


Section: 1

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

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

**STUDENT INFORMATION**

Student:	Grade:	Birth date:	MARSS ID
<u>Polly PAES-Lab</u>	<u>11</u>	<u>01/01/2004</u>	<u>4564564564564</u>
Primary home language: <u>English</u>	Child's primary language: <u>English</u>		
Interpreter required for Due Process?			
<input type="checkbox"/> Yes <input type="checkbox"/> No			
School of Enrollment:	Providing District:	Resident district:	
<u>Minnesota Valley School</u>	<u>6027: Minnesota Valley Education District</u>	<u>0508:ST. PETER PUBLIC SCHOOL DISTRICT</u>	
School Address: <u>801 Davis Street, St. Peter, MN 56082</u>			

**PARENT/GUARDIAN INFORMATION**

**IEP INFORMATION**

IEP manager name:	Telephone:	Type of IEP:
<u>Kelsey Hutchins</u>	<u>507-934-5420 Ext. 1220</u>	<input type="checkbox"/> Initial placement <input type="checkbox"/> Annual
Email:		
<u>khutchins@mnved.org</u>		
Primary disability: <u>10: Other Health Disabilities</u>	Instructional setting: <u>04</u>	
Secondary disability: <u>08: Emotional/Behavior Disorders</u>		
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>Spedacular 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>

 <p><b>Minnesota Valley School</b>  <b>801 Davis Street</b>  <b>St. Peter MN 56082</b>  <b>Tel (507) 934-5420</b></p>	<p><b>PRESENT LEVELS</b></p>
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**Present Level(s) of Academic Achievement and Functional Performance:**

The present levels of academic achievement and functional performance (PLAAPF) 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):**

Activity	Agency Providing Service on the IEP
Interpersonal Skills group to improve social and communication skills with peers.	School Mental Health Practitioners
Individual Therapy to work on personal strategies for controlling behavior and anxiety.	School Social Worker
Participate in PAES Lab simulated work program to teach work safety, communication, technical and other employability skills.	PAES Lab Supervisor (Instructor)

**Related services:**

Activity	Agency Providing Service on the IEP
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**Community participation:**

Activity	Agency Providing Service on the IEP
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**The development of employment and other post-school adult living objectives:**

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

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

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

**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 student was informed on 09/09/2020 of the rights that will transfer on 01/01/2022.

 <p><b>Minnesota Valley School</b>  <b>801 Davis Street</b>  <b>St. Peter MN 56082</b>  <b>Tel (507) 934-5420</b></p>	<p><b>Notice of Transfer of Parent Rights</b></p>
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Student: Polly PAES-Lab ID: 4564564564564 Date: 09/09/2020  
 School: Minnesota Valley School Grade: 11 Birth date: 01/01/2004

Dear :

When Polly reaches the age of majority (18) on 01/01/2022, all rights accorded to parents under Part B of the Individuals with Disabilities Education Act (IDEA) will transfer to Polly unless a legal guardian or conservator has been appointed by the courts. If a guardian or conservator has been appointed, please notify the case manager immediately.

Rights that will transfer to Polly on that date include, but are not limited to: participating in scheduled IEP meetings; providing consent for proposed evaluations; providing input into the development and revision of the IEP; providing consent for a proposed IEP; filing a due process complaint; requesting a hearing; and receiving prior written notices, proposed IEPs and a procedural safeguard notice.

If you have questions regarding this notice, please contact:

<u>Kelsey Hutchins</u>	<u>Work Experience and Transition Coordinator</u>	<u>507-934-5420 Ext. 1220</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): 952-920-0855, 1-833-450-1494 or on the web at: <https://arcminnesota.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: <http://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: <http://www.pacer.org>

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



 <b>Minnesota Valley School</b> 801 Davis Street St. Peter MN 56082 Tel (507) 934-5420	<h2 style="margin: 0;">SERVICES</h2>
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<b>Special Education and Related Services (primarily direct instruction and services)</b>						
Statements of Special Education and related services	Start date	Frequency	Minutes per session		Location	Anticipated duration
			Indirect	Direct		
Vocational Skills Instruction	09/01/2021	5/week	5	90	MVED PAES Lab	1 semester
Mental Health Services	09/01/2021	1/week	10	60	Minnesota Valley School	1 year
Emotional/Behavioral Disorder Services: Social Skills Instruction	09/01/2021	5/week	10	60		1 year

<b>Child Specific Paraprofessional Support</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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<b>Assistive Technology</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> More data needed, explain:
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<b>Special Transportation</b> <input checked="" type="checkbox"/> Yes, explain: <input type="checkbox"/> No
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Polly will be provided special transportation to and from the PAES lab daily because the program is located off-site in the St. Peter Middle School.

<b>Interpreter required for service delivery</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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<b>Extended School Year</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> More data needed
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<b>Least Restrictive Environment (LRE) Explanation</b>
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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 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 in a 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.

<input type="checkbox"/> Behavior Intervention Plan attached	<input checked="" type="checkbox"/> Positive Behavior Support Plan attached	<input type="checkbox"/> Evacuation Plan attached
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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 as well as supervising progress and quality of work in the PAES Lab.

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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<b>STATE ASSESSMENTS FOR ACCOUNTABILITY</b>
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**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

**CIVICS** (*Anytime after Grade 6*)

Individual setting

**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.**

<b>STATE ASSESSMENTS FOR ENGLISH LANGUAGE PROFICIENCY ACCOUNTABILITY</b>
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**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><b>District-wide Assessment:</b> List each assessment administered district-wide for all students in this grade</p>	<p><b>Is this assessment appropriate for the student?</b></p>	<p>If <b>YES</b>, for each assessment, indicate if the student needs accommodations(s) and what specifically is needed.                  If <b>NO</b>, state the reason why the specific district-wide assessment is not appropriate for the student <b>and</b> 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.