



Orono Public Schools Total Special Education System (TSES)

This document serves as the Total Special Education System Plan for Orono Public 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, 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).

Corinna Graner, Orono Public Schools Director of Student Support Services, is responsible for program development, coordination, and evaluation; in-service training; and general special education supervision and administration. Corinna Graner may be reached at 952-449-8377.

I . Child Study Procedures

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

A. Identification

Orono Public 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 1431 et seq., and Code of Federal Regulations, title 34, part 303, are available in Orono Schools to children from birth through two years of age who meet the outlined criteria.

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

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

- B. The child meets one of the criteria for developmental delay in subitem (1), (2), or (3)
1. The child has a diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay regardless of whether the child has a demonstrated need or delay; or
 2. The child is experiencing a developmental delay that is demonstrated by a score of 1.5 standard deviations or more below the mean, as measured by the appropriate diagnostic measures and procedures, in one or more of the following areas:
 - a) Cognitive development;
 - b) Physical development, including vision and hearing;
 - c) Communication development;
 - d) Social or emotional development; and
 - e) Adaptive development; or
 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 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). Orono Public Schools has elected the option of implementing these criteria for developmental delay.

(1) The child:

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

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

- (a) At least one documented, systematic observation in the child's routine setting by an appropriate professional or, if observation in the daily routine setting is not possible, the alternative setting must be justified;
- (b) A developmental history; and
- (c) At least one other evaluation procedure in each area of identified delay that is conducted on a different day than the medical or norm-referenced evaluation; which may include criterion referenced instruments, language samples, or curriculum-based measures.

Orono Public School's plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341 criteria A, B, and C. Orono Public Schools solely uses the severe discrepancy model to determine eligibility for special education services for a specific learning disability.

B. Evaluation

The evaluation used to determine whether a child is eligible for birth to 3 early 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.

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.

Orono Public Schools conducts 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. Orono Public Schools 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, Orono Public Schools 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 profess 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. Orono Public Schools ensures that:

- (1) tests and other evaluation materials used to evaluate a child under this part are selected and administered so as not be discriminatory on a racial or cultural basis, and are provided and administered in the pupil's native language or other mode of communication, unless it is clearly not feasible to do so;
- (2) materials and procedures used to evaluate a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education and related services, rather than measure the child's English language skills;
- (3) any standardized tests that are given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of such tests;
- (4) the child is evaluated in all areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

- (5) evaluation tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the pupil are provided;
 - (6) if an evaluation is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the evaluation report;
 - (7) tests and other evaluation materials include those tailored to evaluate specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient;
 - (8) tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills, unless those skills are the factors that the test purports to measure; and
 - (9) in evaluating each pupil with a disability, the evaluation is sufficiently comprehensive to identify all of the pupil's special education and related service needs, whether or not commonly linked to the disability category in which the pupil has been classified.
- D. Upon completion of administration of tests and other evaluation materials, the determination of whether the child is a pupil with a disability as defined in Minnesota Statutes, section 125A.02, shall be made by a team of qualified professionals and the parent of the pupil in accordance with item E, and a copy of the evaluation report and the documentation of determination of eligibility will be given to the parent.
- E. In making a determination of eligibility under item D, a child shall not be determined to be a pupil with a disability if the determinant factor for such determination is lack of instruction in reading or math or limited English proficiency, and the child does not otherwise meet eligibility criteria under parts 3525.1325 to 3525.1351.

Additional requirements for evaluations and reevaluations

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

educational needs of the pupil, whether the pupil needs special education and related services, or in the case of a reevaluation of a pupil, whether the pupil continues to need special education and related services, and whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the individualized education program of the pupil and to participate, as appropriate, in the general curriculum.

- B. The district shall administer such tests and other evaluation materials as may be needed to produce the data identified by the IEP team under item A, subitem (2).
- C. Each district shall obtain informed parental consent, in accordance with subpart 1, prior to conducting any reevaluation of a pupil, except that such informed parental consent need not be obtained if the district can demonstrate that it had taken reasonable measures to obtain such consent and the pupil's parent has failed to respond.
- D. If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the pupil continues to be a pupil with a disability, the district shall notify the pupil's parents of that determination and the reasons for it, and the right of such parents to request an evaluation to determine whether the pupil continues to be a pupil with a disability, and shall not be required to conduct such an evaluation unless requested to by the pupil's parents.
- E. A district shall evaluate a pupil in accordance with this part before determining that the pupil is no longer a pupil with a disability.

Orono Public Schools intends to use restrictive procedures. ([Restrictive Procedures Plan](#)). Orono Public Schools follows the restrictive procedures statute Minnesota Statute 125A.094-125A.0942. In addition, when restrictive procedures are used twice in 30 days or when a pattern emerges and restrictive procedures are not included in a child's individualized education program or behavior intervention plan, the district must hold a meeting of the individualized education program 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. At the meeting, the team must review any known medical or psychological limitations that contraindicate the use of a restrictive procedure, consider whether to prohibit that restrictive procedure, and document any prohibition in the individualized education program or behavior intervention plan.

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.

C. Plan for Receiving Referrals

Orono Public School's 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

Orono Public Schools 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 Orono Public 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) Direct Services
- 2) Indirect Services
- 3) Team Teaching or Co-teaching
- 4) Instruction in Resource Room
- 5) Transition aged services (18-21)
- 6) Work-Based Services
- 7) Homebound instructional services
- 8) Community-Based Services
- 9) Early childhood services may be delivered in the home, a daycare setting, in a center-based program, or at a Orono Discovery Center

B. Alternative sites available at which services may occur:

- (1) Orono Schumann Elementary 765 N. Old Crystal Bay Rd, Long Lake, MN 55356
Grades K-2 general education and special education services (Settings 1 and 2), DCD Program (Setting 1-3)
- (2) Orono Intermediate School 685 N. Old Crystal Bay Rd, Long Lake, MN 55356
Grades 3-5 general education and special education services (Settings 1 and 2) DCD Program (Setting 1-3)
- (3) Orono Middle School 800 N. Old Crystal Bay Rd, Long Lake, MN 55356
Grades 6-8 general education and special education services (Settings 1 and 2), DCD Program (Setting 1-3)
- (4) Orono High School 795 N. Old Crystal Bay Rd., Long Lake, MN 55356
Grades 9-12 general education and special education services (Settings 1 and 2), DCD Program (Setting 1- 3)
- (5) Orono High School Transition Program (ages 18-21), 795 N. Old Crystal Bay Rd., Long Lake, MN 55356 Ages 18-21
- (6) Orono Discovery Center, 5050 Independence St., Maple Plain, MN 55359
Early Childhood Special Education (ECSE) Classroom, Community Based Early Childhood Programs, Home services
- (7) Intermediate School District 287
Programs, services, and locations can be accessed by clicking on the following link:
[Intermediate District 287](#)
- (8) SouthWest Metro Educational Cooperative. Programs, services, and locations can be accessed by clicking on the following link: [South West Metro District 288](#)

C. Available instruction and related services:

- (1) Direct Specialized Instruction
- (2) Consultation services
- (3) Speech/Language Therapy

- (4) Health services
- (5) Occupational Therapy (through Intermediate District 287)
- (6) Physical Therapy (through Intermediate District 287)
- (7) School Psychology Services
- (8) Educational Evaluation
- (9) Transportation
- (10) Deaf/Hard of Hearing Services, Audiology Services and Sign Language Interpreter Services (through Intermediate District 287)
- (11) Blind/Visually Impaired Service (through Intermediate District 287)
- (12) Developmental Adapted Physical Education
- (13) School Social Work Services

III. Administration and Management Plan.

Orono Public 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:

Staff Name and Title	Contact Information (phone/email/ mailing address/office location)	Brief Description of Staff Responsibilities relating to child study procedures and method of providing special education services	Additional Information
Corinna Graner, Director of Special Services	Phone: 952-449-8377 Email: Corinna.Graner@orono.k12.mn.us Orono Public Schools 685 Old Crystal Bay Road N. Long Lake, MN 55356	Develops, organizes, coordinates, implements, and evaluates areas related to special services. Aligns overall district leadership, coordination and supervision for staff involved in the creation and implementation of professional development process in all district special services and special programs.	Develops, organizes, coordinates, implements, and evaluates areas related to Special Services in the district including: Special Education, Safety and Crisis, English Language Learners (ELL), Homebound, Guidance/ Mental Health, and Health Services.

<p>Melissa Martin, Coordinator of Special Education</p>	<p>Phone: 952-449-8374 Email: Melissa.Martin@orono.k12.mn.us Orono Public Schools 685 Old Crystal Bay Road N. Long Lake, MN 55356</p>	<p>Develop, organize, coordinate, implement, evaluate, and provide leadership and guidance related to special education programming. Align overall district leadership, coordination, and supervision for staff involved in the creation and implementation of professional development processes in all district special education programs.</p>	<p>Assists in the development, organization, coordination, implementation, and evaluation of areas related to Special Education disability programming Birth – age 21.</p>
<p>Maria Barlow, Early Childhood Special Education Leader and Teacher</p>	<p>Phone: Email: Maria.barlow@orono.k12.mn.us Orono Discovery Center 5050 Independence St. Maple Plain, MN 55359</p>	<p>Develop, organize, coordinate, implement, evaluate, and provide leadership and guidance related to early childhood special education programming.</p>	<p>Assists in the development, organization, coordination, implementation, and evaluation of areas related to disability programming at the early childhood level.</p>

B. Due Process Assurances available to parents: Orono Public Schools 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) Orono Public 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. Orono Public Schools 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, Orono Public 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 the Orono Public Schools Procedural Safeguard Notice, found at <https://www.aronoschools.org/academics/special-education>

IV. Operating Procedures of Interagency Committees

V. Interagency Agreements the District has Entered

Orono Public 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

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
Intermediate School District 287	Joint Powers Agreement	Annual	The Mission of the special education programs of Intermediate School District is to provide students with disabilities an appropriate individualized educational program in collaboration with their home district.

VI. Special Education Advisory Council

In order to increase the involvement of parents of children with disabilities in district policy making and decision making, Orono Public Schools has a Special Education Parent Partnership Committee.

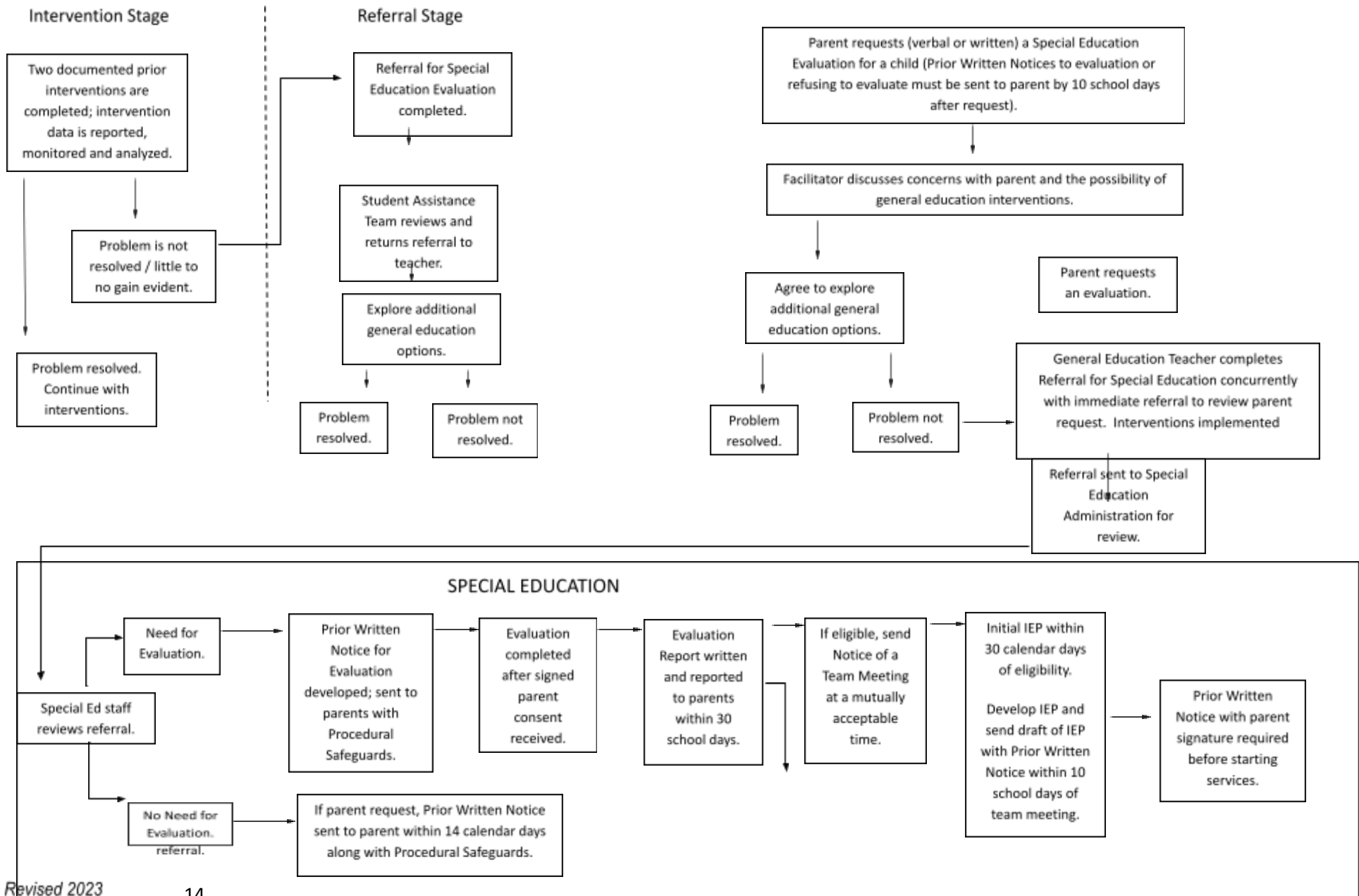
- A. Orono Public Schools Special Education Parent Partnership Committee is individually established.
- B. Orono Public Schools Special Education Advisory Council is not a subgroup of an existing board/council/committee.
- C. Orono Public Schools Special Education Parent Partnership Committee consists of the following Individuals:
 - Corinna Graner, Director of Special Services
 - Melissa Martin, Coordinator of Special Education
 - Elementary School Psychologist, IS Team Facilitator
 - Ericka Ronnings, Secondary School Psychologist, MS Team Facilitator
 - High School Special Education Teacher, and HS Team Facilitator
 - Elementary Speech Language Pathologist and Team Facilitator
 - 3-4 Parent representative of student with disabilities
 - Ali Howe, School Board Member
- D. Orono Public Schools Special Education Parent Partnership Committee meets 4 times a year.
- E. The operational procedures of Orono Public Schools Special Education Parent Partnership Committee are attached as **Appendix B**.

VII. Assurances

Code of Federal Regulations, section 300.201: Consistency with State policies. Orono Public 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.

Appendix A: Orono Public Schools Process for Special Education Referrals for Initial Evaluations



Appendix B: Orono Public Schools Special Parent Partnership Committee (SEPPC)

Mission of the Orono Special Education Special Education Parent Partnership Committee:

The Orono Public Schools Special Education Parent Partnership Committee (SEPPC) is committed to facilitating a coordinated approach in the development of all children with disabilities.

The goals of SEPPC are:

- To encourage district-wide involvement with parents of students with disabilities, teachers and administrators to effectively enhance opportunities for students and staff.
- To build positive communication between parents, staff and the community.
- To maintain a representative group of parents and staff to implement and develop advocacy strategies for all children with disabilities.

Committee objectives:

- Trust building
- Communication
- Problem Solving
- New Ideas
- Compliance/Advisory
- Big Picture

Members of the SEPPC are appointed by the special education director to voluntarily serve as representatives on the Committee for a two- year term. Members have the opportunity to reapply for additional terms.

There is a staff co-chair and parent co-chair of the SEPPC who work collaboratively to facilitate the group and meetings. These co-chairs serve for two-year terms with the opportunity to reapply for additional terms.

The council will consist of approximately 12 people, including parents, School Board Member, and school staff. At least 50 percent of the members must be parents of students from diverse disability areas and ages.