

## ***Meeker and Wright Special Education Cooperative Total Special Education System (TSES)***

This document serves as the Total Special Education System Plan in accordance with Minnesota Rule 3525.1100 for Meeker & Wright Special Education Cooperative and its member districts, (referred to as MEMBER DISTRICTs throughout the document) to include Annandale, Dassel-Cokato, Delano, Howard Lake-Waverly-Winsted, Litchfield, Maple Lake, and Rockford. 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).

Janell Bullard, MAWSECO's Special Education Director, is responsible for program development, coordination, and evaluation; in-service training; and general special education supervision and administration. Janell Bullard may be reached at 320-543-4606.

### **I. Child Study Procedures**

The district's identification system is developed according to the requirement of nondiscrimination as MAWSECO 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**

Each MEMBER 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 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.

Each MEMBER DISTRICT's plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341. Each MEMBER DISTRICT 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. The MEMBER DISTRICT's plan for identifying a child with a specific learning disability is attached as *Appendix A. and A.1.*

## **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-one 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.

Each MEMBER DISTRICT 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. Each MEMBER 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, each MEMBER DISTRICT 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. Each MEMBER DISTRICT ensures that:
  - (1) tests and other evaluation materials used to evaluate a child under this part are selected and administered so as not to be discriminatory on a racial or cultural basis, and are provided and administered in the pupil's native language or other mode of communication, unless it is clearly not feasible to do so;
  - (2) materials and procedures used to evaluate a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education and related services, rather than measure the child's English language skills;
  - (3) any standardized tests that are given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of such tests;
  - (4) the child is evaluated in all areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
  - (5) evaluation tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the pupil are provided;
  - (6) if an evaluation is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the evaluation report;

- (7) tests and other evaluation materials include those tailored to evaluate specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient;
- (8) tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills, unless those skills are the factors that the test purports to measure; and
- (9) in evaluating each pupil with a disability, the evaluation is sufficiently comprehensive to identify all of the pupil's special education and related service needs, whether or not commonly linked to the disability category in which the pupil has been classified.

- D. Upon completion of administration of tests and other evaluation materials, the determination of whether the child is a pupil with a disability as defined in Minnesota Statutes, section 125A.02, shall be made by a team of qualified professionals and the parent of the pupil in accordance with item E, and a copy of the evaluation report and the documentation of determination of eligibility will be given to the parent.
- E. In making a determination of eligibility under item D, a child shall not be determined to be a pupil with a disability if the determinant factor for such determination is lack of instruction in reading or math or limited English proficiency, and the child does not otherwise meet eligibility criteria under parts 3525.1325 to 3525.1351.

***Additional requirements for evaluations and reevaluations***

- A. As part of an initial evaluation, if appropriate, and as part of any reevaluation under this part, or a reinstatement under part 3525.3100, the IEP team and other qualified professionals, as appropriate, shall:
  - (1) review existing evaluation data on the pupil, including evaluations and information provided by the parents of the pupil, current classroom-based assessments and observations, and teacher and related services providers observation; and
  - (2) on the basis of the review, and input from the pupil's parents, identify what additional data, if any, are needed to determine whether the pupil has a particular category of disability, as described in Minnesota Statutes, section 125A.02, or, in 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 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.

MAWSECO Members 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 restrive 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 each MEMBER DISTRICT 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 Early Intervention provider in the appropriate district where the family lives. Early Intervention Teachers are also Service Coordinators for this cooperative, and are appointed to gather information regarding the referral source and referring concerns. Parent/s 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 MEMBER DISTRICTS in this cooperative are passed on via encrypted email to a MAWSECO administrative assistant, who then determines 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. A modified summer contact list is created to ensure that service coordinators are provided with the necessary referral information in a timely fashion.

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 each of the MEMBER DISTRICTs 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 MEMBER DISTRICTS in this cooperative are passed on via encrypted email to a MAWSECO administrative assistant, who then determines 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 21.

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. The U.S. Office of Special Education and Rehabilitative Services (OSERS) clarifies this point:

A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask that their child be evaluated. This request may be verbal or in writing. Parental consent is needed before the child may be evaluated. Evaluation needs to be completed within a 30 day time period after the parent gives consent. A guide to the Individualized Education Program, Office of Special Education and Rehabilitative Services, U.S. Department of Education. p. 2 (July 2000).

Each district 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 area of concern and meets with 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 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, an **Evaluation Plan / Parent Consent/Objection Form** will be completed. Documents 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 are 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**

Each MEMBER 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 the MEMBER 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 MAWSECO programs known as alternative sites:

- (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 18-21 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

Dassel Cokato Public Schools

Early Childhood Family Education  
4852 Reardon Ave. S.W., Suite 1400  
Cokato, MN 55321  
286-4100 ext. 1024

Dassel Elementary  
131 Williams Avenue East

PO Box 368  
Dassel, MN 55325  
Phone: 320.286.4100 x1500

Cokato Elementary  
200 5th St. S.W.  
Cokato, MN 55321  
Phone: 320.286.4100 x1300

Dassel-Cokato Middle School  
Suite 1500  
4852 Reardon Ave. S.W.  
Cokato, MN 55321  
Phone: 320.286.4100 ext. 1600

Dassel-Cokato High School  
Suite 1600  
4852 Reardon Ave. S.W.  
Cokato, MN 55321  
Phone: (320) 286-4100 ext. 1800

Area Learning Center  
**Physical Address:**  
290 E Cokato St.  
Cokato, MN 55321  
**Mailing Address:**  
4852 Reardon Ave SW  
Suite 1600  
Cokato, MN 55321  
(320) 286 - 4100 ext. 1200

Delano Public Schools  
Delano Elementary School  
678 Tiger Drive  
Delano, MN 55328

Delano Middle School  
700 Elm Avenue East  
Delano, MN 55328

Delano High School  
700 Elm Avenue East  
Delano, MN 55328

Delano Community Education Building  
140 Elm Avenue  
Delano, MN 55328

Howard Lake-Waverly-Winsted Public Schools  
Winsted Elementary Schools  
431 4th Street North

Winsted, MN

Humphrey Elementary Schools  
803 Elm Avenue  
Waverly, MN

HLWW Middle School  
801 8th Avenue  
Howard Lake, MN

HLWW High School  
8700 County Road 6 SW  
Howard Lake, MN 55349

### Litchfield Public Schools

Ripley Elementary  
100 West Pleasure Drive  
Litchfield, MN 55355  
Ph: 320-693-2436  
Fax: 320-593-0227

Wagner Elementary  
307 East 6th St.  
Litchfield, MN 55355  
Phone: 320-693-2824  
Fax: 320-593-0280  
Litchfield Middle School  
340 East 10th St.  
Litchfield, MN 55355  
Ph: 320-693-2441  
Fax: 320-593-3485

Litchfield High School  
901 North Gilman Ave.  
Litchfield, MN 55355  
Ph: 320-693-2424  
Fax: 320-593-3308

Litchfield Alternative Learning Program  
901 North Gilman Ave.  
Litchfield, MN 55355  
Ph: 320-693-2424  
Fax: 320-593-3308

### Maple Lake Public Schools

Maple Lake Elementary School  
200 State Highway 55 E  
Maple Lake, MN 55358  
Phone: 320-963-3024  
Fax: 320-963-6584

Maple Lake Secondary Schools  
200 State Highway 55 E

Maple Lake, MN 55358  
Phone: 320-963-3171  
Fax:320-963-3170

Rockford Area Schools

Rockford Elementary Arts Magnet School  
7650 County Road 50  
Rockford, MN 55373

Rockford Middle School - Center for Environmental Studies  
6051 Ash Street  
Rockford, MN 55373

Rockford High School  
7600 County Road 50  
Rockford MN 55373

C. Alternative sites available at which services may occur:

(1) Care and Treatment-Chemical Dependency

Wings Alternative Program (#320-593-0440)  
1326 East Ripley Street, Litchfield, MN 55355

(2) Care and Treatment-Chemical Dependency

Westside Alternative Program (#320-963-3778)  
PO Box 308, (33 Birch Ave. S.) Maple Lake, MN 55358

(3) Care and Treatment-Mental Health

Village Ranch Alternative Program (#320-286-2922)  
13637 60th Street SW, Cokato, MN 55355

(4) Care and Treatment-Mental Health

Cornerstones Day Treatment Program (#763-682-6440)  
PO Box 392, (1405 3rd Ave. NE) Buffalo, MN 55313

(5) Care and Treatment-Mental Health

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

- (6) TREK Program (#320-543-3990 x2239)  
PO Box 1010, (801 8th Ave) Howard Lake, MN 55349
  
- (7) Journeys Alternative Program (#320-543-4626)  
PO Box 1010, (801 8th Ave), Howard Lake, MN 55349
  
- (8) Cornerstones Setting IV (#763-682-6440)  
PO Box 392, (1405 3rd Ave. NE) Buffalo, MN 55313
  
- (9) STEP (18-21 Transition Program) (#320-543-3990 x 2413)  
PO Box 1010, (801 8th Ave) Howard Lake, MN 55349
  
- (10) Early Intervention Birth to Three Special Education Services  
PO Box 1010, (801 8th Ave) Howard Lake, MN 55349  
(#320-543-4606)
  
- (11) 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
  
  - b. Dassel-Cokato Early Childhood Special Education  
4852 Reardon St  
Suite 1400  
Cokato, MN 55321  
(320) 286-4100 Ext. 1035
  
  - c. Delano Early Childhood Special Education  
Delano Elementary School  
678 Tiger Dr.  
Delano, MN 55328  
(763) 972-3365 Ext. 4006
  
  - d. Howard Lake-Waverly-Winsted Early Childhood Special Education  
PO Box 708  
Howard Lake, MN 55349

(320) 543-3900 Ext. 3162

- e. Litchfield Early Childhood Special Education  
Ripley Elementary School  
100 W. Pleasure Dr.  
Litchfield, MN 55355  
(320) 693-2436 Ext. 1255
  
- f. Maple Lake Early Childhood Special Education  
Maple Lake Elementary School  
200 State Highway 55 E  
Maple Lake, MN 55358  
Phone: 320-963-3024  
Fax:320-963-6584
  
- g. Rockford Early Childhood Special Education  
Rockford Elementary School  
7650 Cty Rd 50  
Rockford, MN 55373  
(763) 477-5837 Ext. 1206

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 MEMBER Districts' communities 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. Brailist
- 10. Deaf/Hard of Hearing Services
- 11. Audiological Services
- 12. Colocated 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.**

Each MEMBER 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:

<b>Staff Name and Title</b>	<b>Contact Information (phone/email/ mailing address/office location)</b>	<b>Brief Description of Staff Responsibilities relating to child study procedures and method of providing special education services</b>	<b>Additional Information/Responsibility</b>
Director of Special Education	Janell Bullard  Po Box 1010, Howard Lake MN 320-543-4606	MAWSECO Director of Special Education	Director for MAWSECO (Annandale, Dassel-Cokato, Delano, Howard Lake-Waverly-Winsted, Litchfield, Maple Lake, Rockford)
Annandale Special Education Coordinator	Lindsey Pellaton  District Office 125 Cherry Avenue North Phone: 320-274-5602, ext. 2904  lpellaton@mawseco.k12.	Special Education Coordinator for District to guide and direct building teams through child study process, evaluation and determination of	School Psychologist Network Co-Leader



	mn.us	eligibility, and development of IEP's.	
Annandale Elementary Principal	<p>Allyson Kuehn</p> <p>Annandale Elementary School 655 Park Street East Annandale, MN 55302 Phone: 320-274-8218 Fax: 320-274-8470</p> <p>akuehn@annandale.k12.mn.us</p>	Principals are responsible to work with Special Education Coordinators) 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.	
Annandale Elementary Dean of Students	<p>Amy Miller</p> <p>Annandale Elementary School 655 Park Street East Annandale, MN 55302 Phone: 320-274-8218 Fax: 320-274-8470</p> <p>amiller@annandale.k12.mn.us</p>		
Annandale Middle School Principal	<p>Tim Prom</p> <p>Annandale Middle School 125 Cherry Avenue North Annandale, MN 55302 Phone: 320-274-8226 Fax: 320-274-5978 tprom@annandale.k12.mn.us</p>		
Annandale High School Principal	<p>Scot Kerbaugh</p> <p>Annandale High School 855 Hemlock Street East Annandale, MN 55302 Phone: 320-274-8208 Fax: 320-274-2316 skerbaugh@annandale.k12.mn.us</p>		

Annandale High School Dean of Students	Jon Meinke Annandale High School 855 Hemlock Street East Annandale, MN 55302 Phone: 320-274-8208 Fax: 320-274-2316 jmeinke@annandale.k12.mn.us		
Dassel-Cokato Special Education Coordinator	Jennifer Froehlich 4852 Reardon Ave SW, Suite 1700 Cokato, MN 55321 #320-212-8215	Special Education Coordinator for District to guide and direct building teams through child study process, evaluation and determination of eligibility, and development of IEP's.	BIOC  Social Work Continuing Education Support  Village Ranch Alternative Program Child Study Coordinator  Supervise the Howard Lake MAWSECO Programs when Linda Wharram is gone
Dassel Elementary School Principal	Debbie Morris 131 Williams Avenue East PO Box 368 Dassel, MN 55325 Phone: 320.286.4100 x1500	Principals are responsible to work with Special Education Coordinators) 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.	
Cokato Elementary School Principal	Brian Franklin 200 5th St. S.W. Cokato, MN 55321 Phone: 320.286.4100		

	x1300		
Dassel-Cokato Middle School Principal	Alisa Johnson Suite 1500 4852 Reardon Ave. S.W. Cokato, MN 55321 Phone: 320.286.4100 ext. 1600		
Dassel-Cokato High School and Area Learning Center Principal	Dean Jennissen Suite 1600 4852 Reardon Ave. S.W. Cokato, MN 55321 Phone: (320) 286-4100 ext. 1800		
Delano Special Education Coordinator	Keely Swartzler  Delano Public Schools 700 Elm Ave. Delano, MN 55328 763-972-3365 ext. 2034	Special Education Coordinator for District to guide and direct building teams through child study process, evaluation and determination of eligibility, and development of IEP's.	Cooperative Professional Development, Paraprofessional Professional Development, Specific Learning Disabilities Networking Leader, Emotional Behavioral Disorder Networking Co-Leader, Cornerstones Child Study Coordinator
Delano Elementary School Principal	Darren Schuler Delano Elementary 678 Tiger Drive Delano, MN 55328 763-972-6200	Principals are responsible to work with Special Education Coordinators) 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.	

Delano Elementary School Assistant Principal	Corey Lahr Delano Elementary 678 Tiger Drive Delano, MN 55328 763-972-6200		
Delano Middle School Principal	Renee Klinkner Delano Middle School 700 Elm Avenue East Delano, MN 55328 763-972-3365		
Delano Middle School Assistant Principal	Steve Schauburger Delano Middle School 700 Elm Avenue East Delano, MN 55328 763-972-3365		
Delano High School Principal	Steven Heil Delano High School 700 Elm Avenue East Delano, MN 55328 763-972-3365		
Delano High School Assistant Principal	Joe Vieau Delano High School 700 Elm Avenue East Delano, MN 55328 763-972-3365		
Howard Lake-Waverly-Winsted Special Education Coordinator	Karrie Taylor HLWW Middle School 801 8th Avenue PO Box 708 Howard Lake, MN 55349  320-543-2403	Special Education Coordinator for District to guide and direct building teams through child study process, evaluation and determination of eligibility, and development of IEP's.	JMC SpEd Forms Due Process DHH Supervisor B-3 Early Intervention Supervisor
Humphrey and Winsted Elementary Principal	Jennifer Olson Humphrey Elementary 803 Elm Ave Waverly, MN 55390  Winsted Elementary	Principals are responsible to work with Special Education Coordinators) and Special Education Director to guide and direct building teams	

	431 4th St. N Winsted, MN 55395	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.	
Dean of Students	Kelli Westling  Humphrey Elementary 803 Elm Ave Waverly, MN 55390  Winsted Elementary 431 4th St. N Winsted, MN 55395		
HLWW Middle School Principal	Jim Schimelpfenig 801 8th Ave Howard Lake, MN 55349		
HLWW High School Principal	Jason Mix 8700 County Rd 6 Howard Lake, MN 55349		
Litchfield Special Education Coordinator	Jean Wirz 340 E. 10th St. Litchfield, MN 55355 320-693-2441 ext. 3229	Special Education Coordinator for District to guide and direct building teams through child study process, evaluation and determination of eligibility, and development of IEP's.	Autism Network Leader  Speech/Language Network Leader  Westside Alternative Program Supervisor  Wings Alternative Program Supervisor
Ripley Elementary Principal	Gregg Zender Ripley Elementary 100 West Pleasure Drive	Work with Special Education Coordinator and Special Education Director to guide and	Wagner Elementary Principal  Federal Programs

	Litchfield, MN 55355 Ph: 320-693-2436 Fax: 320-593-0227	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.	Coordinator District Assessment Coordinator Early Childhood Special Education Administrator
Wagner Elementary Principal	Gregg Zender Wagner Elementary 307 East 6th St. Litchfield, MN 55355 Phone: 320-693-2824 Fax: 320-593-0280	Work with Special Education Coordinator 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.	Wagner Elementary Principal Federal Programs Coordinator District Assessment Coordinator Early Childhood Special Education Administrator
Litchfield Middle School Principal	Beckie Simensen Litchfield Middle School 340 East 10th St. Litchfield, MN 55355 Ph: 320-693-2441 Fax: 320-593-3485	Work with Special Education Coordinator 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.	None at this time
Litchfield High School Principal	Jason Michels Litchfield High School 901 North Gilman Ave. Litchfield, MN 55355 Ph: 320-693-2424 Fax: 320-593-3308	Work with Special Education Coordinator and Special Education Director to guide and direct building teams through child study process, evaluation	None at this time

		and determination of eligibility, development of IEP's and ensure staff resources and space are available to provide FAPE to identified Students.	
Litchfield Alternative Learning Program Administrator	Michael Sundin Litchfield Alternative Learning Program 901 North Gilman Ave. Litchfield, MN 55355 Ph: 320-693-2424 Fax: 320-593-3308	Work with Special Education Coordinator 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.	High School Assistant High School Principal Athletic Director
Maple Lake Special Education Coordinator	Lindsey Pellaton  Maple Lake Elementary 200 Minnesota 55 Maple Lake, MN 55358  320-963-7536	Special Education Coordinator for District to guide and direct building teams through child study process, evaluation and determination of eligibility, and development of IEP's.	School Psychologist Network Co-Leader
Maple Lake Elementary Principal	Kris Harlan  Maple Lake Elementary School 200 State Highway 55 E Maple Lake, MN 55358 Phone: 320-963-3024 Fax:320-963-6584  harlank@maplelake.k12.mn.us	Principals are responsible to work with Special Education Coordinators) 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.	
Maple Lake Secondary Principal	Dave Hansen  Maple Lake Secondary Schools 200 State Highway 55 E Maple Lake, MN 55358 Phone: 320-963-3171 Fax:320-963-3170  hansend@maplelake.k12.mn.us		
Mawseco Special Education Coordinator	Linda Wharram 801 8th Ave N PO Box 708 Howard Lake, MN 55349	Program Supervisor:  Eastern Wright, Trek, Journeys, Step  Sped Forms Due Process: Cornerstones	Network Leader: DCD Network Co-Leader: EBD  Testing Coordinator  MCCC Coordinator
Rockford Special Education Coordinator	Shanna Lecy Rockford Public Schools/MAWSECO 7650 county Road 50 Rockford, MN 55373 (763)477.5837 ext. 1030	Special Education Coordinator for District to guide and direct building teams through child study process, evaluation and determination of eligibility, and development of IEP's.	School Psychologist Network Co-Leader
Rockford Elementary Arts Magnet School Principal	Brenda Petersmeyer 7650 county Road 50 Rockford, MN 55373  Phone: 763-477-5837 ext. 1002	Principals are responsible to work with Special Education Coordinators) 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.	
Rockford Middle School - Center for Environmental Studies Principal	Amy Dennesen 6051 Ash Street Rockford, MN 55373 Phone: 763-477-5831 ext. 2002		
Rockford High School Principal	Matt Schiendler 7600 County Road 50 Rockford, MN 55373 Phone: 763-477-5846 ext. 3002		

B. Due Process assurances available to parents: Each MEMBER 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) MAWSECO or its MEMBERS 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. Each MEMBER DISTRICT holds a conciliation conference within ten calendar days from the date the district receives a parent's objection to a proposal or refusal in the prior written notice. All discussions held during a conciliation conference are confidential and are not admissible in a due process hearing. Within five school days after the final conciliation conference, the district must prepare and provide to the parent a conciliation conference memorandum that describes the district's final proposed offer of service. This memorandum is admissible in evidence in any subsequent proceeding.

- (6) In addition to offering at least one conciliation conference, each MEMBER 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 MEMBER DISTRICT's Procedural Safeguard Notice, attached as *Appendix B-1 Part B and B-2 Part C*.

#### **IV. Operating Procedures of Interagency Committees**

##### **A. Interagency Early Intervention Committee**

- A. MAWSECO's Interagency Early Intervention 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. The Communication Pathway includes posting operating procedures, budgets, membership and minutes of Region 6 and of Region 7W IEIC on the MAWSECO website under Early Childhood Programs.
- B. MAWSECO is part of Region 7W Interagency Early Intervention Committee consisting of the following individuals as outlined in the attached Member List as Appendix C-1.
- C. The chair of the Interagency Early Intervention Committee is Alecia Jepson.
- D. The Interagency Early Intervention Committee meets quarterly.
- E. MAWSECO borders the edge of Region 6 Interagency Early Intervention Committee, with representation from one member district /county on that committee. Their Member List is attached as Appendix C-2 and the operating procedures are attached as Appendix C-3 and C-4.
- F. The Interagency Early Intervention Committee's operating procedures are attached as Appendix C-3 and C-4 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) (this plan is attached as *Appendix D-5 and D-6*); 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 (this policy is attached at *Appendix C-7, C-8*).
- (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.

G. 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.

H. The Interagency Early Intervention Committee reviews and comments on the early intervention service of this Total Special Education System Plan for MAWSECO, 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 Cooperative has Entered**

MAWSECO has entered in 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:

Name of Agency	Terms of Agreement	Agreement Termination/ Renewal Date	Comments

**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.

- 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 *[existing board/council/committee]*.
- C. MAWSECO's Special Education Advisory Council consists of the following individuals:
  - (1) Janell Bullard, Director of Special Education  
(school district employee)
  - (2) Keely Swartzler, Coordinator of Special Education  
(school district employee)
  - (3) ██████████, Rockford  
(parent of student with disability)
  - (4) ██████████, Dassel-Cokato  
(parent of student with disability)
  - (5) ██████████, Annandale  
(parent of student with disability)
  - (6) Dawn Kincs, St. Tim's, Maple Lake  
(employee of a nonpublic school)
- D. MAWSECO's Special Education Advisory Council meets annually. A meeting was scheduled for June 16th at 6:00 PM with invitations sent to recommended parents of each district. After the scheduled date, MAWSECO received inquiries suggesting interest in membership. These parents are listed above as members and recommended procedures are listed below.
- E. The operational procedures of MAWSECO's Special Education Advisory Council are attached as Appendix D.

## **VII. Assurances**

Code of Federal Regulations, section 300.201: Consistency with State policies. MAWSECO and its MEMBER DISTRICTS, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the State policies and procedures established under sections 300.101 through 300.163, and sections 300.165 through 300.174. (Authority: 20 U.S.C. § 1413(a)(1)).

Yes: Assurance given.