



Student: Sample Student

ID: 012345678912

Date: 3/1/2011

School: _____

Grade: 07

DOB: 6/9/2000

Dear That's My Student:

Evaluation means appropriate procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

Your informed consent is required before the District may proceed with an evaluation, except when the District is relying on existing data, classroom observations, or has taken reasonable measures to obtain your consent for a re-evaluation and you have failed to respond. Your consent is voluntary and may be revoked at any time. Any revocation of consent will not be retroactive.

Your child's assessment must be sufficiently comprehensive to identify all of his or her special education and related service needs, whether commonly linked to the disability category suspected or in which your child has been classified. The evaluation will be at no cost to you.

Please review the list of proposed testing below and provide consent by signing and returning the attached form. Providing consent for initial evaluation is not providing consent for the provision of special education and related services.

- a. This notice is for an initial evaluation to determine your child's eligibility for special education. The school district must receive your signed permission before it can begin evaluation.
- b. This notice is for a reevaluation. (Select one of the boxes below.)
 - Based on a review of existing data regarding your child, additional testing is needed to determine if your child continues to have a disability and needs special education services.
 - Based on a review of existing data as described below, additional testing is not needed to determine whether your child continues to have a disability and continues to be in need of special education services. You have the right to request additional testing to determine whether your child continues to be a child with a disability and in need 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

- 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 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
Position

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)]



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

Parental Consent/Objection

This form pertains to the Prior Written Notice dated: 1/18/2012

Student: Sample Student

ID: 012345678912

Date: 1/18/2012

School: _____

Grade: 07

DOB: 6/9/2000

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: Date received by the District: _____ Date evaluation to be completed: _____ Date Form <input type="checkbox"/> Given or <input type="checkbox"/> Mailed to Parent: _____



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

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:

<u>Sarah Mittelstadt</u>	<u>Director of Special Services</u>	<u>507-238-1472</u>
Name	Position	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.hearcofminnesota.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.



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

Parental Consent/Objection

This form pertains to the Prior Written Notice dated: 3/1/2011

Student: Sample Student

ID: 012345678912

Date: 3/1/2011

School: _____

Grade: 07

DOB: 6/9/2000

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.
- I agree with some proposals and object to the following (Specify your objections):
 - ◆ 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: Date received by the District: _____ Date evaluation to be completed: _____ Date Form <input type="checkbox"/> Given or <input type="checkbox"/> Mailed to Parent: _____

 Everyones SPEC School Fairmont MN 56031-6031	IEP meeting date: <u>1/16/2012</u>	INDIVIDUALIZED EDUCATION PROGRAM (IEP)
	Date of last comprehensive evaluation: <u>3/1/2010</u>	

STUDENT INFORMATION

Student: Sample Student Gender: M F Grade: Grade 7 Birthdate: 6/9/2000 MARSS ID: 012345678912

Primary home language: English Child's primary language: English

Interpreter required for communication with parent? Yes No

Resident district: 1100: 1100-60 Providing district: 99999: Everyones SPEC School School of enrollment: _____

PARENT/GUARDIAN INFORMATION

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: _____

IEP INFORMATION

Type of IEP: Initial placement Annual Interim Federal Setting: 01

IEP manager name: Sarah Mittelstadt Phone: 507-238-1472

Primary disability: 10:Other health disabilities Secondary disability: _____

PROGRESS REPORTING


When and how will progress toward the annual goals be reported to the parents?
 Points of Clarification:
 IEP must clearly indicate the number of each method of progress reporting to inform parents. Do not use phrases such as "and/or" when sharing methods.

SAMPLE OF COMPLIANCE:
 Progress will be given quarterly, with 3 written reports and 1 conference.

SAMPLE OF NONCOMPLIANCE:
 Progress will be reported 4 times per year through conferences, phone calls, and/or written reports.

IEP TEAM

Name of team member in attendance:	Title:
_____	Parent
_____	IEP manager
_____	Qualified district representative
_____	Special education teacher
_____	Regular education teacher

 Everyones SPEC School Fairmont MN 56031-6031	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.

 <p>Everyones SPEC School Fairmont MN 56031-6031</p>	<p>GOAL 1</p>
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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
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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 include a topic sentence with 85% accuracy on 3 out of 4 trials.
- 2: When given a 3-paragraph writing assignment, Martha will include at least 3 supporting details with 85% accuracy on 3 out of 4 trials.
- 3: When given a 3-paragraph writing assignment, Martha will include 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

	Everyones SPEC School Fairmont MN 56031-6031	TRANSITION PLANNING
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(Transition information to be updated annually)

A. Measurable Postsecondary Goals
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Post Secondary Education & Training:

SAMPLE OF COMPLIANCE:

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 COMPLIANCE:

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:

After high school, Mia is unsure of what she would like to do as a profession.
 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 car.

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):

Activity	Agency Providing Service on the IEP
Improve reading skills	Special Education
Improve social skills and self-determination skills	Special Education
Participate in a Business Basics class	Regular Education

Related services:

Activity	Agency Providing Service on the IEP
Complete applications for county support and vocational rehabilitation program	County Social Worker, Vocational Rehabilitation Services
Interview a job coach for assistance with learning job tasks	Special Education
Learn about assistive technology tools for school, employment, or community	Special Education, Related Services

Community participation:

Activity	Agency Providing Service on the IEP
Acquire a state ID	Vocational Rehabilitation Services
Visit a WorkForce Center	Vocational Rehabilitation Services
Visit MN West Technical College and meet Disability Coordinator	MNSCU Disability Coordinator

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

Activity	Agency Providing Service on the IEP
Memorize social security number	Work-based Learning
Improve pre-employment skills	Work-based Learning
Explore DB101 Benefits Planning	Vocational Rehabilitation Services

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

Activity	Agency Providing Service on the IEP
Develop a personal fitness routine	Student, General Education
Complete a vocational evaluation	Student, Vocational Rehabilitation Services

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

Everyones SPEC School Fairmont MN 56031-6031	SERVICES
SERVICES	

Special Education and Related Services (primarily direct instruction and services)						
Statements of special education and related services	Start Date	Frequency	Minutes per session		Location	Anticipated Duration
			Indirect	Direct		
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 <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes					
Type of Paraprofessional Support	Start Date	Frequency	Minutes per session	Location	Anticipated Duration
Behavioral support	2/1/2012	5/week	330	General Education	1/year
<p>SAMPLE OF COMPLIANCE:</p> <p>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.</p> <p>SAMPLE OF NONCOMPLIANCE:</p> <p>Dan needs a 1:1 paraprofessional due to his lack of impulse control and understanding of nonverbal social cues and physical proximity to others.</p>					

Assistive Technology <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, explain:
<p>POINTS OF CLARIFICATION:</p> <p><input type="checkbox"/> Make sure to consider both high technology (FM system) and low technology (pencil grips) in order to include all possibilities for students.</p> <p><input type="checkbox"/> Assistive technology should align with modifications and accommodations to be used with the student.</p> <p><input type="checkbox"/> Resources of Assistive Technology can be found: www.education.state.mn.us/MDE/Learning_Support/SpecialEducation/Evaluation_Program_Planning_Supports/Assistive_Technology/index.html.</p>

Special Transportation <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, explain:
<p>Sample will be provided special transportation to and from school on a vehicle equipped with a lift and wheel chair tie downs.</p>

Interpreter required for service delivery <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
--

Extended School Year <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> More Data Needed						
Statements of special education and related services	Start Date	Frequency	Minutes per session		Location	Anticipated Duration
			Indirect	Direct		
		/week				/years

Least Restrictive Environment (LRE) Explanation
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Explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular

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.



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

**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.



Everyones SPEC School
Fairmont MN 56031-6031

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.

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

*
 SAMPLE OF NONCOMPLIANCE:

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.