written Notice refusing to evaluate their child.

Referrals can also be made to MN Help Me Grow via electronic submission or over the phone. Any referrals made for APS are passed on via encrypted email to a MAWSECO administrative assistant, who then determines the correct address and district to forward on the referral to ECSE service providers.

Referral procedures for public and nonpublic school students are as follows for students between ages 5 and 22.

A concern is identified by a parent or teacher; School districts are under an obligation to respond to either a verbal or written request for evaluation. APS has pre-referral teams to provide support for the classroom teacher on a regular basis. The team is generally comprised of Administration, Special and Regular Education teachers.

The recommended pre-referral process is:

1. Classroom teacher identifies student concerns and provides baseline data in the area of concern and meets with the pre-referral team.
2. The pre-referral team formulates the intervention plan and timelines for data collection.
3. A teacher-directed intervention, above and beyond the regular education curriculum, is implemented and data supporting progress is collected.
4. Results are reviewed with the pre-referral team. The team determines the next step in the process. If the intervention is successful, the teacher continues implementing that intervention. If the intervention is unsuccessful, a second teacher-directed intervention is implemented and data supporting progress is collected.
5. If two unsuccessful interventions are implemented, a referral is made to the Child Study Team.

There are situations when a student's special education evaluation team may waive the prereferral intervention requirements. This may include a student who enters the district with a documented history of blindness, deafness, developmental cognitive delays, paraplegia, autism, traumatic brain injury, or a student whose disability is well documented or has had an IEP in the last 12 months. Parents may also request an evaluation.

The referral and interventions are given to the Child Study Team (CST) to formulate a plan.

1. The multidisciplinary CST reviews pre-referral information and interventions and may contact parent, teacher(s) or others for additional information.
2. If the team determines the referral is appropriate, a Prior Written Notice proposing an Evaluation will be sent to parents for review and written approval.

The team should consist of the following personnel whenever feasible:

A. licensed special education staff;

B. a person knowledgeable in evaluation for the specific disability;

C. parent*; and

D. the referring person (when appropriate)

Parents must be provided with the opportunity to participate in the decision-making when their child is being considered for special education evaluation. The parent must be notified of the intent to develop an evaluation plan. It is recommended that the parent and classroom teacher discuss concerns regarding the student prior to the referral which should be made to the building pre-referral teams to implement and review the interventions already attempted, determine the need for evaluation, and assign a case manager. The district staff assigned will provide the parent with an opportunity to have any questions or concerns answered about the evaluation process and the instruments used.

If the parent wishes to be a part of the planning process but is unable to attend the meeting, the case manager should seek input and provide the parent with an opportunity to have questions answered. Attempts to include the parent in the meeting and/or opportunities for participation should be documented in the student's due process paperwork.

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

APS provides a full range of educational service alternatives. All students with disabilities are provided with special instruction and services which are appropriate to their needs. The following is representative of the 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 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 within the district or within the Birth-2 or the MAWSECO educational programs:

(1) One to one instruction

(2) Small group instruction

(3) Indirect services

(4) Co-teaching services

(5) Home-based services

(6) Homebound services

(7) Computer assisted instruction

(8) Transition services for 18-22 year olds

B. Sites available at which services may occur:

Annandale Public Schools
Annandale Elementary School
655 Park Street East
Annandale, MN 55302
Phone: 320-274-8218
Fax: 320-274-8470

Annandale Middle School
125 Cherry Avenue North
Annandale, MN 55302
Phone: 320-274-8226
Fax: 320-274-5978

Annandale High School
855 Hemlock Street East
Annandale, MN 55302
Phone: 320-274-8208
Fax: 320-274-2316

C. Alternative sites available at which services may occur:

(1) Care and Treatment

Wings Alternative Program (#320-593-0440)

1326 East Ripley Street, Litchfield, MN 55355

(2) Care and Treatment

Village Ranch Alternative Program (#320-286-2922)

13637 60th Street SW, Cokato, MN 55355

(3) Care and Treatment

Sholund School for Girls (#320-286-2922)

380 Annandale Blvd, Annandale, MN 55302

(4) Eastern-Wright Federal Setting IV Program (#763-682-6440)
PO Box 392, (1405 3rd Ave. NE) Buffalo MN 55313

(5) TREK Federal Setting IV Program (#320-543-1122)
PO Box 1010, (720 9th Ave) Howard Lake, MN 55349

(6) Journeys Federal Setting IV Program (#320-543-1122)
PO Box 1010, (720 9th Ave), Howard Lake, MN 55349

(7) Cornerstones Federal Setting IV Program (#763-682-6440)
PO Box 392, (1405 3rd Ave. NE) Buffalo, MN 55313

(8) STEP (18-22 Transition Program) (#320-543-1122)
PO Box 1010, (720 9th Ave) Howard Lake, MN 55349

(9) Early Intervention Part C Special Education (#320-543-1122)
ServicesPO Box 1010, (720 9th Ave) Howard Lake, MN 55349

(10) Early Childhood Special Education Services

a. Annandale Early Childhood Special Education
Annandale Elementary School
655 Park Street East
Annandale, MN 55302
Phone: (320) 274-3058
Fax: 320-274-2862

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

D. Available instruction and related services:

1. Academic Instruction
2. Behavior/Social Skills Instruction
3. Transition Services
4. Physical Therapy
5. Occupational Therapy
6. Psychological Services
7. Vision Services

8. Orientation and Mobility
9. Braillist
10. Deaf/Hard of Hearing Services
11. Audiological Services
12. Co-located Mental Health or Counseling Services
13. Special Transportation
14. Work Experience
15. Recreation and Leisure
16. Physically Impaired
17. Assistive Technology
18. Early Childhood Evaluation and Instruction
19. Speech Language
20. Medical Services for diagnostic or evaluation purposes
21. School Health Services
22. Consultation Services (Traumatic Brain Injury, Behavior Analyst, Other Health Disabilities)
23. Pupil Support Services
24. Program Support Services
25. Interpreter Services
26. other related services as determined by IEP team

III. Administration and Management Plan

APS utilizes the following administration and management plan to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils:

A. The following table illustrates the organization of administration and management to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils:

Staff Name and Title	Contact Information (phone/email/mailing address/office location)	Brief Description of Staff Responsibilities relating to child study procedures and method of providing special education services
Meeker and Wright Special Education Cooperative Programs		
Melissa Hanson, Executive Director	720 9th Avenue PO Box 1010, Howard Lake, MN Phone: 320-543-1122 mhanson@mawseco.k12.mn.us	MAWSECO Executive Director and Special Education Director of Record for MAWSECO Programs
Colleen Carlson, Director of Educational Programs	720 9th Avenue PO Box 1010 Howard Lake, MN 55349 Phone: 320-543-1122	Provides oversight and systematic leadership across the eight alternative programs

	ccarlson@mawseco.k12.mn.us	
Laura Holmquist, MAWSECO Program Administrator	13637 60th St SW Cokato, MN 55321 Phone: 320-286-2922 lholmquist@mawseco.k12.mn.us	Program Administrator for Village Ranch Alternative Program (VRAP)
Jill Sundblad, MAWSECO Program Administrator	720 9th Avenue PO Box 1010 Howard Lake, MN 55349 Phone: 320-543-1122 jsundblad@mawseco.k12.mn.us	Program Administrator for Trek, Journeys, and Step
Chad Johnson, MAWSECO Program Administrator	Wings Alternative Program 1326 E Ripley St Litchfield, MN 55355 Phone: 320-593-0440 Sholund School for Girls 370 Annandale Blvd Annandale, MN 55302 Phone: 320-286-2922 cjohnson@mawseco.k12.mn.us	Program Administrator for Wings Alternative Program and Sholund School for Girls
Nathan Woodford, MAWSECO Program Administrator	1405 3rd Ave NE Buffalo, MN 55313 Phone: 763-682-6440 nwoodford@mawseco.k12.mn.us	Program Administrator for Cornerstones and Eastern Wright
Annandale Public Schools		
Andrea Fladeboe, Director of Special Education	720 9th Ave PO Box 1010 Howard Lake, MN Phone: 320-543-1122 afladeboe@mawseco.k12.mn.us	Special Education Director of Record for APS.
Lindsey Pellaton, Annandale Special Education Supervisor	District Office 125 Cherry Avenue North Phone: 320-274-5602, ext. 2904 lpellaton@mawseco.k12.mn.us	Special Education Supervisor for District to guide and direct building teams through child study process, evaluation and determination of eligibility, and development of IEPs.
Jon Klippenes, Annandale Elementary Principal	Annandale Elementary School 655 Park Street East Annandale, MN 55302 Phone: 320-274-8218 Fax: 320-274-8470 jklippenes@isd876.org	Principals are responsible to work with Special Education supervisors and Special Education Director to guide and direct building teams through child study process, evaluation and determination of eligibility, development of IEP's and ensure

		staff resources and space are available to provide FAPE to identified Students.
Andy Ortmann, Annandale Elementary Dean of Students	Annandale Elementary School 655 Park Street East Annandale, MN 55302 Phone: 320-274-8218 Fax: 320-274-8470 aortmann@isd876.org	
Jennifer Sabol, Annandale Middle School Principal	Annandale Middle School 125 Cherry Avenue North Annandale, MN 55302 Phone: 320-274-8226 Fax: 320-274-5978 jsabol@isd876.org	
Allison Schultz, Annandale Middle School Dean of Students	Annandale Middle School 125 Cherry Avenue North Annandale, MN 55302 Phone: 320-274-8226 Fax: 320-274-5978 aschultz@isd876.org	
Charles Bakker, Annandale High School Principal	Annandale High School 855 Hemlock Street East Annandale, MN 55302 Phone: 320-274-8208 Fax: 320-274-2316 cbakker@isd876.org	
Joy Turner, Annandale High School Dean of Students	Annandale High School 855 Hemlock Street East Annandale, MN 55302 Phone: 320-274-8208 Fax: 320-274-2316 jturner@isd876.org	

B. Due Process assurances available to parents: APS has appropriate and proper due process procedures in place to assure effective and efficient results of child study procedures and methods 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) APS will not proceed with the initial evaluation of a child, the initial placement of a child in a special education program, or the initial provision of special education services for a child without the prior written consent of the child's parent. A district may not override the written refusal of a parent to consent to an initial evaluation or reevaluation.

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

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

(5) Conciliation Conference: a parent has the opportunity to meet with appropriate district staff in at least one conciliation conference if the parent objects to any proposal of which the parent receives prior written notice. The 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 and requests 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, the 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 the district's Procedural Safeguard Notice, *Part B and Part C*.

IV. Operating Procedures of Interagency Committees

A. Interagency Early Intervention Committee

A. Annandale is represented by MAWSECO in the Region 7W Interagency Early Intervention Committee. This committee is established in cooperation with other districts and special education cooperatives in cooperation with the health and human service agencies located in the counties in which the district or cooperative is located, for children with disabilities under age five and their families.

B. The chair of the Interagency Early Intervention Committee is Chastity Jacobson.

C. The Interagency Early Intervention Committee meets quarterly.

D. The Interagency Early Intervention Committee's operating procedures are described here. The Interagency Early Intervention Committee participates in needs assessment and program planning activities conducted by local social service, health and education agencies for young children with disabilities and their families.

V. Interagency Agreements the Cooperative has Entered

MAWSECO 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 coordinated 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	Comments
Goodwill - Easter Seals MN	Work Experience	July 2027	STEP Program

VI. Special Education Advisory Council

In order to increase the involvement of parents of children with disabilities in district policy making and decision making, MAWSECO has a Special Education Advisory Council (SEAC) that is representative of its seven member districts, including Annandale Public Schools.

A. MAWSECO's Special Education Advisory Council is established in cooperation with MAWSECO Member districts who are members of the same special education cooperative.

B. MAWSECO's Special Education Advisory Council is not a subgroup of the Cooperative Joint Powers Board of Directors.

C. MAWSECO's Special Education Advisory Council consists of the following individuals:

District	Member Name	Role
Delano	Molly Havey	Parent
Annandale	OPEN	Parent
Delano	Rachel Depa	Community Member
Dassel-Cokato	Beth Davison	Parent
Howard Lake Waverly Winsted	Open	Parent
Rockford	Colleen Neuman	Parent
Maple Lake	Bryn Nelson	Parent
Rockford	Marlen Rios	Parent
Dassel-Cokato	Alexa Hinz	Parent
Litchfield	Becky Hopp	Parent
MAWSECO	Andrea Fladeboe	Director of Special Education

D. MAWSECO's Special Education Advisory Council meets annually or more often as determined by the council members.

E. The Bylaws/Operational Procedures of MAWSECO's Special Education Advisory Council are included in the link above.

VII. Assurances

Code of Federal Regulations, section 300.201: Consistency with State policies. MAWSECO and APS, 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.