

**Osseo Area Schools
Total Special Education System (TSES)**

This document serves as the Total Special Education System Plan for Osseo Area Schools in accordance with Minnesota Rule 3525. 1100. This plan also includes an assurance for compliance with the federal requirements pertaining to districts' special education responsibilities found in United States Code, title 20, chapter 33, and Code of Federal Regulations, title 34, part 300. This document is a companion to the Application for Special Education Funds- Statement of Assurances (ED-01350-29).

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I. Child Study Procedures.

The District's identification system is developed according to the requirements of nondiscrimination as Osseo Area Schools does not discriminate in education on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability.

A. Identification

Osseo Area Schools 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 11431 et seq., and Code of Federal Regulations, title 34, part 303, are available in Osseo Area Schools to children from birth through 2 years of age who meet the outlined criteria.

The team determines that a child from birth through the ages of 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, as defined in Minnesota Rules; or
- B. The child meets one of the criteria for developmental delay in subitem (1), (2), or (3):
 - (1) The child has a diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay regardless of whether the child has a demonstrated need or delay: or

- (2) The child is experiencing a developmental delay that is demonstrated by a score of 1.5 standard deviations or more below the mean, as measured by the appropriate diagnostic measures and procedures, in one or more of the following areas:
 - (a) Cognitive development;
 - (b) Physical development, including vision and hearing;
 - (c) Communication development;
 - (d) Social or emotional development; and
 - (e) Adaptive Development.
- (3) The child's eligibility is established through the application of informed clinical opinion. Informed clinical opinion may be used as an independent basis to establish a child's eligibility under this part even when other instruments do not establish eligibility; however, in no event may informed clinical opinion be used to negate the results of evaluation instruments to establish eligibility.

The team shall determine that a child from the age of 3 years through the age of 6 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, 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).

If your district provides education for this age group, indicate whether your district has elected to implement these criteria for developmental delay. If your district chooses to implement these criteria, it may not modify them.

- (1) The child:
 - (a) Has a diagnosed physical or mental condition or disorder that has a high probability or resulting in developmental delay; or
 - (b) Has a delay in each of the 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 references instruments, language samples, or curriculum-based measures.

Osseo Area Schools' plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341. Osseo Area School's implements its interventions consist with that plan.

B. Evaluation

1) Infant and toddler intervention services birth through 2 years of age-

The evaluation used to determine whether a child is eligible for infant and toddler intervention services 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 infants and toddlers birth through two years of age, any screening, the initial evaluation and initial assessments of the child and family, and initial IFSP meeting must be completed within 45 calendar days from the date Osseo Area Schools receives the referral of the child. The 45-day timeline does not apply if: 1) the child or parent is unavailable to complete the screening, the initial evaluation, the initial assessments of the child and family, or the initial IFSP meeting due to exceptional family circumstances documented in the child's early intervention records; or (2) the parent has not provided consent for the screening, the initial evaluation, or the initial assessment of the child despite documented, repeated attempts by Osseo Area Schools to obtain parental permission. In the latter cases, the screening, initial evaluation, initial

assessments of child and family and the initial IFSP meeting should be completed as soon as possible after the documented exceptional family circumstances no longer exist or parental consent to the screening, initial evaluation, and initial assessment of the child is obtained and Osseo Area Schools should develop an interim IFSP, to the extent appropriate, while the evaluation process proceeds.

2) Special education services age three through 21 years of age-

Osseo Area Schools conducts a comprehensive individual initial evaluation before the initial provision of special education and related services to a student. The initial evaluation consists of procedures to determine: (1) whether a child has a disability that adversely affects the child's educational performance as defined in Minnesota Statutes section 125A.02, and (2) because of that disability needs special education and related services. The evaluation also determines the educational needs of the student. To conduct an initial evaluation to determine if the child qualifies for special education and related services, Osseo Area Schools will obtain written informed consent from the child's parent or guardian before the evaluation is conducted. Parental consent for evaluation will not be constructed 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 are conducted according to the following procedures:

- A. Osseo Area Schools shall provide notice to the parents of the pupil, according to Code of Federal Regulations, title 34, section 300.500 to 300.505, that describes any evaluation procedures the district proposes to conduct.
- B. In conducting the evaluation, Osseo Area Schools:
 - (1) Uses a variety of evaluation tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that are designed to assist in determining whether the child is a pupil with a disability and the content of the pupil's individualized education program, including information related to enabling the pupil to be involved in and progress in the general curriculum, or for the preschool pupils, to participate in appropriate activities;
 - (2) Does not use any single procedure as the sole criterion for determining whether a child is a pupil with a disability or determining an appropriate education program for the pupil; and
 - (3) Uses technically sound instruments that are designed to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- C. Osseo Area Schools 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 test;
 - (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 evaluations materials include those tailored to evaluate specific areas of educational need and not merely those that 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 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 parent 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 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 administers such test and other evaluation materials as may be needed to produce the data identified by the IEP team under item A, subitem (2).
- C. The district obtains 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 parent 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 evaluates a pupil in accordance with federal regulation 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:
 - (1) Draws 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) Ensures 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, and IEP is developed for the pupil according to Minnesota Rule 3525.2810.

Evaluation report

An evaluation report is completed and delivered to the pupil's parents within the specified evaluation timeline. At a minimum, the evaluation report includes:

- A. A summary of all evaluation results;
- B. Documentation of whether the pupil has a particular category of disability or, in the case of a reevaluation, whether the pupil continues to have such 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 and additions or modifications to special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the pupil's IEP and to participate, as appropriate, in the general curriculum.

C. Plan for Receiving Referrals

Osseo Area Schools' plan for receiving referrals from parents, physicians, private and public programs, and health and human services agencies is attached as **Appendix A**.

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

Osseo Area Schools provides a full range of educational services alternatives. All students with disabilities are provided the special instruction and services which are appropriate to their needs. The following is representative of Osseo Area Schools' 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:

- (1) Early childhood services delivered in the home, in a center-based program, or at a Osseo Area Schools or community early childhood site
- (2) Instruction by general education teachers in a general education classroom with modifications, accommodations, supplemental services, and indirect services by special education staff
- (3) Pull out direct instruction services in a small group special education resource classroom
- (4) One-on-one instruction
- (5) Co-teaching instruction by general education and special education teachers
- (6) Services in a small structured special education classrooms with high staff-to-student ratios
- (7) Homebound instructional services
- (8) Instruction and other services in a highly structured environment in a separate special education site
- (9) Transition services provided at a Osseo Area Schools high school or in a separate special education site, including community-based vocational programs
- (10) Instruction and other services at Osseo Area Schools locations for students needing special education services who attend non-public schools located in the Osseo Area Schools district, including home school students

B. Sites available at which services may occur:

- (1) Each Osseo Area Schools site has Federal Setting 1, 2, and 3 special education services available
- (2) Self-contained programs for ASD, DCD, and EBD are located in many Osseo Area Schools sites
- (3) DH/H services are located at Fernbrook, Osseo Middle School and Osseo Senior High School
- (4) Federal Setting IV services available at Osseo Education Center for grades 6-12
- (5) Transition services for age 18-21 are located at Osseo Education Center

C. Available instruction and related services:

- (1) Physical Therapy
- (2) Occupational Therapy
- (3) Speech services
- (4) Deaf/Hard of Hearing (DHH) & Audiology services
- (5) Blind/Vision Impaired (BVI) services
- (6) School social work services
- (7) School psychology services
- (8) Assistive technology
- (9) Developmental Adaptive Physical Education (DAPE) services

D. Restrictive Procedures Plan attached as **Appendix B.**

III. Administration and Management Plan.

Osseo Area Schools 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:

| Administrator | Site Responsibilities | Additional Assignments |
|--|---|---|
| <p>Jan Bitzer</p> <p>Educational Service Center</p> <p>763-391-7128 or 27128</p> <p>bitzerj@district279.org</p> | <p>BMS, MGMS, NVMS, OMS</p> | <p>Occupational Therapists</p> <p>Physical Therapists</p> <p>Speech/Language Pathologists</p> <p>ESP Floats</p> <p>SSIP Grant</p> |
| <p>Patrick Clymer (PC)</p> <p>Educational Service Center</p> <p>763-391-7259 or 27259</p> <p>clymerp@district279.org</p> | <p>MGSH, OSH, PCSH, OALC</p> | <p>CBVAT</p> <p>Assistive Tech/Aug Comm</p> <p>Transition Programming Grades 9-12</p> <p>CIMP</p> |
| <p>Joy Fredrickson</p> <p>Educational Service Center</p> <p>763-391-7081 or 27081</p> <p>fredricksonjoy@district279.org</p> | <p>CI, EC, GC, PL, RL, WD</p> <p>(Skills focus)</p> | <p>DAPE</p> <p>Homebound</p> <p>Nurses</p> <p>Nurse Floats</p> <p>Mentoring program</p> |
| <p>OPEN</p> <p>Educational Service Center</p> <p>763-391-7062 or 27062</p> <p>holmesc@district279.org</p> | <p>BG, FO, FB, PB, RC, WVR</p> <p>(Connect focus)</p> | <p>SELT</p> <p>ESY</p> <p>Non-public Special Education Coordination</p> |
| <p>Courtney Holmes</p> <p>Educational Service Center</p> <p>763-391-7141 or 27141</p> <p>holmesc@district279.org</p> | <p>BW, CV, EB, OAK, ZW</p> <p>(Strategies focus)</p> | <p>Psychologists</p> <p>Social Workers</p> <p>CPI</p> <p>Restrictive Procedures Oversight Committee</p> |

| | | |
|--|--|---|
| <p>Kandi Larson</p> <p>Willow Lane Early Childhood Center</p> <p>7020 Perry Ave. N.</p> <p>Brooklyn Center, MN 55429</p> <p>763-585-7302 or 80301</p> <p>larsonkandi@district279.org</p> | <p>ECSE Site Administrator:</p> <p>Willow Lane and Arbor View</p> <p>Collaborative and Community Sites</p> | <p>Help Me Grow Program</p> <p>ESY for Early Childhood</p> <p>DHH Consultant Grades PreK-12</p> |
| <p>Angie VanHee</p> <p>Osseo Education Center</p> <p>324 6th Ave NE</p> <p>Osseo, MN 55369</p> <p>763-315-9761 or 52450</p> <p>vanheea@district279.org</p> | <p>ACHIEVE and OSTC Site Administrator</p> <p>EW-Phase</p> | <p>CTIC</p> <p>Transition Program 18-21</p> |

B. Due Process assurances available to parents: Osseo Area Schools has appropriate and proper due process procedures in place to assure effective and efficient results of child procedures and method of providing special education services of 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 with 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) Osseo Area Schools 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. Osseo Area Schools holds 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, Osseo Area Schools 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 Osseo Area Schools' Procedure Safeguard Notice, attached as **Appendix C**.

IV. Interagency Agreements into which the District has Entered.

Osseo Area Schools

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 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 |
|----------------------------------|---------------------------|--|---|
| Help Me Grow | Annual | Annual | To provides information that will equip those who interact with young children (birth to kindergarten) to better monitor each child's development. |
| St. Davis | Annual | Annual | Provides mental health support and consultation to schools |
| People, Inc. | Annual | Annual | To support mental health and wellness in our community through collaboration and integration of care. |
| Intermediate School District 287 | Joint Powers Agreement | Annual | The mission of intermediate District 287 is to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students. |

V. Special Education Advisory Council.

In order to increase the involvement of parents of children with disabilities in district policy making and decision making, Osseo Area Schools has a Special Education Advisory Council.

1. Osseo Area Schools' Special Education Advisory Council is individually established
2. Osseo Area Schools' Special Education Advisory Council is not a subgroup of existing board/council/committee.
3. At least half of Osseo Area Schools' parent advisory council's members are parents of students with a disability.

- (1) The district does not have a nonpublic school located in its boundaries.
- (2) The district has a nonpublic school located in its boundaries and the parent advisory council includes at least one member who is a parent of a nonpublic school student with a disability, or an employee of a nonpublic school if no parent of a nonpublic school student with a disability is available to serve.

Each local council meets no less than once each year.

4. Osseo Area Schools' Special Education Advisory Council meets monthly with the exception of the month of December. More information can be found here: [Special Education Advisory Council \(SEAC\)](#).
5. The operational procedures of Osseo Area Schools' Special Education Advisory Council are attached as **Appendix D**.

VI. **Assurances.**

Code of Federal Regulations, section 300.201: Consistency with State policies. Osseo Area Schools, 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.

VII. **Appendices.**

- A. Osseo Area Schools' plan for receiving referrals from parents, physicians, private and public programs, and health and human services agencies is attached as **Appendix A**.
- B. Restrictive Procedures Plan attached as **Appendix B**.
- C. Osseo Area Schools' Procedure Safeguard Notice, attached as **Appendix C**.
- D. The operational procedures of Osseo Area Schools' Special Education Advisory Council are attached as **Appendix D**.