

# EVALUATION/REEVALUATION PLAN PRIOR WRITTEN NOTICE (Page 1 of 2)

Student: Sample Student	ID: 012345678912	Date: 3/1/2011
School:	Grade: <u>07</u>	DOB: 6/9/2000
Dear That's My Student:		
Evaluation means appropriate procedures used to deter the special education and related services that the child		ility and the nature and extent of
Your informed consent is required before the District mon existing data, classroom observations, or has taken ryou have failed to respond. Your consent is voluntary not be retroactive.	reasonable measures to obtain yo	ur consent for a re-evaluation and
Your child's assessment must be sufficiently comprehenservice needs, whether commonly linked to the disabilithe evaluation will be at no cost to you.		
Please review the list of proposed testing below and pro Providing consent for initial evaluation is not providing		
a. This notice is for an initial evaluation to determine district must receive your signed permission between		pecial education. The school
b. This notice is for a reevaluation. (Select one o	of the boxes below.)	
Based on a review of existing data regard child continues to have a disability and n		g is needed to determine if your
Based on a review of existing data as des whether your child continues to have a d You have the right to request additional a disability and in need of special educat	lisability and continues to be in natesting to determine whether you	eed of special education services.

The District proposes to conduct an evaluation/reevaluation for the following reason(s):

## SAMPLES OF COMPLIANCE:

- ▶ The Individual Education Program (IEP) team determined that the evaluation procedures outlined in this Prior Written Notice were necessary to determine the student's current educational needs.
- Pre-referral interventions were unsuccessful. Jessica's teachers continue to have concerns regarding academic progress.

### SAMPLE OF NONCOMPLIANCE:

It's time

Description of each evaluation procedure, test, record, or report the district used as a basis for the proposed action or for refusing the requested action:

#### SAMPLES OF COMPLIANCE:

- The team used data from pre-referral interventions and input from Jessica's parents and classroom teachers to determine the areas of assessment.
- The team considered the results of Jessica's most recent formal reevaluation, report dated April 14, 2010, to determine areas of need and appropriate services.
- The team considered input from parents and classroom teachers, Nick's progress on his previous Individual Education Program (IEP) goals, and his daily classroom performance to determine current goals and objectives.

#### SAMPLES OF NONCOMPLIANCE:

- We are proposing to conduct the assessment listed in the attached plan
- Three year reevaluation
- ♦ No formal evaluation has been completed

Describe the other options considered and the reasons why those options were rejected:

#### SAMPLES OF COMPLIANCE:

- The team considered adding an additional assessment to the evaluation plan, but decided against that option because all educational needs could be determined without additional assessment
- The team considered delaying the evaluation until another pre-referral intervention was implemented, but decided against that option because the student's behavior has made the need for evaluation urgent.

#### SAMPLES OF NONCOMPLIANCE:

- The team considered all relevant options
- No other options were considered

## Statement of adaptations needed to conduct this evaluation:

\*\*

This is not actually monitored. This is just helpful for staff.

Other factors affecting this proposal (i.e., behavior, visual or hearing impairments, the need for assistive technology, culture, language, etc.):

\*\*

## Points of Clarification

- lacktriangledown It is possible that there are no other relevant factors affecting the proposal
- ▶ It is OK to put "None" on the PWN as long as there is not evidence to suggest otherwise.

#### SAMPLES OF COMPLIANCE:

- Ryan has a diagnosis of Attention Deficit/Hyperactivity Disorder and will need testing sessions broken into smaller segments to obtain optimal results.
- Latisha does not communicate verbally and therefore uses an electronic communication device as her primary means of communication. These factors were considered when developing all aspects of her Individual Education Program (IEP).

#### SAMPLE OF NONCOMPLIANCE:

♠ If the section is left blank it is not in compliance. It must be addressed; simply writing "None" is acceptable.

Area	Materials & Procedures	Evaluators
Compliant Examples	Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV)	School Psychologist
Non Compliant Examples	WISC-IV and/or UNIT	SpEd Staff

The evaluation will be conducted at	and is provided at no cost to you.
The cyanaution will be conducted at	and is provided at no cost to you.

The district will not proceed with the initial placement and provision of services without your written consent.

Except for the initial placement and provision of services, the district will proceed with the proposed placement and provision of services unless you object in writing on the enclosed response form or otherwise in writing within 14 calendar days after you receive this notice.

If you refuse to provide written consent for initial evaluation or initial placement or object in writing to any proposal, or if the district refuses to initiate or change the identification, evaluation, or educational placement or the provision of a free appropriate public education to your child, you may request a conciliation conference to resolve any disagreements about the proposal or refusal.

You are protected by procedural safeguards and can get a description of the procedural safeguards by asking for them from:

Sarah Mittelstadt Name Director of Special Services

507-238-1472 Telephone

Here are some agencies that may help you in understanding your rights and your child's rights under state and federal special education law:

ARC MN (Advocacy for Persons with Developmental Disabilities): 651-523-0823, 1-800-582-5256 or on the web at: www.thearcofminnesota.org

MN Department of Education: 651-582-8689, TTY: 651-582-8201, or on the web at: http://education.state.mn.us MN Disability Law Center: 612-332-1441, 1-800-292-4150, TTY: 612-332-4668, or on the web at: www.mndlc.org PACER (Parent Advocacy Coalition for Education Rights): 952-838-9000, 1-800-53-PACER, TTY: 952-838-0190 or on the web at: www.pacer.org

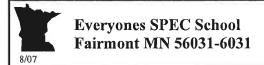
The statute of limitations for bringing claims under the Individuals with Disabilities Act is two years.

Date received by district (for district use only)

Evaluation completion due:

———

[30 school days (age 3-21)] [45 calendar days (birth through age 2)]



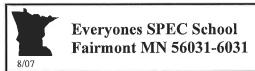
Date received by the District: \_\_\_\_

Date evaluation to be completed:

Date Form Given or Mailed to Parent:

## Parental Consent/Objection

This form pertains to the Prior Written Notice dated: 1/18/2012 Student: Sample Student 012345678912 Date: 1/18/2012 ID: Grade: 07 DOB: 6/9/2000 School: Dear That's My Student: Dear Parent(s): Please check one of the options below, sign and date this form, and return the original of this page. If your consent is sought for an evaluation or initial placement, the school cannot proceed without your written consent. For other proposed actions, if you do not return this page or otherwise respond in writing within 14 calendar days, the school will proceed as indicated in the attached Prior Written Notice. If you object to specific parts of a proposal the district will proceed with the parts you do not object to. I agree with the proposal, and I give permission to the school district to proceed. I do not agree with the entire proposal, and I do not give permission for the school to proceed. • If you object to a proposal, the school will contact you to offer a conciliation conference, mediation, facilitated IEP team meeting, or other alternative to a due process hearing. You (or the school) may request a due process hearing in order to resolve the disagreement. Parent Signature (or Student, if age 18 or older) Date This form is available in other formats. Contact the IEP manager for an alternate format. Return this form to: Sarah Mittelstadt/Director of Special Services/507-238-1472 District use only:



## Prior Written Notice (Page 1 of 2)

Student: Sample Student	ID: 012345678912	Date: 1/18/2012
School:	Grade: 07	DOB: 6/9/2000

Dear That's My Student:

You are receiving this notice because the District is proposing and/or refusing the following changes in your child's identification, evaluation, educational placement, or provision of a free appropriate public education (FAPE) as follows:

Description of the action(s) proposed or refused by the district:

SAMPLE OF COMPLIANCE:

The district is proposing to implement an initial Individual Education Program (IEP) for Specific Learning Disability (SLD) services as discussed at the IEP Team Meeting on January 16, 2012. Please see attached IEP.

The district is proposing to provide continued direct instruction in reading to address Johnny's Specific Learning Disability. He will continue to receive services in the resource room as well as accommodations and modifications in the classroom.

SAMPLE OF NONCOMPLIANCE:

Annual IEP

Explanation of why the district proposes to take or refused to take the action:

SAMPLES OF COMPLIANCE:

George has not made sufficient progress on his Individual Education Program (IEP) goals and continues to demonstrate a need for special education and related services to address his Specific Learning Disability in reading.

Kayla has been identified with a Specific Learning Disability in reading and requires direct instruction in order to make sufficient academic progress.

SAMPLES OF NONCOMPLIANCE:

It's time for a new IEP.

Elizabeth qualifies for special education.

Description of each evaluation procedure, test, record, or report the district used as a basis for the proposed action or for refusing the requested action:

SAMPLE OF COMPLIANCE:

The team considered input from parents and classroom teachers, Nick's progress on his previous Individual Education Program (IEP) goals, and his daily classroom performance to determine current goals and objectives.

Description of other options the team considered and the reasons why those options were rejected:

SAMPLES OF COMPLIANCE:

The team considered placing Connor in a setting 4 placement but decided against that option because he is making sufficient progress in the setting 3 placement as indicated by progress reports and teacher input.

The team considered reducing Kayla's service time for reading but decided against that option because the team feels the current amount of service time for reading is necessary for Kayla's needs as based on recent progress measurements and reports.

SAMPLES OF NONCOMPLIANCE:

The team considered all relevant options.

The team considered increasing or decreasing service time, but determined the services proposed in the IEP are best to meet the needs of the student.

## Description of other factors affecting the proposal or refusal:

## SAMPLE OF COMPLIANCE:

Latisha does not communicate verbally and therefore uses an electronic communication device as her primary means of communication. These factors were considered when developing all aspects of her Individual Education Program (IEP).

#### SAMPLE OF NONCOMPLIANCE:

If this section is left blank, it is not in compliance. It must be addressed; simply writing "none" is acceptable.

When a district proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child, or the provision of FAPE to your child, the district must serve written notice on you before the changes go into effect. This notice must be served on you within a reasonable time, and in no case less than 14 calendar days before the proposed effective date of change or evaluation. If this notice only includes a refusal of a request, it must be served on you within 14 calendar days of the date your request was made.

The district will not proceed with the initial placement and provision of services without your written consent.

Except for the initial placement and provision of services, the district will proceed with the proposed placement and provision of services unless you object in writing on the enclosed response form or otherwise in writing within 14 calendar days after you receive this notice.

If you refuse to provide written consent for initial evaluation or initial placement or object in writing to any proposal, or if the district refuses to initiate or change the identification, evaluation, or educational placement or the provision of a free appropriate public education to your child, you may request a conciliation conference to resolve any disagreements about the proposal or refusal.

The district must provide you with a copy of the proposed Individualized Education Program (IEP) whenever the district proposes to initiate or change the content or the IEP.

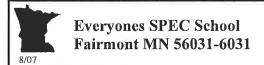
You are protected by procedural safeguards and can get a description of the procedural safeguards by asking for them from:

Here are some agencies that may help you in understanding your rights and your child's rights under state and federal special education law:

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The statute of limitations for bringing claims under the Individuals with Disabilities Act is two years.



Date evaluation to be completed:

Date Form Given or Mailed to Parent:

## Parental Consent/Objection

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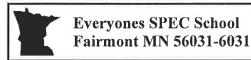


IEP meeting date: 1/16/2012

Date of last comprehensive evaluation: 3/1/2010

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

	STUDENT	INFORMATION	Į .	
Student: Sample Student	Gender: ☐ M ☑ F	Grade:	Birthdate: 6/9/2000	MARSS ID: 012345678912
Primary home language	e: English	Child's primary	/ language: English	
Interpreter required for	communication with parent?  Y	es 🛂 No		
Resident district: 1100: 1100-60	Providing district: 999999: Everyones S.	PEC School	School of enr	rollment:
		DIAN INFORMA	ATION	
Parent/guardian name:	That's My Student	_		
Relationship to child:	Parent	-		
Address:	6621 Gleason Road Mediapolis, MN	_		
Phone (evening):	507-555-5555	_		
Phone (day):		_		
Phone (cell):	-	_		
Email:		<b>-</b>		
	IEP IN	FORMATION		
Type of IEP: Initial	placement Annual Interim	Federal	Setting: 01	
IEP manager name: Sa	rah Mittelstadt	Phone: <u>507~238-1472</u>		
Primary disability: 10:	Other health disabilities	Secondary disability:		
	PROGRE	SS REPORTING		
Points of Clarific IEP must clearly i not use phrases su SAMPLE OF COMPLIAN	ndicate the number of each a ch as "and/or" when sharing	method of progr methods.	ess reporting to	inform parents. Do
SAMPLE OF NONCOMPL Progress will be r reports.	JIANCE: reported 4 times per year th	rough conferenc	ces, phone calls,	and/or written
	IE	EP TEAM		
Name of team member	in attendance:	Title:		
		Parent		
445		IEP manager		
%=1L===================================			rict representat	ive
X======		Special educat		
		Regular educat	ion teacher	



## PRESENT LEVELS

## Present Level(s) of Academic Achievement and Functional Performance:

The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources including parents.

- For preschool children, describe how the disability affects the child's participation in appropriate activities.
- For *K-12 students*, describe how the disability affects the child's involvement and progress in the general curriculum.
- In addition, during grade 9, address the present levels of performance in each of the transition areas.

#### Sample of Compliance:

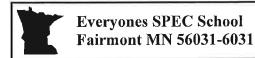
Jamal knows many mechanical rules. He correctly capitalizes and uses appropriate ending punctuation for all of his sentences. However, in a recent writing sample, he was unable to spell sight words such as "could" and "respect" as well as many of the shorter words (five letters or less). Due to his written expression difficulties, he will need to continue work on spelling.

Martin's intellectual abilities fall within the average to low average range. His memorization and processing speed were relatively strong, compared to lower reasoning and conceptual thinking skills. Classroom teachers noted that Martin is turning in assignments on time, responds well to redirection and is beginning to positively interact with peers. Martin has had seven behavioral incidents this school year compared to sixteen during the last school year. Five of these incidents were due to peer conflict and three of those led to disruptive behavior and his removal from the classroom. Although the severity of behavioral incidents has decreased, negative peer interactions are keeping Martin out of class, preventing him from focusing in class and thus result in him falling behind in academics.

### Sample of Noncompliance:

Jamal is presently a 10th grade student. Last year his grades were mostly A's and B's. He struggles with writing and spelling.

Martin has a Full Scale IQ score of 86. He did not meet expectations on his MCA Reading or Math scores. Martin has many behavior incidents, although the severity of the incidents has lessened.



## GOAL 1

## Present Level(s) of Academic Achievement and Functional Performance:

In the evaluation dated 3/1/2010, Tori was identified as having an emotional/behavior disorder with special education needs in anger management skills. Her parents and classroom teachers have rated this area as a significant need.

Tori relies on verbal outbursts to express her anger including yelling, arguing or crying. These outbursts may occur at any time. Teacher checklists have noted this behavior on average of 10 outbursts per week in the classroom. The severity and duration of the outbursts vary from 2 minutes to 10 minutes depending on the situation. These outbursts have been cause for Tori to be removed from the classroom on 8 out of 10 occasions. Outbursts have occurred at home and in the community as well. Parents note that they rarely take Tori with them to any public place for fear she will get angry and cause a scene.

The reliance on verbal outbursts to express anger has impacted Tori's peer interactions, instructional time in the classroom and her self-esteem. She has very few friends and peers tend to not want to work with her in group activities. OUtbursts tend to increase when Tori feels stressed.

#### Measurable Annual Goal:

#### SAMPLE OF COMPLIANCE:

Tori will improve her anger management skills to reduce verbal outbursts (yelling, arguing or crying) that cause the teacher to stop instruction from 10 instances per week to 0 as measured by observation checklists.

#### SAMPLE OF NONCOMPLIANCE:

Tori will pay attention and not disrupt the class.

#### **Benchmarks or Short Term Objectives:**

- 1: Given a scenario, tori will identify 2 learned coping skills that she can utilize when angry in 4 out of 4 trials as measured by a teacher checklist.
- 2: When presented with a role-play scenario, Tori will demonstrate a learned coping skill 4 out of 4 trials as measured by a teacher checklist.
- 3: In a small group setting, Tori will utilize a learned coping skill in 5 out of 5 stressful situations as measured by a teacher checklist.
- 4: In a regular classroom setting, Tori will utilize a learned coping skill in 5 out of 5 stressful situations as measured by a teacher checklist.

## How will progress toward meeting this annual goal be measured?

SAMPLE OF COMPLIANCE:

Tori's progress will be measured through teacher observation and teacher checklists.

#### SAMPLE OF NONCOMPLIANCE:

IEP does not include any information on how goals will be measured.

IEP states that the goals will be "as measured by the special education teacher."

Report included goals from IEP with no progress information documented.



# Everyones SPEC School Fairmont MN 56031-6031

## GOAL 2

#### Measurable Annual Goal:

SAMPLE OF COMPLIANCE:

When given a 3-paragraph writing assignment, Martha will include a topic sentence and at least 3 supporting details and progress from 50% to 85% accuracy in writing mechanics.

SAMPLE OF NONCOMPLIANCE:

Martha will pass the statewide assessment for writing.

## **Benchmarks or Short Term Objectives:**

- 1: When given a 3-paragraph writing assignment, Martha will inlcude a topic sentence with 85% accuracy on 3 out of 4 trials.
- 2: When given a 3-paragraph writing assignment, Martha will inloude at least 3 supporting details with 85% accuracy on 3 out of 4 trials.
- 3: When given a 3-paragraph writing assignment, Martha will inloude a topic sentence and at least 3 supporting details with 85% accuracy on 3 out of 4 trials.

How will progress toward meeting this annual goal be measured? Random writing samples will be used to measure progress



# Everyones SPEC School Fairmont MN 56031-6031

## **GOAL 3**

### Measurable Annual Goal:

SAMPLE OF COMPLIANCE:

Muna will increase her ability to decode from a level of not recognizing all letters to a level of sounding out simple words and reading simple sight words.

#### SAMPLE OF NONCOMPLIANCE:

Muna will increase her ability to decode from a level of not recognizing letters to sounding out simple words.

## Benchmarks or Short Term Objectives:

## 1: SAMPLE OF COMPLIANCE:

Given a set of randomly presented upper and lower case letters of the alphabet, Muna will identify 52 of 52 letters on 2 consecutively charted trials by June 2012.

#### 2: SAMPLE OF COMPLIANCE:

Given randomly presented letters of the alphabet, Muna will produce 26 of 26 letter sounds on 2 consecutively charted trials by June 2012.

#### SAMPLE OF NONCOMPLIANCE:

Given a set of randomly presented letters, Muna will be able to identify the letters.

#### 3: SAMPLE OF COMPLIANCE:

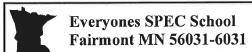
Muna will read 50% of the sight word list on 2 consecutively charted trials by June 2012.

#### SAMPLE OF NONCOMPLIANCE:

Given a set of mixed sight words, Muna will read them by the end of the year.

How will progress toward meeting this annual goal be measured?

Data sheets will be used to measure progress



## TRANSITION PLANNING

(Transition information to be updated annually)

## A. Measurable Postsecondary Goals

## Post Secondary Education & Training:

SAMPLE OF COMPLIANCE:

 $\ \square$  After graduation, Jamal will attend the Job Corps Center full-time and successfully complete their culinary arts program to obtain a Culinary Arts Certificate.

#### SAMPLE OF NONCOMPLIANCE:

□ Jamal is interested in pursuing a two-year degree.

### **Employment:**

SAMPLE	OF	COMPT	TANCE:

- □ After high school, Mia will work part-time as an assistant hair stylist at a beauty salon.
- □ Jamal will obtain a full-time position at a landscaping business after high school.

#### SAMPLE OF NONCOMPLIANCE:

- $\hfill \square$  After high school, Mia is unsure of what she would like to do as a profession.
- $\ \square$  Jamal plans to improve his knowledge of employment by finding three area businesses he could apply at.

### **Independent Living:**

(where appropriate, and may include recreation and leisure, community participation and home living.) SAMPLE OF COMPLIANCE:

● After high school, Mike will live independently.

#### SAMPLE OF NONCOMPLIANCE:

● Mike would like to live on his own someday in a nice condo downtown. With a fast care

B. Courses of Study					
School Year	Grade Level	Course to be taken			
2011-2012	Grade 9	Family & Consumer Science (FACS), Business Basics, Basic Geometry, English I, Current Events			
2012-2013	Grade 10	FACS II, Business Math, Employability Skills, English II, World Culture			

Anticipated month and year of graduation 6/2015



## **Everyones SPEC School** Fairmont MN 56031-6031

## TRANSITION SERVICES

### C. Transition Services

Instruction (i.e. specialized instruction, regular education, career and technical education):

Agency Providing Service on the IEP Activity

Special Education Improve reading skills

Improve social skills and self-determination

skills

Participate in a Business Basics class Regular Education

Related services:

Agency Providing Service on the IEP Activity

Complete applications for county support and

vocational rehabilitation program

Interview a job coach for assistance with

learning job tasks

Learn about assistive technology tools for

school, employment, or community

County Social Worker,

Vocational Rehabilitation Services

Special Education

Special Education

Special Education,

Related Services

Community participation:

Agency Providing Service on the IEP Activity

Vocational Rehabilitation Services Acquire a state ID Vocational Rehabilitation Services Visit a WorkForce Center

Visit MN West Technical College and meet

Disability Coordinator

MNSCU Disability Coordinator

The development of employment and other post-school adult living objectives:

Agency Providing Service on the IEP Activity

Work-based Learning Memorize social security number Work-based Learning Improve pre-employment skills

Explore DB101 Benefits Planning Vocational Rehabilitation Services

If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation:

Agency Providing Service on the IEP Activity

Student, General Education Develop a personal fitness routine

Student, Vocational Rehabilitation Services Complete a vocational evaluation

## TRANSFER OF RIGHTS AT AGE OF MAJORITY

All of the rights enjoyed by the Student's Parent(s) under Part B of IDEA and related state law will transfer to the Student upon reaching the age of majority (18), unless a legal guardian or conservator is appointed. The date Sample and parent were informed parental rights will transfer to him/her: 1/16/2012

## SERVICES

## **SERVICES**

Special Education and Related Services (primarily direct instruction and services)						
Statements of special education			Mint per se			Anticipated
and related services	Start Date	Frequency	Indirect	Direct	Location	Duration
Specific Learning Disability: Math	2/1/2012	5/week	10	45	Special Education	1/year
Counseling: Individual	2/1/2012	2/week	5	15	General Education	1/year

Child Specific Paraprofessional Support	□ No ☑ Yes				
Type of Paraprofessional Support	Start Date	Frequency	Minutes per session	Location	Anticipated Duration
Behavioral support	2/1/2012	5/week	3370	General Education	1/year

#### SAMPLE OF COMPLIANCE:

Dan will receive 1:1 paraprofessional support in each of his regular education classes due to his significant behavioral needs in the areas of self-regulation. The paraprofessional will provide verbal behavioral redirection, visual calming cues in the form of picture cards provided by the special education teacher, and sensory breaks every 45 minutes to reduce his stressful reaction when over-stimulated.

### SAMPLE OF NONCOMPLIANCE:

Dan needs a 1:1 paraprofessional due to his lack of impulse control and understanding of nonverbal social cues and physical proximity to others.

Assistive Technology	™ No	Ves.	explain:
Assistive recliniology	- 140	1 009	cybinin.

POINTS OF CLARIFICATION:

- $\square$  Make sure to consider both high technology (FM system) and low technology (pencil grips) in order to include all possibilities for students.
- $\hfill\square$  Assistive technology should align with modifications and accommodations to be used with the student.
- $\hfill\square$  Resources of Assistive Technology can be found:

 $www.education.state.mn.us/MDE/Learning\_Support/SpecialEducation/Evaluation\_Program\ Planning\ Supports/Assistive\ Technology/index.html.$ 

## Special Transportation 🖺 No 💆 Yes, explain:

Sample will be provided special transportation to and from school on a vehicle equipped with a lift and wheel chair tie downs.

## Interpreter required for service delivery V No Yes

Extended School Year	lore Data Nec	eded				
Statements of special education			Minu per ses	**		Anticipated
and related services	Start Date	Frequency	Indirect	Direct	Location	Duration
		/week				/years

## Least Restrictive Environment (LRE) Explanation

classroom and other activities. See C.F.R. § 300.320(a)(5).

#### SAMPLES OF COMPLIANCE:

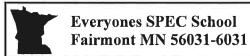
Ricky needs intensive social skills instruction and practice in a small group situation in order to improve his ability to resolve conflict and cooperate with peers. He will receive this instruction from the social worker and EBD teacher during his study hall.

Due to Sue's significant information processing deficits in the areas of auditory acquisition and organization related to sequencing words, she needs small group reading instruction with repeated directions in multiple formats. Therefore, she will be removed from general education reading to receive this instruction.

#### SAMPLES OF NONCOMPLIANCE:

Ricky will spend no less than 79% of his school day in a general education setting with his peers. He will receive the majority of his special education services in the general education setting.

Sue needs a quiet environment with few distractions in order to progress in her academics. She will also use the resource room to organize her materials and complete classroom assignments.



# ACCOMMODATIONS, MODIFICATIONS AND SUPPORTS

## **MODIFICATIONS**

## Program Modifications, Supports and Adaptations in General and Special Education

SAMPLE OF COMPLIANCE:

Alita's case manager will provide each of her regular and special education teachers with raised-line paper and r " foam pencil grips for her to use when completing all assignments requiring writing.

Tyrone will be allowed assignment modifications as necessary in classes requiring reading, math and written expression.

SAMPLE OF NONCOMPLIANCE:

Alita may need special supplies in order to participate in classes requiring writing.

Steve may access the resource room for completing math assignments as needed.

Tyrone will be allowed assignment modifications as necessary in classes requiring reading, math and written expression.

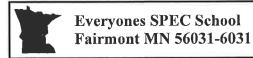
## **Program Supports for School Personnel**

SAMPLE OF COMPLIANCE:

An IEP of a hearing-impaired child who is using a new FM system in each of his classes documents indirect services and training on the device to the teachers working with the child.

SAMPLE OF NONCOMPLIANCE:

An IEP of a hearing-impaired child who is using a new Frequency Modulated system (for amplifying sound) in each of his classes lacks documentation of training or instruction to his teachers as to how to use or monitor the system.



SAMPLE OF NONCOMPLIANCE:

## **ASSESSMENTS**

## STATE ASSESSMENTS FOR ACCOUNTABILITY

READING (Grades 3, 4, 5, 6, 7, 8 and 10) The student will participate in:  MCA without accommodations MCA with accommodations listed:  Explain how accommodations selected are representative of those used in the classroom.
MCA-Modified, an alternate assessment based on modified achievement standards, grades 5-8 and 10. If the IEP team determines that the student will take the MCA-Modified, the student's IEP must also include standards-based goals and objectives.  Document IEP team decision: Explain why this assessment option is appropriate.
MN Test of Academic Skills (MTAS) an alternate assessment based upon alternate achievement standards.
SAMPLE OF COMPLIANCE:
Debbie will not participate in the MCA-II because her level of instruction does not correspond with the content of the assessments. Debbie has limited response mode. She will participate in the Minnesota Test of Alternative Standards (MTAS) assessment.
MATH (Grades 3, 4, 5, 6, 7, 8 and 11) The student will participate in:  ☐ MCA without accommodations ☐ MCA with accommodations listed:  Explain how accommodations selected are representative of those used in the classroom.
SAMPLE OF COMPLIANCE:
Michael will take his assessments in a small group setting. He will be given 10 minute breaks every 45 minutes. He may also repeat directions back to the proctor for reassurance of comprehension and having heard the needed material. He will have instructions and questions read to him. Except for portions of the test that require the student to read.
MCA-Modified, an alternate assessment based on modified achievement standards, grades 5-8 and 11. If the IEP team determines that the student will take the MCA-Modified, the student's IEP must also include standards-based goals and objectives.
Document IEP team decision: Explain why this assessment option is appropriate.
MN Test of Academic Skills (MTAS) an alternate assessment based upon alternate achievement standards.
SCIENCE (Grades 5, 8 and High School)  The student will participate in:  MCA without accommodations  MCA with accommodations listed:  Explain how accommodations selected are representative of those used in the classroom.
SAMPLE OF COMPLIANCE:
Michael will take his assessments in a small group setting. He will be given 10 minute breaks every 45 minutes. He may also repeat directions back to the proctor for reassurance of comprehension and having heard the needed material. He will have instructions and questions read to him. Except for portions of the test that require the student to read.

Debbie will not participate in the MCA-II because her level of instruction does not correspond

MN Test of Academic Skills (MTAS) an alternate assessment based upon alternate achievement standards.

with the content of the assessments. Debbie has limited response mode. She will participate in the Minnesota Test of Alternative Standards (MTAS) assessment.