

OSSEO AREA
SCHOOLS



SPECIAL EDUCATION ADVISORY COUNCIL

January 20th, 2026
6:30pm - 8:00pm

Agenda

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SPECIAL EDUCATION
ADVISORY COUNCIL

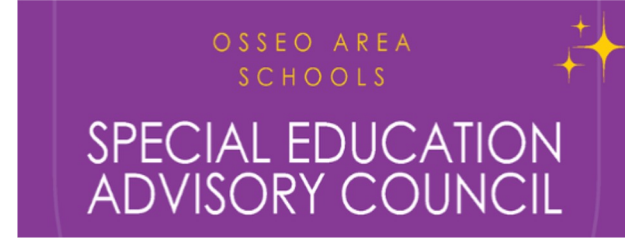
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- Welcome and Introductions
 - Overview of November Meeting
 - Bullying and Mental Health Safety
 - Open House/Orientation
 - Questions/Comments

Introductions

Chair: Lauren Noack

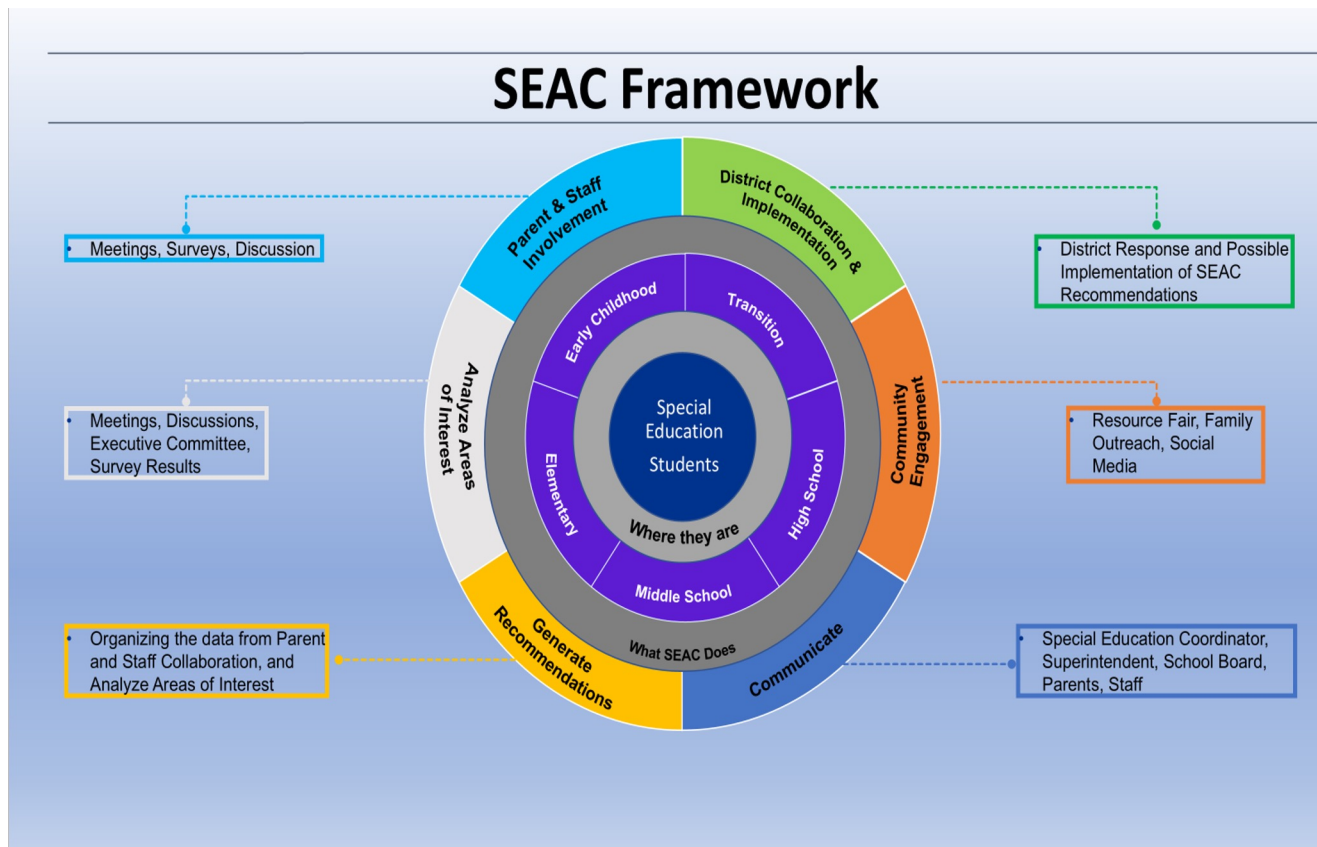
Director of Student Services: Sonni Buerskin

What is S.E.A.C. (Special Education Advisory Committee)



- District level council with legal basis for establishment
- Parents and Caregivers who advise the Osseo Isd279 regarding education and experience of children with disabilities (policies, practices, ect...)
- Network of parents and families, as well as educational staff and administration

Goals Communicate, Collaborate, Connect



S.E.A.C. 25-26

Website: district279seac.com

Facebook: 279 SEAC

District Page:

[www.osseoschools.org/community/
advisory-groups/seac](http://www.osseoschools.org/community/advisory-groups/seac)

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2025-2026
Meetings

September 16, 2025
Kickoff - register for pizza and
childcare!

October 21, 2025
Communication

November 18, 2025
Accommodations and
Modifications

January 20, 2026
Mental Health/Safety/Bullying

February 19, 2026
All Abilities Resource Fair
at 8P Community Center

April 21, 2026
Transitions

March 10, 2026
Common Concerns

May 19, 2026
End of Year Celebration

Registration:
<https://tinyurl.com/48zdr38f>

**All meetings run 6:30-8 p.m. at Elm
Creek Elementary School unless
indicated**



**Childcare provided for children with
disabilities ages birth through 22, and for
students without disabilities through age 11.
District ESPs will provide childcare.**



<https://www.facebook.com/groups/279seac>



November Overview

- District Presentation on Accommodations and Modifications for Students
- Open House/ Orientation Procedure Recommendations

Bullying and Mental Health Safety

- District Overview (Sonni Buerskin, Director of Student Services)
- Bullying and Mental Health In an IEP (Lauren Noack and Tricia Brisbane)



District Overview

Procedure 514: Bullying and Hazing Prohibition

A. “Bullying” means intimidating, threatening, abusive, or harming conduct by a student that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

District Overview

What to do if your child is being bullied?

- The student or guardian report the alleged acts immediately to the building principal, site leader or the their designee.
- A student may report prohibited conduct anonymously; however, the school district's ability to take action against an alleged perpetrator based solely on an anonymous report may be limited.
- The school district encourages the reporting party to submit a written complaint of the prohibited incident. Oral reports will be considered complaints.
- Within three days of receipt of a complaint or report of prohibited conduct, the school district will undertake or authorize an investigation by school officials.
- Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, discharge or other remedial response tailored to the particular incident



District Overview

What if my child *is* the bully?

- Some students have disabilities that manifest in ways that can be perceived as or meet criteria for bullying
- We advocate for all students with disabilities, even those that have disabilities that sometimes negatively impact others.
- Some students on IEPs have alternate consequences for behaviors and are not subject to the district discipline policy in the same way as other students. Talk with your child's IEP team if you feel this is appropriate.
- The IEP team should focus on risk mitigation (how can we avoid scenarios where the behavior is likely to occur).

District Overview

Mental Health Supports

- District wide tier 1 Social and Emotional Learning supports
- School Social Workers
- School Psychologists
- School Counselors
- School Linked Mental Health Services
- Partnerships with County Entities

Bullying and Mental Health In an IEP

- Bullying and mental health can have a major effect on a student's education, social skills, and emotional well-being
- There are meaningful ways to address both in an **Individualized Education Program (IEP)**

Present Levels of Performance (PLAAFP)

- Academic performance
- Social-emotional functioning
- Behavior at school
- Attendance and participation

For example:

“Student experiences anxiety related to peer interactions, which affects participation in group work and classroom discussions.”

Measurable Goals

social-emotional or behavioral goals can target coping skills, self-advocacy, and emotional regulation

Goals must be measurable, realistic, and based on the student's needs.

Examples:

“Student will identify and use two coping strategies to manage anxiety during stressful situations in 4 out of 5 opportunities.”

“Student will report bullying incidents to a trusted adult in 80% of observed situations.”

Supports and Services

- Counseling services (individual or group)
- Behavioral support plans or social-skills training
- Check-ins with a counselor or social worker
- Safe space or calming area if the student becomes overwhelmed
- Peer-mentoring or anti-bullying programs

Accommodations and Modifications

Accommodations can reduce triggers related to bullying or anxiety promoting both emotional safety and access to learning

Examples:

- Preferential seating near supportive peers or staff
- Modified assignments during high-stress periods
- Breaks when overwhelmed
- Permission to visit a counselor when distressed
- Communication plan (e.g., signal or pass to request help discreetly)

School Climate and Safety Measures

An IEP can't directly change the school's discipline policies. However, it can outline steps to protect the student.

Examples:

- Monitoring transitions (hallways, cafeteria, bus)
- Scheduled adult check-ins
- Plans for handling bullying incidents or emotional crises
- Collaboration between teachers, counselors, and administrators

Collaboration and Review

The IEP team (parents/guardians, counselors, and teachers) should regularly review how the plan is addressing bullying and mental health impacts.

Adjustments should be made as the student's needs change.

Any Questions?

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Open House/Orientation

Important takeaways from previous discussions:

- Structure
- Social Time
- Quiet/Less Chaos
- Time to Explore
- Visuals
- Meet Staff
- Sensory Fidgets/Supports
- Shown Spaces
- Practice Routine (lunch, bus, etc.)

Open House/Orientation

Communication Received Suggestions:

- Contact Info (school, teachers, admins)
- Address (include parking during normal pick-up/drop-off and during the school day)
- Protocols (drop-off, pick-up, appointment sign-out)
- Who to notify (transportation, case manager, all teachers)
- Preferred method of communication
- Emergency Info
 - Create a communication plan with teacher

Open House/Orientation

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Anything Else We Can Include:





Any Other Questions, Comments, or Concerns?



Thanks For Coming!

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Sonni Buerskin: BuerskinS@district279.org