


Section: 1

IEP for Polly PAES-Lab | Meeting date: 08/26/2021

 <p>Minnesota Valley School 801 Davis Street St. Peter MN 56082 Tel (507) 934-5420</p>	IEP meeting date: 08/26/2021	INDIVIDUALIZED EDUCATION PROGRAM (IEP)
	Last comprehensive evaluation: 08/25/2021	

STUDENT INFORMATION

Student: Polly PAES-Lab Grade: 12 Birth date: 01/01/2006
 Primary home language: English Child's primary language: English
 Interpreter required for Due Process?
 Yes No
 School of Enrollment: Minnesota Valley School Providing District: 6027: Minnesota Valley Education District Resident district: 0508: ST. PETER PUBLIC SCHOOL DISTRICT
 School Address: 801 Davis Street, St. Peter, MN 56082

PARENT/GUARDIAN INFORMATION

IEP INFORMATION

IEP manager name: Kelsey Jaycox-Hutchins Telephone: 507-934-5420 Ext. 1220 Type of IEP:
 Initial placement
 Annual
 Email: khutchins@mnved.org
 Primary disability: 08: 08-Emotional/Behavior Disorders Instructional setting: 04
 Secondary disability: 07: 07-Specific Learning Disabilities
 Tertiary disability: :

PROGRESS REPORTING

When and how will progress toward the annual goals be reported to the parents?

IEP TEAM

Name of team member:	Title:
<u>Polly PAES-Lab</u>	<u>Student</u>
<u>Pat PAES-Lab</u>	<u>Parent/Guardian</u>
<u>Kris PAES-Lab</u>	<u>Parent/Guardian</u>
<u>Spedtaclar Teacher</u>	<u>Special Education Teacher</u>
<u>Awesome Administration</u>	<u>District Representative</u>
<u>Wonda Worky</u>	<u>Work Based Learning Coordinator</u>
<u>Rachel Baerbock</u>	<u>PAES Lab Supervisor</u>

District representative _____ Name _____ Title _____

 <p>Minnesota Valley School 801 Davis Street St. Peter MN 56082 Tel (507) 934-5420</p>	<p>PRESENT LEVELS</p>
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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 and above, address the present levels of performance in each of the transition areas.
- Include a needs statement, that results from the student's disability, that will be addressed by the Measurable Annual Goal.

Polly PAES-Lab is an 11th grader who currently attends Minnesota Valley School (MVS) in St. Peter. She lives at home with her parents Kris and Pat as well as her two younger siblings.

Polly qualifies for services under the category of Other Health Disorders with a secondary qualification under the category of Emotional Behavioral Disorders. Polly has a diagnosis of Post Traumatic Stress Disorder and Anxiety which she takes medication for.

She receives programming for academic and behavioral support throughout her day in a level 4 setting. Polly has a daily point sheet where we document both positive and unproductive behaviors. There is built-in processing time (to discuss both positive and negative behavior choices) as well as the opportunity to have sensory breaks throughout the school day.

Polly enjoys music, drawing, anime, and being outdoors. She does a great job when she is motivated, provided structure, knows schedules ahead of time, and is with someone she knows well. However, she struggles to relate and socialize with peers. When peers try to speak with her she will shut down and refuse to answer questions, especially when there is someone she doesn't know around. Polly struggles with completing tasks she doesn't enjoy or views as too much work; with the current support/setting, however, Polly is demonstrating her ability to push through to attempt and many times complete, difficult assignments.

Most of Polly's anxiety is centered around not being accepted, good enough, and sometimes thinking she is going to be taken advantage of. In the past she has reacted violently when pushed past her comfort zone by throwing items, breaking property, especially glass windows, etc., and using the broken items to threaten others if they don't leave her alone. These episodes have decreased to once every couple of months since she started attending MVS and has become familiar with others around her. As part of the Level 3 programming she receives at MVS, Polly participates in daily social skills groups and individual therapy sessions on a weekly basis.

This year Polly will have the opportunity to attend the Practical Assessment Exploratory System (PAES) Lab where she will get to explore career options and be assessed on her current employability skills as part of her school day.

At the end of the 2020-2021 school year Polly's grades were as follows:

Science 10: C-

Eng. 10: C+

Algebra I: D

Interpersonal Skills Group: C-

Phy Ed: B-

Social Studies: D

Transition Areas-

Employment:

At this moment, Polly doesn't know what she would like to do after high school other than that she wants to work and earn a paycheck.

Post Secondary Education and Training:

Polly will receive on-the-job training after high school because she stated that college would be too "stressful".

Home Living:

Polly lives at home with two siblings and both parents. She demonstrates her ability to do age-appropriate chores and jobs at home as reported by her parents.

Community Participation:

Polly will attend community events with her parents or someone she trusts.

Recreation and Leisure:

Polly enjoys going to art museums, watching anime, drawing, and listening to music with her friends

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Measurable Annual Goal:

Polly will go from not knowing her career area of interest and competitive employability level to exploring 5 different career areas and determining which career area she is the most competitively employable based on PAES Lab assessment results, observations, and personal reflections by...

Benchmarks or Short Term Objectives:


1: Demonstrate the ability to independently complete the procedures of clocking in, requesting help, and completing tasks in the PAES lab as recorded on clock-in reports, lab supervisor observations, and task completion records by...

2: Explore careers by completing basic tasks in different career field areas within the lab based on completed task record sheets in all five career field areas by...

3: Reflect/Review data on work quality, task completion/speed of completion, and level of satisfaction completing tasks in the career areas explored to determine the career area of highest interest and competitive ability by....

How will progress toward meeting this annual goal be measured?

Checklists and task records from the PAES Lab, observations made by staff, and personal reports of student.

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Measurable Annual Goal:

Polly will go from not following directions and procedures independently to clocking in and clocking out following written task directions correctly in the PAES lab without the assistance or reminders of staff 95% of the time or more as measured by evaluation reports, time clock records, and staff observations by...

Benchmarks or Short Term Objectives:

1: Polly will independently clocking in and out as well as following task card directions correctly in the PAES lab without the assistance or reminders of staff 75% of the time or more as measured by evaluation reports, time clock records, and staff observations by...

2: Polly will independently clocking in and out as well as following task card directions correctly in the PAES lab without the assistance or reminders of staff 85% of the time or more as measured by evaluation reports, time clock records, and staff observations by...

3: Polly will independently clocking in and out as well as following task card directions correctly in the PAES lab without the assistance or reminders of staff 95% of the time or more as measured by evaluation reports, time clock records, and staff observations by...

How will progress toward meeting this annual goal be measured?

PAES lab clock-in and clock-out records, task completion, assistance reports, and staff observations.

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(Transition information to be updated annually)

A. Measurable Postsecondary Goals

Postsecondary Education & Training:

Polly will get on the job training.

Employment:

Polly will work at a local business near her home after graduation.

Independent Living:

(where appropriate, and may include recreation and leisure, community participation and home living.)

N/A

B. Courses of Study

School Year:	Grade Level:	Course to be taken:
2020-2021	Grade 10	English 10, Algebra I, Social Studies, Interpersonal Social Skills Group, Phy Ed, Science 10.
2021-2022	Grade 11	English 11, Geometry, Interpersonal Skills Group, Biology, and PAES Lab
2022-2023	Grade 12	English 12, Senior Social, Algebra II, Interpersonal Skills Group, Chemistry, and Art II.

Comments:

N/A

Total number of credits required by this district for graduation 27

Anticipated month and year of graduation 06/2023

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C. Transition Services

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

<p>Activity</p>	<p>Agency Providing Service on the IEP</p>
<p>Interpersonal Skills group to improve social and communication skills with peers.</p>	<p>School Mental Health Practitioners</p>
<p>Individual Therapy to work on personal strategies for controlling behavior and anxiety.</p>	<p>School Social Worker</p>
<p>Participate in PAES Lab simulated work program to teach work safety, communication, technical and other employability skills.</p>	<p>PAES Lab Supervisor (Instructor)</p>
<p>Replaced Math, English, Science and Social studies to accommodate for student's need to learn in a small group environment.</p>	<p>Sped Teacher</p>

Related services:

<p>Activity</p>	<p>Agency Providing Service on the IEP</p>
<p>Career Development and planning as well as 1:1 instruction in work skills such as filling out applications, interviewing, and soft skills to ensure maintained employment</p>	<p>Vocational Rehabilitation Services (VRS) Counselor</p>

Community participation:

<p>Activity</p>	<p>Agency Providing Service on the IEP</p>
<p>Driver's Education Course at SMILES to accommodate for student's need to learn in a small group environment.</p>	<p>Southern Minnesota Independent Living Centers Support Worker (SMILES)</p>

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

<p>Activity</p>	<p>Agency Providing Service on the IEP</p>
<p>Participate in PAES Lab simulated work program to explore career skills and interests.</p>	<p>PAES Lab Supervisor (Instructor)</p>

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

<p>Activity</p>	<p>Agency Providing Service on the IEP</p>
<p>PAES Work Lab Evaluation of employability skills, weaknesses, and level of competitive ability compared to peers.</p>	<p>PAES Lab Supervisor (Instructor)</p>

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.

Minnesota Valley School 801 Davis Street St. Peter MN 56082 Tel (507) 934-5420	<h2 style="margin: 0;">SERVICES</h2>
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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		
Secondary Transition: Employment Skills	09/01/2022	5/week	5	90	MVED PAES Lab	1 semester
Mental Health Services	09/01/2022	1/week	10	60	Minnesota Valley School	1 year
Emotional/Behavioral Disorder Services: Social Skills Instruction	09/01/2022	5/week	10	60		1 year

Child Specific Paraprofessional Support

Yes No

Type of Paraprofessional Support	Start date	Frequency	Minutes per session	Location	Anticipated duration
Job Coach- Shared Small group	09/01/2022	5/week	145	MVED PAES Lab	1 semester

A paraprofessional will transport and accompany Polly along with 3-4 other students in the PAES Lab. The para will drive Polly to and from the PAES lab (as it is located off site) in a school vehicle. While in the lab the para will help with scoring job tasks as directed by the PAES Lab Supervisor, redirect behaviors, give verbal clarifications as needed and demonstrate tasks as needed.

Assistive Technology

Yes No More data needed, explain:

Transportation

Yes, explain: No

Polly will be provided special transportation to and from the PAES lab daily because the program is located off-site at the St. Peter Middle School.

Interpreter required for service delivery

Yes No

Extended School Year

Yes No More data needed

Least Restrictive Environment (LRE) Explanation

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 34 C.F.R. § 300.320(a)(5).

Polly requires specialized instruction due to: behaviors related to her OHD and EBD. While receiving special education services, Polly will not participate in general education classes/activities with non-disabled peers because she is currently attending a level 4 program due to her behaviors. Polly will come in contact with non-disabled peers during her time in the PAES lab but will not be participating in programming directly with them as the PAES Lab is only open to Special Education Students at this time.

The following documents are attached:

Positive behavior support plan

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MODIFICATIONS

Program Modifications, Supports and Adaptations in General and Special Education

Classroom teachers and shared paraprofessionals will provide verbal prompts, stated in a positive manner including the desired behavior, to redirect Polly's behavior.

Polly will have a written daily schedule provided by the classroom teacher, to assist in telling what will be happening next and when activities are to be finished.

Following instruction by the mainstream teacher, Polly will be permitted to return to the special education classroom to complete assigned work.

Polly will be allowed to take content tests in a private setting free of noise and distractions.

Supplementary Aids and Services in Nonacademic and Extracurricular Activities and Services

Program Supports for School Personnel

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STATE ASSESSMENTS FOR ACCOUNTABILITY: MCAs and MTAS

The information included in this section was determined by the IEP team. If a parent has completed the annual written refusal to participate in state-wide testing, the information is not relevant.

The student will participate in:

- MCA without accommodations
- MCA with accommodations listed:
- MCAs are NOT administered at the grade level covered by this IEP.

READING (Grades 3, 4, 5, 6, 7, 8 and 10)

Individual settings

MATH (Grades 3, 4, 5, 6, 7, 8 and 11)

Individual settings

SCIENCE (Grades 5, 8 and High School)

Individual settings

Explain how accommodations selected are representative of those used in the classroom.

Student is allowed to take all content tests in a quiet/private location on request.

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

Document IEP team decision: Explain why this assessment option is appropriate.

CIVICS REQUIREMENTS

The student will participate in:

- Civics requirements without accommodations
- Civics requirements with accommodations listed
- Civics requirements are not administered at the grade level covered by this IEP.
- The IEP team has determined the student is exempt from the Civics requirement.
- Parents have requested in writing that their child does not participate in Civics requirements for the current school year.

CIVICS (Anytime after Grade 6)

Individual setting

STATE ASSESSMENTS FOR ENGLISH LANGUAGE PROFICIENCY ACCOUNTABILITY

(ACCESS – Grades K-12) (Alt Access – Grades 1-12)

The student will participate in: Not applicable.

- without accommodations
- with the accommodations listed below:

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DISTRICT-WIDE ASSESSMENTS

- District-wide Assessments are NOT administered at the grade level covered by this IEP
- District-wide Assessments ARE administered at the grade level covered by this IEP (if checked, continue below)

<p>District-wide Assessment: List each assessment administered district-wide for all students in this grade</p>	<p>Is this assessment appropriate for the student?</p>	<p>If YES, for each assessment, indicate if the student needs accommodations(s) and what specifically is needed. If NO, state the reason why the specific district-wide assessment is not appropriate for the student and indicate what alternate assessment the student will be administered and why it is appropriate.</p>
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Parental Notification of Alternate Assessment

If this box is checked, your child's academic achievement will be assessed using modified academic achievement standards or alternate academic achievement standards, as indicated above, on state or district-wide assessments. Your child's academic proficiency must always be based on the academic content standards for his or her grade level.

 <p>Minnesota Valley School 801 Davis Street St. Peter MN 56082 Tel (507) 934-5420</p>	<p>ADDITIONAL INFORMATION</p>
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Student: Polly PAES-Lab

Date: 08/26/2021

School: Minnesota Valley School

Grade: 12

Birth date: 01/01/2006