

Services Provided by Freshwater Education District



To increase and improve educational opportunities for all learners.

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SERVICES OFFERED BY FRESHWATER EDUCATION DISTRICT

Freshwater Education District serves as a collaborative hub for educational advancement across its 13 member school districts. Our mission is: **To increase and improve educational opportunities for all learners.**

The district operates with the aim to offer a wide array of educational services and resources that might not be efficiently attainable for each individual district on its own. By pooling resources, expertise, and innovation, Freshwater Education District provides specialized programs, support services, and initiatives that benefit students, teachers, and the broader educational community.

Through this cooperative approach, the district enables its member schools to access cost-effective solutions, specialized educational programs, professional development opportunities, and other resources that contribute to the overall enhancement of learning experiences. This collaborative effort ensures that each member district receives support tailored to its specific needs while fostering a community where best practices are shared, innovative ideas are cultivated, and educational excellence is continually pursued.

In essence, Freshwater Education District acts as a unifying force, leveraging collective strengths to provide diverse educational services and opportunities, ultimately striving to empower learners and educators alike within its member school districts. The following are services that we can provide:

Special Education

Director of Special Education

Each school district is required to have a Director of Special Education. Within Freshwater, 12 school districts share one Director.

A Director of Special Education holds a significant leadership role within a school district or educational organization. Their primary responsibilities revolve around overseeing and managing special education programs and services to ensure that students with disabilities receive appropriate educational opportunities. Here are some key duties and responsibilities:

1. **Program Development and Implementation:** Develop, implement, and evaluate special education programs in accordance with state and federal laws and regulations (such as the Individuals with Disabilities Education Act - IDEA) to meet the needs of students with disabilities.
2. **Compliance:** Ensuring compliance with legal requirements and mandates related to special education, including the development and implementation of Individualized Education Programs (IEPs) for students with disabilities.

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3. **Staff Supervision and Support:** Supervise and support special education staff, including teachers, specialists, aides, and other personnel involved in delivering special education services. This includes providing professional development, guidance, and training.
4. **Collaboration:** Working closely with other administrators, educators, parents, and community stakeholders to foster collaboration and ensure that students with disabilities receive appropriate services and support.
5. **Budgeting and Resource Management:** Managing budgets allocated for special education programs, allocating resources efficiently, and advocating for necessary funding and resources to support special education initiatives.
6. **Evaluation and Reporting:** Assessing the effectiveness of special education programs, collecting data, and generating reports to measure student progress, program outcomes, and compliance with regulations.
7. **Parental Involvement:** Facilitating communication and collaboration with parents or guardians of students with disabilities, ensuring their involvement in the development and review of their child's IEPs and addressing their concerns.
8. **Advocacy and Policy Development:** Advocating for the needs of students with disabilities at district, state, and possibly national levels. They may also participate in policy development and decision-making related to special education.
9. **Advisory Role:** Providing guidance and advice to school administrators, teachers, and staff regarding best practices, interventions, and strategies for supporting students with disabilities in an inclusive educational environment.

Early Childhood Special Education (ECSE) Teachers

Early Childhood Special Education (ECSE) teachers play a crucial role in providing specialized instruction and support to young children (typically from birth to around age 5) who have developmental delays, disabilities, or other special needs. Their responsibilities include:

1. **Assessment and Individualized Education Planning:** ECSE teachers conduct assessments to identify children's developmental levels and specific needs. They collaborate with other professionals and parents to develop Individualized Family Service Plans (IFSPs) or Individualized Education Programs (IEPs) tailored to each child's needs.
2. **Specialized Instruction:** They design and implement developmentally appropriate instructional activities and interventions to support children's learning and development across various domains, such as cognitive, social-emotional, communication, and motor skills.

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3. Support for Inclusive Learning Environments: ECSE teachers often work in inclusive settings, collaborating with general education teachers and support staff to create inclusive environments where children with special needs can learn alongside their peers without disabilities.
4. Parental Collaboration and Support: They work closely with parents or caregivers, providing guidance, resources, and support to help them understand their child's needs, progress, and ways to reinforce learning and development at home.
5. Behavioral Support and Intervention: ECSE teachers address behavioral challenges by implementing strategies and interventions to support positive behavior and social skills development in young children.
6. Collaboration with other Professionals: They collaborate with speech therapists, occupational therapists, physical therapists, and other specialists to implement comprehensive interventions and services for children requiring multiple forms of support.
7. Data Collection and Progress Monitoring: ECSE teachers track and monitor children's progress regularly, collecting data to assess the effectiveness of interventions and adjusting strategies as needed to meet individualized goals.
8. Advocacy and Professional Development: They advocate for the needs of young children with special needs and participate in ongoing professional development to stay updated on best practices, new interventions, and research in early childhood special education.

School Social Workers

School Social Workers play a crucial role in supporting the social, emotional, and academic well-being of students. Their responsibilities typically include:

1. Counseling and Support Services: Provide individual and group counseling to students dealing with various issues such as mental health concerns, behavioral problems, family conflicts, bullying, and academic challenges.
2. Crisis Intervention: Often involved in crisis intervention, helping students cope with traumatic events, emergencies, or personal crises that may affect their ability to learn and function in a school setting.
3. Collaboration with Families and School Staff: Work closely with parents, teachers, administrators, and other school personnel to develop strategies that support students' success. This collaboration may involve attending meetings, creating intervention plans, and advocating for students' needs.

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4. Advocacy and Referral: Advocate for students by connecting them with appropriate resources within the school or community, such as mental health services, counseling centers, or government assistance programs. They may also help families navigate complex systems to access necessary support.
5. Assessment and Evaluation: Conduct assessments to identify students' needs, evaluate their strengths and challenges, and develop personalized plans to address those needs. This may involve evaluating social, emotional, and behavioral factors impacting a student's academic performance.
6. Preventive Programs: Design and implement preventive programs and workshops on topics like bullying prevention, conflict resolution, social skills development, and stress management to promote a positive school environment.
7. Policy Development and Implementation: May be involved in developing and implementing policies related to student well-being, mental health support, and creating inclusive and supportive learning environments.
8. Documentation and Reporting: Maintain accurate records and documentation of their interactions with students and families, including progress notes, assessments, and intervention plans, ensuring compliance with relevant laws and regulations.

School Psychologists

School Psychologists play a vital role in supporting students' academic, social, emotional, and behavioral well-being within educational settings. Their primary responsibilities include:

1. Assessment: Conduct assessments to identify students' strengths and areas needing support. They administer tests and evaluations to diagnose learning disabilities, developmental delays, and behavioral issues.
2. Intervention and Counseling: Provide counseling and intervention strategies to address students' academic or behavioral problems. This could involve individual or group counseling sessions, behavior management plans, and social skills training.
3. Consultation: Collaborate with teachers, parents, and other educational professionals to create effective learning environments for students. They offer guidance on teaching strategies, behavior management techniques, and ways to support diverse learning needs.
4. Prevention Programs: Design and implement programs to prevent bullying, improve school climate, and foster positive social interactions among students.

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5. Crisis Response: During emergencies or crises within the school community, school psychologists offer immediate support, crisis intervention, and guidance to help students, staff, and families cope with the situation.
6. Advocacy and Support: Advocate for students' rights and work to ensure that all students have access to the resources they need to succeed academically and emotionally.
7. Data Analysis and Research: May collect and analyze data to evaluate the effectiveness of programs and interventions. They also engage in research to contribute to the field's knowledge base.

Speech-Language Pathologists (SLPs)

SLPs perform various roles and responsibilities to support students with communication disorders and difficulties. Their duties typically include:

1. Assessment: Conduct assessments to evaluate students' speech, language, communication, and swallowing abilities. They use various standardized tests, observations, and interviews to diagnose communication disorders.
2. Treatment and Therapy: After assessing students, SLPs develop individualized treatment plans tailored to each student's needs. They provide therapy to improve speech articulation, language comprehension and expression, fluency, voice quality, and pragmatic skills (social communication).
3. Collaboration: Collaborate with teachers, parents, and other professionals within the school to create a supportive environment for students with communication difficulties. They offer guidance on implementing strategies and accommodations to facilitate students' communication in the classroom.
4. IEP (Individualized Education Program) Participation: Actively participate in the development and implementation of IEPs for students with speech and language disorders. They set appropriate goals, document progress, and provide input during IEP meetings.
5. Documentation and Reporting: Maintain detailed records of assessments, therapy sessions, progress reports, and communication with parents and other professionals involved in the students' care.

Speech-Language Pathology Assistant (SLPA)

The role of SLPAs typically involves supporting licensed speech-language pathologists rather than working independently. In Minnesota, SLPAs generally work under the supervision of a licensed SLP and may assist in various tasks such as:

1. Providing support during therapy sessions: Preparing materials, assisting with activities, and ensuring the implementation of treatment plans developed by the SLP.

(Special Education continued)

2. Conducting certain activities or exercises: Help facilitate speech and language exercises or drills as directed by the supervising SLP.
3. Assisting with administrative tasks: This can involve tasks such as record-keeping, documentation, and preparing progress reports under the guidance of the SLP.
4. Providing support in classroom settings: Collaborate with teachers and other school staff to support students with speech and language needs in the classroom environment.

Occupational Therapists

Occupational Therapists perform various roles to support students' success in their academic, social, and functional skills. Here are some common responsibilities of occupational therapists in Minnesota schools:

1. Assessment and Evaluation: Conduct assessments to identify students' strengths and areas needing improvement in their fine motor skills, sensory processing, visual-motor skills, activities of daily living (ADLs), and other functional areas.
2. Individualized Treatment Plans: Based on their assessments, OTs develop individualized treatment plans tailored to each student's needs. These plans often include interventions and strategies to improve motor skills, sensory integration, handwriting, self-care abilities, and more.
3. Intervention and Therapy: Provide indirect intervention and therapy activities to help students improve their fine motor skills, coordination, sensory processing, and other functional abilities.
4. Collaboration with Educators and Parents: Work closely with teachers, special education staff, parents, and other professionals to create a supportive environment for students. They collaborate to implement strategies and accommodations that help students succeed in the classroom.
5. Assistive Technology: Assist in the implementation of assistive technology devices or tools that can support students' independence and participation in school activities.
6. Consultation and Training: Provide guidance and training to teachers and staff on how to best support students with diverse needs. They may also provide recommendations for modifications in the classroom environment to improve accessibility for students.
7. Advocacy and Support: Advocate for students' needs within the school system, ensuring they receive the necessary resources and accommodations to optimize their learning and participation.

(Special Education continued)

Physical Therapists

Physical Therapists play a crucial role in supporting students' physical health and well-being. Here are some of the key responsibilities and activities that physical therapists may perform in schools:

1. **Assessment and Evaluation:** Assess and evaluate students' physical abilities, motor skills, strength, flexibility, balance, and coordination. They conduct screenings to identify any issues that might affect a student's ability to participate in educational activities.
2. **Individualized Treatment Plans:** Based on their assessments, PTs develop individualized treatment plans and interventions to address students' specific needs. These plans may include exercises, therapeutic activities, and techniques to improve mobility, posture, and physical function.
3. **Indirect Therapy Services:** Provide indirect therapy services to students, working with paras and teachers, within the school setting. These services could include therapeutic exercises, activities, and interventions to help students improve their physical abilities and function better in the school environment.
4. **Collaboration and Consultation:** Collaborate with other members of the educational team, including teachers, special education staff, occupational therapists, and parents, to support students' overall development and participation in school activities. They may provide recommendations and guidance on modifications or accommodations to help students access the curriculum and educational environment.
5. **Education and Training:** Educate school staff, parents, and students about strategies to improve physical function, prevent injuries, and promote overall wellness. They might conduct workshops or training sessions to raise awareness about specific physical conditions and ways to support students with those conditions.
6. **Documentation and Progress Monitoring:** Maintain records of assessments, treatment plans, and progress notes for each student. They regularly monitor and evaluate the effectiveness of interventions and adjust treatment plans accordingly.
7. **Advocacy and Support:** Advocate for the needs of students with physical challenges and disabilities, ensuring that they have access to appropriate services and accommodations to facilitate their success in the school environment.

(Special Education continued)

Teacher for those with Physical/Health Disabilities

A Physical and Health Disabilities (PHD) Teacher in Minnesota works with students who have physical disabilities or health impairments that affect their ability to access education in a traditional classroom setting. Their primary role involves providing specialized instruction, support, and accommodations to help these students access the curriculum and succeed academically. Here are some key responsibilities of a PHD Teacher in Minnesota:

1. Individualized Education Plan (IEP) Development: Collaborating with other educators, parents, and specialists to create individualized education plans tailored to the unique needs of each student with physical or health disabilities.
2. Adapted Instruction: Modifying curriculum materials, teaching methods, and learning environments to accommodate diverse needs and facilitate learning for students with physical or health impairments.
3. Assistive Technology Implementation: Introducing and utilizing assistive technologies or adaptive devices to enhance students' access to learning and improve their participation in educational activities.
4. Personalized Support: Providing indirect instruction and support to students in areas such as mobility, self-care, communication, and social skills development based on their individual needs.
5. Collaboration and Communication: Working closely with other educators, therapists, healthcare professionals, and families to ensure a coordinated approach to support the holistic development and well-being of students.
6. Advocacy and Resource Referral: Advocating for students' needs within the school system and community, as well as connecting families with relevant resources and services to support the students' overall growth and development.
7. Assessment and Progress Monitoring: Conduct ongoing assessments to evaluate students' progress, identify areas of improvement, and adjust instructional strategies accordingly.

Teacher for those with Deaf/Hard of Hearing (DHH)

A DHH specializes in working with students who are deaf or hard of hearing. Their primary role is to provide specialized instruction and support to these students, ensuring they have access to quality education that meets their unique needs. Some of the responsibilities of a DHH teacher in Minnesota may include:

1. Instructional Planning: Developing individualized education plans (IEPs) or specialized educational plans for students with hearing impairments. They create strategies to accommodate different learning styles and levels of hearing loss.

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2. Teaching and Classroom Support: Providing direct and indirect instruction in various subjects, utilizing techniques and tools that are suitable for students with hearing impairments. This might involve using visual aids, sign language, speech-to-text technologies, or other assistive devices to facilitate learning.
3. Collaboration: Working closely with classroom teachers, administrators, and other professionals to ensure that the curriculum is accessible and suitable for students with hearing impairments. They might also collaborate with parents to provide guidance and support for their child's educational needs.
4. Assessment and Progress Monitoring: Conducting assessments to evaluate students' academic progress, language development, and other skills. They use this information to adjust teaching methods and educational plans accordingly.
5. Advocacy and Support: Advocating for the needs of students with hearing impairments within the school system. They might assist in obtaining necessary resources, accommodations, or specialized services to support the student's learning and participation in school activities.
6. Communication and Language Development: Supporting the development of communication skills, which might involve teaching sign language, speech therapy, or other forms of communication tailored to the individual needs of the students.
7. Professional Development: Engaging in continuous learning and professional development to stay updated on best practices, new technologies, and approaches in deaf education.

Teacher for those with Visual Impairments

A Visual Impairment teacher is a specialized educator who works with students who have visual impairments or blindness. Their role involves providing specialized instruction and support to help these students access education and develop the skills necessary to succeed in school and beyond. Here are some key responsibilities of a Visual Impairment Teacher in Minnesota:

1. Assessment and Evaluation: Conducting assessments to determine the student's level of visual impairment and its impact on learning. They evaluate the student's needs and abilities to create individualized education plans (IEPs).
2. Instructional Planning: Developing customized lesson plans and teaching strategies tailored to the student's specific visual needs. This may involve using specialized materials, adaptive technology, and teaching methods to accommodate visual impairments.
3. Braille and Adaptive Technology: Teaching Braille literacy and providing instruction on the use of adaptive technology such as screen readers, magnification software, and other assistive devices to enhance learning and access to educational materials.

4. Collaboration: Working closely with other educators, support staff, and families to ensure that the student's educational goals and accommodations are implemented effectively across various learning environments.
5. Support Services: Providing support and guidance to both students and their families regarding resources, advocacy, and strategies to promote independence and inclusion in academic and social settings.
6. Professional Development: Staying updated on best practices, advancements in assistive technology, and specialized teaching methods through professional development opportunities to enhance their ability to support students effectively.
7. Advocacy: Acting as an advocate for students with visual impairments, ensuring that they receive the necessary accommodations and support to access a quality education.

Special Education Program Specialists

Special Education Program Specialists play a key role in supporting and overseeing various aspects of special education programs within a school district. Their responsibilities can vary depending on the institution and its needs, but generally include:

1. Individualized Education Program (IEP) Development: Can assist educators, parents, and other professionals to create, review, and revise Individualized Education Programs (IEPs) for students with disabilities. This involves ensuring that each student's unique needs, goals, and accommodations are addressed in their educational plan.
2. Teacher Support and Training: Providing guidance, training, and professional development opportunities for special education teachers and other staff members. This may include workshops, seminars, or one-on-one coaching to help educators implement effective instructional strategies and accommodations.
4. Assessment and Evaluation: Recommend assessments and evaluations to determine students' eligibility for special education services.
5. Compliance and Regulation: Assist in ensuring that the school's special education programs comply with federal and state laws, regulations, and policies related to special education. This involves staying updated on legal requirements and advocating for appropriate services for students with disabilities.
6. Collaboration and Communication: Facilitating communication and collaboration among teachers, parents, administrators, and other stakeholders involved in the education of students with disabilities. This may involve organizing meetings, fostering partnerships, and promoting a team-based approach to supporting students' needs.
7. Data Analysis and Reporting: Collecting and analyzing data related to student performance, program effectiveness, and other relevant metrics. Program Specialists may use this information to identify trends, measure outcomes, and make data-driven decisions to improve special education services.

(Special Education continued)

Assessment Specialists

Assessment Specialists perform a range of duties related to evaluating students who may require special education services. Their primary responsibilities may include:

1. **Assessment and Evaluation:** Conducting assessments and evaluations of students to determine if they have disabilities or special needs that may require special education services. This involves using various assessment tools, tests, and observations to gather information about a student's academic, behavioral, and developmental abilities.
2. **Collaboration:** Working closely with educators, parents, and other professionals to gather information and insights about the student's needs. This collaboration may involve meetings, consultations, and discussions to develop appropriate educational plans for the student.
3. **Documentation:** Documenting assessment results and preparing reports that outline a student's strengths, weaknesses, and specific needs. These reports are crucial in developing Individualized Education Programs (IEPs) or 504 plans tailored to the student's requirements.
4. **Compliance:** Ensuring compliance with federal and state laws and regulations related to special education assessments and services. This includes staying updated on laws such as the Individuals with Disabilities Education Act (IDEA) and ensuring that assessments are conducted in accordance with these regulations.

Behavioral Specialists

Behavioral Specialists perform a variety of tasks aimed at supporting students' behavioral, emotional, and social development. Some of the key responsibilities include:

1. **Assessment and Evaluation:** Conduct assessments to identify behavioral issues, emotional concerns, or learning difficulties among students. This might involve observing behavior, gathering information from teachers and parents, and utilizing assessment tools to evaluate students' needs.
2. **Behavioral Intervention Planning:** Develop individualized behavior intervention plans (BIPs) for students based on assessments. These plans outline strategies, goals, and techniques to address specific behavioral issues and promote positive behaviors.
3. **Collaboration with School Staff:** Work closely with teachers, counselors, administrators, and other staff members to implement intervention strategies and support students with behavioral challenges in the classroom and other school environments.

4. Consultation and Training: Provide guidance, support, and training to teachers and staff on effective behavior management techniques and strategies. This might involve conducting workshops, providing resources, and offering advice on managing challenging behaviors.
5. Direct Student Support: Offer direct support to students through individual or group sessions, behavioral coaching, social skills training, or mentoring programs to address specific behavioral concerns and promote social-emotional development.
6. Data Collection and Analysis: Collect and analyze data related to student behavior to track progress, assess the effectiveness of interventions, and make adjustments to strategies as needed. This data-driven approach helps in refining intervention plans for better outcomes.
7. Crisis Intervention: Provide immediate support and intervention during behavioral crises or emergencies, collaborating with school staff and administrators to ensure the safety and well-being of students.
8. Advocacy and Referral: Advocate for students' needs and rights, and when necessary, facilitate referrals to external resources such as mental health services, community programs, or specialized professionals for further support.
9. Documentation and Reporting: Maintain accurate records of assessments, interventions, and progress reports for students. This documentation helps in monitoring the effectiveness of interventions and communicating progress to relevant stakeholders.

IEP/MA Billing Specialist

An IEP/MA Billing Specialist manages the billing process related to special education services provided to students with disabilities. Their responsibilities often include:

1. Medicaid Billing: handle the Medicaid billing process for services covered under a student's Individualized Education Program (IEP). This involves ensuring that the services provided to eligible students are properly documented and billed according to Medicaid guidelines.
2. Documentation and Compliance: maintain accurate records and documentation related to the services provided to students with disabilities. This includes ensuring that all services billed align with the student's IEP, are properly documented, and comply with Medicaid requirements.
3. Collaboration: Collaborating with various stakeholders such as special education teachers, therapists, nurses, school social workers, school administrators, and Medicaid representatives to gather necessary information, ensure accurate billing, and address any compliance issues that may arise.
4. Training and Support: Providing training and support to school staff involved in delivering services to students with disabilities to ensure they understand the documentation and billing requirements, thereby helping to maintain compliance.

(Special Education continued)

5. Review and Monitoring: Regularly reviewing billing processes, documentation, and records to identify any discrepancies or areas that need improvement. Monitor changes in Medicaid regulations or policies that could impact billing procedures.
6. Communication: Communicating with parents or guardians regarding Medicaid billing processes, as well as addressing any inquiries or concerns they might have regarding billing for their child's special education services.

Special Education Finance Specialist

A Special Education Finance Specialist plays a crucial role in managing the financial aspects of special education programs. Responsibilities may include:

1. Budgeting and financial planning: assist in developing, monitoring, and managing the budget allocated for special education services. This involves analyzing funding sources, forecasting expenses, and ensuring compliance with state and federal regulations regarding special education funding.
2. Grant management: responsible for identifying, applying for, and managing grants or additional funding opportunities available for special education programs.
3. Reporting and documentation: maintain accurate financial records, prepare reports, and ensure documentation compliance for audits and reviews related to special education funding.
4. Collaboration with stakeholders: work closely with school administrators, special education teachers, support staff, and district personnel to ensure financial resources are appropriately allocated to meet the needs of students with disabilities.
5. Compliance and regulations: stay up-to-date with federal and state laws, regulations, and policies related to special education finance, ensuring adherence to these guidelines in all financial operations.
6. Resource allocation: assist in determining resource needs, such as personnel, materials, and technology, required for effective special education services and advocate for necessary resources based on budgetary considerations.
7. Training and support: provide guidance, training, and support to staff members involved in financial processes related to special education to ensure proper understanding and compliance with financial procedures.

(Special Education continued)

Level IV Program

Our Level IV special education program offers intensive support and services tailored to students with significant behavioral challenges, emotional needs, and neurological issues. These programs are designed to meet the unique educational requirements of students who require a higher level of intervention and support due to the complexity of their disabilities. Here are some common components and features of our Level IV special education program:

1. Individualized Education Plan (IEP): Each student enrolled in the program will have an IEP tailored to their specific needs. This plan outlines goals, accommodations, modifications, and services required to support the student's learning and behavioral needs.
2. Highly Specialized Instruction: All staff in Level IV programs are trained to provide highly specialized instruction using evidence-based practices specifically tailored to address the challenges presented by behavioral, emotional, and severe neurological issues.
3. Behavioral Support and Interventions: The program includes comprehensive behavioral support strategies and interventions to address challenging behaviors effectively. This might involve behavioral assessments, behavior management plans, and positive behavior interventions.
4. Individualized Support Services: Students may receive various support services such as speech therapy, occupational therapy, social skills training, counseling, and other related services based on their individual needs outlined in their IEP.
5. Small Class Sizes and Individualized Attention: Classes often have smaller student-to-teacher ratios to provide more individualized attention and support. This allows for a more personalized learning environment that caters to each student's needs.
6. Structured and Predictable Environment: The Level IV program offers structured and predictable routines and environments to help students manage their neurological issues and behavioral challenges more effectively.
7. Parent Involvement and Support: Programs often encourage and facilitate parental involvement, providing resources, workshops, and support to help parents understand their child's needs and participate in their educational journey.
8. Transition Planning: For older students, the program might focus on transition planning to help them smoothly transition from school to post-school activities, further education, or employment.

Area Learning Center (ALC)

An Area Learning Center (ALC) is a type of public school that provides alternative educational programs for students who have struggled in traditional school settings.

ALCs are designed to cater to the needs of students who may have faced challenges such as academic difficulties, attendance issues, behavioral concerns, or other circumstances that have hindered their success in regular schools.

ALCs offer flexible learning environments and alternative teaching methods to accommodate diverse learning styles and needs. They often provide smaller class sizes, individualized instruction, and personalized learning plans to help students catch up on credits, improve their academic performance, and ultimately graduate from high school.

These centers may offer various programs, including credit recovery programs, career and technical education, digital learning options, and other supportive services to address the unique needs of students.

The goal of ALCs is to provide a supportive and nurturing environment that helps students succeed academically and prepares them for post-secondary education or the workforce.

Freshwater Offers:

- **Five Sites** - Long Prairie, Wadena, Menahga, Staples, and Pillager
- **Extended-Time Services** - We provide Targeted Services and Credit Recovery Programs. We do all the paperwork to stay compliant with MDE.

Early Childhood Family Education/School Readiness/

Early Childhood Screening Coordinator (ECFE/SR/ECS)

- **Early Childhood Family Education (ECFE)** is a program designed to support families in providing the best possible environment for the growth and development of their young children, from birth to kindergarten entrance. The program aims to strengthen families and enhance the development of children by offering various educational and supportive services.

ECFE programs typically offer parent-child interaction activities, parent education sessions, and early childhood education for children. These sessions often include play-based learning activities, discussions on child development, parenting techniques, and resources to support families in nurturing their child's early learning and social-emotional growth.

The focus of ECFE is on building strong relationships between parents and children, promoting positive parenting practices, and creating a supportive community for families with young children. It acknowledges the critical role that parents play in their child's early learning and development.

(ECFE/SR/ECS Continued)

- **School Readiness (SR)**, within the context of ECFE, refers to preparing children for a successful transition to formal schooling. ECFE programs often incorporate activities and experiences that help children develop essential skills necessary for school, such as early literacy, numeracy, social skills, emotional regulation, and problem-solving abilities.

The goal of SR programs, including those offered through ECFE, is to ensure that children have the foundational skills and competencies needed to thrive in a classroom setting and succeed academically, socially, and emotionally as they enter kindergarten and beyond. These programs often collaborate with schools, educators, and community resources to support a smooth transition from early childhood settings to formal schooling.

- **Early Childhood Screening Coordinator** - is responsible for organizing and overseeing the early childhood screening process for young children in the state. Primary duties typically include:
 1. **Coordination of Screening Events:** Schedule and organize screening events at various locations within the community to assess the development and health of young children.
 2. **Communication and Outreach:** Communicate with parents, caregivers, and relevant stakeholders to inform them about the importance and benefits of early childhood screening. This involves outreach through various channels such as schools, community centers, healthcare providers, and social service agencies.
 3. **Appointment Scheduling:** Manage the scheduling of screening appointments for children, ensuring that families are aware of the screening process and have the necessary information to participate.
 4. **Data Management:** Maintain accurate records of children screened, their results, and any follow-up actions required. This may involve entering information into databases and tracking children's progress over time.
 5. **Collaboration:** Work closely with educators, healthcare professionals, social workers, and other stakeholders involved in the early childhood development field to ensure a comprehensive approach to screening and addressing any concerns identified.
 6. **Follow-up and Referral:** If a child is identified with potential developmental delays or health concerns during screening, the coordinator helps facilitate referrals to appropriate services or specialists for further evaluation and support.
 7. **Documentation and Reporting:** Responsible for documenting screening outcomes, preparing reports, and complying with state regulations regarding early childhood screening.

Adult Basic Education (ABE) Services

We provide adult (17 and older not enrolled in a K - 12 service) English as a Second Language classes and Citizenship classes. Not including the LPPP we also provide educational services for adults as they work on obtaining their High School diplomas and we provide support to undergrads in various programs. This can include academic material and life skills.

- Individualized Learning Plans:
 - Designing personalized education plans for adult learners, taking into account their unique goals, abilities, and learning styles.
 - Conducting assessments to identify academic strengths and weaknesses, enabling tailored curriculum development.
- Flexible Learning Formats:
 - Offering diverse learning options, including in-person classes, online courses, and hybrid models to accommodate the varied schedules and preferences of adult learners.
 - Utilizing technology to enhance engagement and accessibility, making learning resources available anytime, anywhere.
- Life Skills Integration:
 - Integrating practical life skills into the curriculum, encompassing financial literacy, health education, and digital literacy, to empower learners beyond academic achievements.
- Career Pathway Programs:
 - Collaborating with local industries to develop career pathway programs aligned with the needs of the job market.
 - Providing vocational training and certification opportunities to enhance employability and facilitate successful job placements.
- Holistic Support Services:
 - Establishing comprehensive support services, including counseling, mentoring, and tutoring, to address the unique challenges adult learners may encounter.
 - Partnering with community organizations to provide additional resources such as childcare, transportation, and housing support.
- Cultural Sensitivity and Inclusivity:
 - Recognizing and celebrating the cultural diversity of adult learners, incorporating culturally sensitive materials and practices into the curriculum.
 - Creating an inclusive learning environment that fosters mutual respect and understanding.
- Recognition of Prior Learning:
 - Acknowledging and accrediting prior learning and work experience, allowing learners to receive credit for skills acquired through life experiences.
 - Offering accelerated learning pathways for individuals with existing competencies.
- Continuous Assessment and Feedback:
 - Implementing regular assessments to monitor progress and identify areas for improvement.
 - Providing constructive feedback to motivate learners and guide them towards achieving their educational goals.

(ABE Continued)

- Community Engagement:
 - Engaging with the local community to raise awareness about the importance of adult education.
 - Establishing partnerships with employers, community colleges, and social organizations to create a network of support for adult learners.
- Research and Innovation:
 - Investing in research and development to stay updated on emerging trends and best practices in adult education.
 - Incorporating innovative teaching methods, technologies, and curriculum designs to enhance the effectiveness of ABE programs.
- ESL (English as a Second Language) Classes:
 - Providing specialized language instruction for adult learners aged 17 and older, not enrolled in K-12 education, to enhance their English proficiency.
 - Focusing on practical language skills needed for daily communication, work, and community engagement.
- Citizenship Classes:
 - Offering classes to support individuals in their journey to becoming U.S. citizens.
 - Covering topics such as civics, government structure, and the naturalization process to prepare learners for the citizenship examination.
- High School Diploma Programs:
 - Assisting adults in obtaining their high school diplomas by offering comprehensive educational services.
 - Providing academic support and resources to address any gaps in knowledge and skills needed for successful completion.
- Undergraduate Support Programs:
 - Extending academic support to undergraduates in various programs, assisting with coursework and offering resources to enhance their academic success.
 - Integrating life skills components to prepare undergraduates for both academic and real-world challenges.
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Locations:

- M/State Wadena: Offering accessible ABE and Adult Education services at the M/State Wadena site, providing a convenient and supportive learning environment.
- CLC - Staples: Delivering educational programs at Central Lakes College in Staples to cater to the learning needs of adults in the region.
- C.E.C - Little Falls: Providing services at Central Education Center in Little Falls, ensuring that adult learners in the area have access to quality education.
- Elementary School (Location not specified): Extending services to an elementary school, possibly in the community, to engage learners in a familiar and inclusive environment.
- Long Prairie Packing Plant (LPPP) - Long Prairie: Offering educational services at the Long Prairie Packing Plant, aligning education with the workplace and making learning more accessible to employees.

(ABE Continued)

By implementing these strategies across diverse locations and programs, Adult Basic Education and Adult Education services can address the specific needs of adult learners, contributing to their personal, academic, and professional development.

Technology

RUS Grant Switch and VLAN Support

- Freshwater Tech Coordinator supports the current switches and VLANs crucial for the Freshwater Districts to receive their Internet Connectivity.
- These switches are on a 6 year rotation in order to keep the most important part of the entire network working without interruption.
- The Freshwater Tech Coordinator keeps track of bandwidth used in order to assess the need for future bandwidth growth and applies this to each year's discussion on bandwidth ordered so it is covered by eRate the following year. At the end of each year, Freshwater uses the bandwidth amount used by Asteria Health collected by the Tech Coordinator to bill them for their share of the cost of the fiber lease.

Technology Services for Districts

- Freshwater provides Tech Support services for the Freshwater Districts that are unable to support a full time Technician.
- Freshwater Tech Coordinator is also available to support any Freshwater District with unforeseen issues including local Tech vacations, hospitalizations, new hires and job openings.
- Local Tech Coordinator monthly/quarterly meetings.
- The Freshwater Tech Coordinator provides a Monthly/Quarterly meeting for local and past Freshwater Techs to meet and share information. These meetings are used to give support to each district tech on tech issues happening in their schools. This is also useful for the Freshwater Tech Coordinator to make future decisions on Tech needs for the Freshwater Schools.
- Tech Support for Fed School Techs
- The Freshwater Tech Coordinator provides a listserv email address for local and past Freshwater School Techs to ask for support and give support to other District Techs.

eRate assistance and State Telecom reimbursement

- Freshwater Tech Coordinator compiles information to support requests for a specific amount of bandwidth required to support all of the Freshwater District Schools bandwidth requirements per year.
- A Freshwater Tech submits and processes all of the Freshwater District's Internet and Fiber leases with the help of an eRate consultant. State Telecom and eRate reimbursements are then returned to each Freshwater District after covering the cost of each service.

Business Office

Business/Finance Manager and Consulting

Freshwater offers Business Manager or consulting services to ensure the financial and operational aspects of a school district are being met. Responsibilities may include:

1. Financial Management: Managing the school's budget, including allocating funds for various programs, salaries, supplies, and infrastructure improvements. This involves creating and maintaining financial reports, forecasting budget needs, and ensuring compliance with financial regulations.
2. Procurement: Managing purchasing processes for supplies, equipment, and services required by the school, negotiating contracts with vendors, and ensuring cost-effectiveness.
3. Policy Development and Compliance: Staying informed about education laws, regulations, and policies, and ensuring the school's compliance. They may assist in developing school policies related to finance, HR, and operations.
4. Strategic Planning: Collaborating with school leadership to develop long-term strategies and goals for the school's financial sustainability and operational efficiency.

Consulting:

When it comes to training and coaching business managers in other member school districts within the Freshwater Education District, a School Business Manager might take on the following responsibilities:

- Sharing Best Practices: Sharing successful strategies and best practices in financial management, HR, facilities management, and procurement.
- Providing Guidance: Offering guidance on navigating complex financial regulations, optimizing budgets, and implementing efficient operational processes.
- Training Sessions: Conduct training sessions or workshops to educate and upskill other business managers in the district on various aspects of school administration.
- Mentoring and Support: Providing ongoing mentoring and support to help business managers navigate specific challenges they face in their roles.
- Collaboration and Networking: Facilitating collaboration and networking opportunities among business managers to foster a community of support and shared learning.

In essence, the role of a School Business Manager in the Freshwater Education District involves not only managing the financial and operational aspects of their own school but also serving as a resource and mentor to support and enhance the capabilities of business managers across member school districts.

(Business Office Continued)

Payroll and Consulting

The payroll position within a school district involves managing the payroll processes for district employees. This role includes responsibilities such as:

1. Processing Payroll: Calculating and processing salaries, wages, bonuses, and deductions for all school district employees.
2. Ensuring Compliance: Ensuring compliance with federal, state, and local tax regulations, as well as adherence to labor laws and district policies regarding payroll.
3. Maintaining Records: Keeping accurate records of employee work hours, overtime, leaves, benefits, and any other relevant payroll-related information.
4. Addressing Queries: Responding to employee inquiries related to payroll, taxes, and benefits.
5. Consulting and Training: Providing consulting and training services to members of the Freshwater Education District could involve assisting with payroll-related inquiries, conducting training sessions on payroll processes, ensuring proper documentation, and advising on compliance with relevant laws and regulations.

The consulting and training services may extend beyond basic payroll functions, potentially covering areas like employee benefits, tax withholding, retirement plans, and other related topics to ensure that members of the Freshwater Education District have a comprehensive understanding of payroll processes and compliance requirements.

Minnesota Automated Reporting Student System (MARSS) Specialist

The MARSS Specialist handles tasks related to student data management and reporting. Their responsibilities may include:

1. Data Entry: Entering and managing student information into the MARSS system, including demographic details, enrollment data, attendance records, and academic information.
2. Reporting: Generating accurate reports from the MARSS system for state and federal compliance, such as submitting data to the Minnesota Department of Education (MDE) for funding purposes, tracking student progress, and ensuring adherence to state regulations.
3. Training and Support: Providing training and support to school staff on MARSS system usage, data entry procedures, and compliance requirements.
4. Compliance and Accuracy: Ensuring data accuracy, completeness, and compliance with state and federal regulations, as errors or discrepancies can impact school funding and student outcomes.

(Business Office Continued)

5. Collaboration: Collaborating with school administrators, teachers, and other staff to address data-related issues, resolve discrepancies, and streamline data collection processes.
6. System Maintenance: Assisting in the maintenance and updates of the MARSS system, including troubleshooting technical issues and implementing system enhancements or updates.

Accounts Payable/Receivable

Accounts Payable/Receivable handles financial transactions related to the district's expenses and income.

Accounts Payable (AP) responsibilities may include:

1. Processing Invoices: Receiving, reviewing, and processing invoices from vendors and suppliers for goods and services provided to the school district.
2. Payment Processing: Ensuring timely and accurate payments to vendors by scheduling and issuing checks, electronic payments, or transfers.
3. Recordkeeping: Maintaining accurate records of all payments, invoices, and transactions for auditing and reporting purposes.
4. Vendor Communication: Addressing inquiries and resolving issues related to payments, invoices, or vendor accounts.

Accounts Receivable (AR) responsibilities may include:

1. Invoicing and Billing: Generating invoices for services provided by the school district, such as tuition fees, facility rentals, or other programs.
2. Payment Collection: Tracking and collecting payments from students, parents, government entities, or other sources.
3. Reconciliation: Reconciling accounts to ensure that all payments are received and recorded accurately.
4. Reporting: Generating reports on outstanding balances, payments received, and other financial metrics.