

Saint Paul Public Schools 360 Colborne Street St. Paul, MN 55102 Tel: 651-767-8321 Fax: 651-228-3626	<b>Individualized Education Program (IEP) Plan</b>  Page: 1
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Student Information				
<b>Student:</b> Aiyanna Sharell Burton	<b>Native Language:</b> English	<b>Gender:</b>	<b>Grade:</b>	<b>DOB:</b>
<b>MARSS ID:</b> 0833000097830	<b>District ID:</b> 670849	F	5th Grade	11/02/2002
<b>School:</b> Obama Service Learning Elementary		<b>School Phone:</b> (651)293-8625		
<b>Resident District:</b> ST. PAUL PUBLIC SCHOOL DISTRICT		<b>Providing District:</b>		
<b>Last Comprehensive Evaluation:</b> 09/20/2013		<b>IEP Meeting Date:</b> 05/21/2014		
<b>Projected Annual IEP Meeting Date:</b> 05/20/2015				
<b>Student's Home Address</b>	<b>City</b>	<b>State</b>	<b>Zip Code</b>	
228 Robie St W	Saint Paul	MN	55107	

Parent/Guardian Information			
Name	Relationship	Home Phone	Work Phone
Alicia Burton	Parent	(651)414-0642	
Address	City	State	Zip
228 Robie St W	Saint Paul	MN	55107

Name	Relationship	Home Phone	Work Phone
Vanessa Burton	Aunt/Uncle		
Address	City	State	Zip

Name	Relationship	Home Phone	Work Phone
Amber Burton	Grandparent		
Address	City	State	Zip

IEP Information			
IEP Manager	Phone #	Type of IEP	Federal Setting
Christina Richardson	(651)293-8625	Annual IEP	02 - 02 - Resource or Self-Contained - 21-60% in special education classroom/setting
Primary Disability	Secondary Disability 1	Secondary Disability 2	
Emotional/Behavioral Disorders			
Special Education Evaluation Status (SEES):4 - Evaluated - receiving special education services			

IEP Team		
Title	Names of all Team Members	Indicate Attendance
Student	Aiyanna Sharell Burton	[ ]Yes [X]No
LEA/District Representative	Monroe Walker	[X]Yes [ ]No
General Ed Teacher	Linda Hjelmgren	[X]Yes [ ]No
Parent	Alicia Burton	[ ]Yes [X]No
Grandparent	Amber Burton	[ ]Yes [X]No
Tchr - Emo Behavioral Disorder	Christina Richardson	[X]Yes [ ]No
LICSW	Bill Curti	[X]Yes [ ]No
		[ ]Yes [ ]No
		[ ]Yes [ ]No
		[ ]Yes [ ]No

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<b>MARSS ID:</b> 0833000097830 <b>Student ID:</b> 670849		F	5th Grade
<b>School:</b> Obama Service Learning Elementary		<b>IEP Meeting Date:</b> 05/21/2014	

**Present Level(s) of Academic Achievement and Functional Performance, Goals and Measurement of Progress**

**Program Area:** IEP Academic Performance

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

For K-12 students, describe how the disability affects their involvement and progress in the general curriculum (i.e. the same curriculum as for non-disabled students). For preschool children, describe how the disability affects the child’s participation in appropriate activities.

Aiyanna has participated in the mainstream since the beginning of the 2013-2014 school year. She is currently attending morning meeting, enrichment, the mini-lesson of math and science, and lunch/structured play with her mainstream peers. At this time, she is receiving small group instruction for writing and math, and is in a co-taught Reader’s workshop.

**READING:** Aiyanna is currently receiving reading instruction in a co-taught Reader’s workshop mainstream classroom. Aiyanna has a tendency to be distracted, especially during silent reading. She is extremely social, is often talking with table mates, and does not appear to be reading books at her “just right” level.

Aiyanna has been given the MONDO reading assessment in the Fall, Winter, and Spring and scored as follows:

.....Fall.....	.....Winter.....	.....Spring
Vocabulary.....36/110.....	.....43/110.....	.....43/110
Letter-Sound.....20/45.....	.....26/45.....	.....27/45
Reading Level/wpm.....J/75.....	.....K/47.....	.....K/82

On the Whole-to-Part Informal Reading Inventory (IRI) given in September 2013, Aiyanna was able to read a passage silently and answer comprehension questions with 80% accuracy at the 3rd grade level.

When a passage was read to her, Aiyanna was able to answer comprehension questions with 80% accuracy at the 1st grade level.

When asked to identify words in isolation, Aiyanna was able to identify words with 80% accuracy at the 2nd grade level.

**MATH:** Aiyanna is currently receiving direct instruction (mini-lesson only) of 5th grade math concepts using the Everyday Math curriculum in general education. She struggles to perform subtraction (with regrouping), multiplication, and division problems with accuracy.

Current informal data suggest Aiyanna can complete computational and problem solving math problems at the 1st grade level.

**WRITING:** Aiyanna is currently receiving writing instruction in the resource room (small group). Aiyanna struggles with basic grammar and sentence formation. She has shown the ability to generate ideas for writing and can write in 15 minute increments. Aiyanna has also shown significant growth in her ability to complete the general education writing curriculum (with modifications).

Current informal data suggest Aiyanna is able to write sentences with accuracy at the 3rd grade level. She showed accuracy at the 2nd grade level for spelling.

**Student’s Strengths and Weaknesses:**

Aiyanna is extremely motivated to be in the mainstream classroom as much as possible.

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Aiyanna's disability affects her involvement and progress in the general curriculum in the follow ways: Aiyanna has exhibited behaviors such as socializing during instruction, staring off/looking around room, fidgeting, work refusal, name calling, and physical aggression when upset. Aiyanna is also significantly below grade level academically, which often causes her to be off-task.

**Student-Based Educational Needs:**

Aiyanna needs to improve her reading, writing, and math skills to a level more commensurate with same age peers.

Measurable Annual Goal 1: *Aiyanna will increase the ability to read with sufficient accuracy and fluency to support comprehension. Minnesota Reading Standard 5.3.4.4*

Short Term Objectives or Benchmarks:

Objective 1: When given a reading passage at the instructional level, Aiyanna will demonstrate the ability to silently read at a rate of 90 words per minute with up to 80% comprehension, in 2 of 3 consecutive opportunities as measured by data collection from timed passages.

Objective 2: After reading a passage at her instructional level, Aiyanna will answer comprehension 10 questions concerning who, what, when, and where with 80% accuracy over 3 trials as measured by data collection through daily assignments or charting.

Measurable Annual Goal 2: *Aiyanna will increase the ability to determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Minnesota Reading Standard 5.2.2.2*

Short Term Objectives or Benchmarks:

Objective 1: After reading a fiction and/or non-fiction reading selection at her instructional level, Aiyanna will state the main idea and 3 supporting details, with 80% accuracy over 3 trials as measured by data collection through charting.

Objective 2: After reading a passage her instructional level, Aiyanna will give 5 contextual clues and state the simple conclusions they allow her to draw with 80% accuracy over 3 trials as measured by data collection through charting.

Measurable Annual Goal 3: *Aiyanna will increase the ability to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Minnesota Writing Standard 5.6.4.4*

Short Term Objectives or Benchmarks:

Objective 1: When given a 1 paragraph writing assignment, Aiyanna will correctly capitalize proper nouns, titles, acronyms, abbreviations, and sentence beginnings with 80% accuracy over 3 consecutive assignments as measured by data collection from daily writing assignments, writing portfolios, tests and charting.

Objective 2: When given a 1 paragraph writing assignment, Aiyanna will use correct punctuation (e.g. end punctuation, comas, quotation marks, semi-colons, hyphens, etc.) with 70% accuracy over 3 assignments as measured by data collection from daily writing assignments, writing portfolios, tests and charting.

Objective 3: When given a list of incomplete and complete sentences, Aiyanna will identify and label them as being complete or incomplete with 80% accuracy over 3 trials as measured by data collection from oral and/or written responses, assignments, tests, and charting.

Measurable Annual Goal 4: *Aiyanna will increase the ability to solve real-world and mathematical problems requiring addition, subtraction, multiplication, and division of multi-digit whole numbers. Minnesota Math Standard 5.1.1.4*

Short Term Objectives or Benchmarks:

Objective 1: When given ten 2 digit - 1-digit and 2 digit - 2 digit subtraction problems, Aiyanna will subtract them accurately with 80% accuracy over 3 trials as measured by data collection from oral responses, tests, and charting.

Objective 2: When given ten 2-3 digit x 1 digit multiplication problems, Aiyanna will multiply them accurately with 70% accuracy over 3 trials as measured by data collection from oral responses, tests, and charting.

Objective 3: When given 10 problems containing addition, subtraction, multiplication, and division, Aiyanna will follow the correct operation and solve with 70% accuracy over 3 trials as measured by data collection from oral responses, tests, and charting.

**Program Area:** IEP Emotional, Social, & Beh. Development

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

For K-12 students, describe how the disability affects their involvement and progress in the general curriculum (i.e. the same curriculum as for non-disabled students). For preschool children, describe how the disability affects the child’s participation in appropriate activities.

Aiyanna is a very likable young lady that truly wants to be successful in school. At this time, she is extremely motivated to be in the general education classroom as much as possible. She enjoys coloring, drawing, and helping staff with small errands/tasks.

Aiyanna has struggled this school year with remaining focused/on-task, following teacher directives, and getting along with peers. Aiyanna has difficulty processing behaviors because she often will not take responsibility for her part, understand why she is being redirected or gets distracted. Transitions and unstructured activities (lunch, bus) are where frequent problems with peers occur. When possible/available, Aiyanna needs an escort for transitions due to wondering. Aiyanna has also had multiple instances this year of hitting, kicking, and throwing items at peers. This tends to happen more often in the resource room and during transitions.

Aiyanna is asked to “take a break” twice per day (on average). She is referred to the resource room 3-5 times per week for unsafe behavior and/or defiance towards peers.

**Student’s Strengths and Weaknesses:**

Aiyanna is an outgoing and friendly student. She is most often smiling in the classroom. She enjoys individual attention and is more capable of controlling her behaviors in one-to-one settings. Aiyanna has an opinion and will stand her ground. She is a smart girl and can be caring and loving when she is comfortable.

Aiyanna’s educational disability affects her involvement in and progress in the general curriculum in the following ways: Aiyanna is unable to remain on task and will often jump out of her seat in the classroom. She has difficulty concentrating and she will often be staring off, making careless mistakes and not paying attention. She has great difficulty transitioning from one task to the next. At school, Aiyanna needs supervision in school settings to complete work and make appropriate choices. Aiyanna struggles with the formation of appropriate relationships.

Aiyanna’s impulsive and disruptive behaviors impact her learning as well as the learning of her classmates.

**Student-Based Educational Needs:**

Aiyanna needs to increase physically safe behaviors. Aiyanna needs to work on her ability to follow directions, pay attention, and stay on task in order to receive academic instruction.

Measurable Annual Goal 1: *Aiyanna will increase behavioral self-control skills from decreasing incidents of physical and verbal aggression and running from the classroom to maintaining verbal and physical control when frustrated with minimal to moderate level of assistance.*

**Short Term Objectives or Benchmarks:**

Objective 1: During social skills instruction, Aiyanna will identify situations that cause frustration and behaviors of frustrations (e.g. arguing, aggressing, yelling, leaving) in 4 of 5 opportunities by the next IEP meeting as measured by data collected from staff logs, random observations.

Objective 2: When engaged in frustrating activities, Aiyanna will use socially acceptable behavior in 4 of 5 opportunities by the next IEP meeting as measured by data collected from staff logs, random observations.

Objective 3: When interacting with peers and adults, Aiyanna will keep her hands to her self when communicating 4 out of 5 opportunities by the next IEP meeting as measured by staff observation and documentation.

Objective 4: When interacting with peers and adults, Aiyanna will maintain a distance of three feet 4 out of 5 opportunities by the next IEP meeting as measured by staff observation and documentation.

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Measurable Annual Goal 2: *Aiyanna will increase the ability to follow classroom routines, pay attention and remain on task from 25% of the time to 80% of the time and maintain school appropriate behaviors without verbal or physical off-task behavior (e.g. staring off, playing with materials, engaging negatively with peers, leaving the classroom, wandering the building, or other off-task behaviors, etc.).*

Short Term Objectives or Benchmarks:

Objective 1: During daily instructional period, Aiyanna will follow verbal/written instructions within the specified time for 4 of 5 opportunities as measured by data collected from behavior logs, and observations.

Objective 2: Aiyanna will turn in an assigned task that has been completed in class upon task completion or when asked to do so for 4 of 5 opportunities by the next IEP meeting as measured by data collected from staff logs, random observations.

Objective 3: During instruction and classroom activities, Aiyanna will maintain attention without talking out or making noise during 4 out of 5 times by the next IEP meeting as measured by data collected from staff logs and observations.

<b>Progress Reporting</b>
Indicate the frequency and method with which the student's progress on goals will be reported to the parent/guardian:  Indicate the months which IEP Progress Reports will be issued: <input checked="" type="checkbox"/> March <input checked="" type="checkbox"/> May <input checked="" type="checkbox"/> November Number of written report(s): 3 Annual IEP Present Levels Statements serve as one progress report: Yes Additional information regarding progress reporting: Progress reporting will be done as often as general education reporting periods (fall, spring, end of year).  Upon entering middle school, Aiyanna's progress reporting schedule will follow that of the school in which she attends.

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**SERVICES AND MODIFICATIONS**

**Special Education and Related Services**

**Statement of Service:** Emotional/Behavior Disorder

**Disability:** Emotional/Behavioral Disorders

**Start Date:** 06/04/2014

**End Date:** 05/20/2015

**Anticipated Frequency:** 1 times/day

**Length of Session:** 120 minute(s)

**Location:** Special Education

**Serving School:** Obama Service Learning Elementary

**Description:** To give academic and behavior support for math and writing.

**Statement of Service:** Emotional/Behavior Disorder

**Disability:** Emotional/Behavioral Disorders

**Start Date:** 06/04/2014

**End Date:** 05/20/2015

**Anticipated Frequency:** 1 times/day

**Length of Session:** 100 minute(s)

**Location:** General Education

**Serving School:** Obama Service Learning Elementary

**Description:** Reading instruction is provided by a special education and general education teacher using the co-taught model.

**Statement of Service:** School Social Work Services

**Disability:** Emotional/Behavioral Disorders

**Start Date:** 06/04/2014

**End Date:** 05/20/2015

**Anticipated Frequency:** 2 times/week

**Length of Session:** 30 minute(s)

**Location:** Special Education

**Serving School:** Obama Service Learning Elementary

**Description:**

**Statement of Service:** School Social Work Services

**Disability:** Emotional/Behavioral Disorders

**Start Date:** 06/04/2014

**End Date:** 05/20/2015

**Anticipated Frequency:** 2 times/week

**Length of Session:** 30 minute(s)

**Location:** Special Education

**Serving School:** Obama Service Learning Elementary

**Description:** Social work services are needed for crisis intervention and social skills development

**Statement of Service:** Personal Care Assistant Services/Paraprofessional (non 1:1)

**Start Date:** 06/04/2014

**End Date:** 05/20/2015

**Anticipated Frequency:** 6 times/day

**Location:** Special Education

**Description:** Aiyanna has paraprofessional support for morning meeting, enrichment, mini-lesson of math, science, lunch, st. play.

•Paraprofessional/personal care assistant service is needed for redirection and intervention for behavior including observation and monitoring

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**Statement of Service:** Transportation

**Start Date:** 06/04/2014 **End Date:** 05/20/2015  
**Anticipated Frequency:** 2 times/day **Length of Session:** 30 minute(s)  
**Location:** Special Education

**Indicate whether the child is receiving regular or special transportation.**

**Regular Transportation:** Aiyanna Sharell Burton is receiving regular transportation

**Special Transportation:** Aiyanna Sharell Burton requires special transportation

Regular school bus stop

Closest corner bus stop

Curb-to-curb (Based on needs of student, not location of program or bus route. Not eligible for public transportation)

Does Aiyanna Sharell Burton require adult supervision when returning home on school transportation?

Aiyanna Sharell Burton does NOT require adult supervision when returning home on school transportation.

Check all that apply below:

Wheelchair

Specially adapted device

XXS (Age 2-4)

S (Age 4-6)

M (Age 8-14)

Lg (Age 14-adult)

N/A

Personal Care Assistance for mobility

Personal Care Assistance for health related functions

Personal Care Assistance for redirection and intervention for behavior, including observation and monitoring.

None of these apply

Does Aiyanna Sharell Burton require additional adaptations not listed above? No

### Supplementary Services, Program Modifications, and Supports for School Personnel

**Statement of Service:** Use Proximity  
**To Support:**  Student  Personnel **Start Date:** 06/04/2014 **End Date:** 05/20/2015  
**Anticipated Frequency:** 5 times/day **Location:** Special Education  
**Description:**

**Statement of Service:** Decrease distractions  
**To Support:**  Student  Personnel **Start Date:** 06/04/2014 **End Date:** 05/20/2015  
**Anticipated Frequency:** 5 times/day **Location:** Special Education  
**Description:** limit both visual & auditory distractions

**Statement of Service:** Use private signals to cue appropriate behavior for more difficult times  
**To Support:**  Student  Personnel **Start Date:** 06/04/2014 **End Date:** 05/20/2015  
**Anticipated Frequency:** 3 times/day **Location:** Special Education  
**Description:**

**Statement of Service:** Extra time for completion  
**To Support:**  Student  Personnel **Start Date:** 06/04/2014 **End Date:** 05/20/2015  
**Anticipated Frequency:** 3 times/day **Location:** Special Education  
**Description:**

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**Statement of Service:** Reduced assignments using key concepts  
**To Support:** [ ] Student    [ ] Personnel    **Start Date:** 06/04/2014    **End Date:** 05/20/2015  
**Anticipated Frequency:** 3 times/day    **Location:** Special Education  
**Description:**

**Statement of Service:** Concrete, positive reinforcers  
**To Support:** [ ] Student    [ ] Personnel    **Start Date:** 06/04/2014    **End Date:** 05/20/2015  
**Anticipated Frequency:** 1 times/day    **Location:** Special Education  
**Description:**

**Assistive Technology Consideration**

Indicate the team's consideration of Assistive Technology:  
Assistive Technology has been considered and is not required.

**Altered School Day**

Based on the learner's needs, the IEP team has determined that the learner's day will be a: Standard length of day

**EXTENDED SCHOOL YEAR**

**ESY Determination:** The student is not eligible for extended school year.

**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. IDEA requires the IEP to include an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and extracurricular and other non-academic activities:

Aiyanna's educational environment will be 02 - Resource or Self-Contained - 21-60% in special education classroom/setting

The IEP team determines that Aiyanna's needs can best be met with special education services outside of the general education classroom less than 60% of her day. Aiyanna shows a daily pattern of refusing directions, talking out, and is distracted easily. She struggles to show self control when angry and has physically acted out. Aiyanna needs an individualized behavior intervention program that provides immediate feedback on behavior and provides social skills instruction across the school day.



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<b>State Assessments for Accountability</b>	
<b>MCA -II Science Grade 05</b>	
Aiyanna Will Participate in MCA with Accommodations.	
<b>Accommodations:</b>	
Presentation Format - Science scripts read in English to the student	
Setting Format- Test in small group	
<b>MCA Math (OLPA - Results for instructional purpose only; Grade 05</b>	
Aiyanna Will Participate without Accommodations.	
<b>MCA Math (OLPA - Results for instructional purpose only; Grade 06</b>	
Aiyanna Will Participate without Accommodations.	
<b>Mondo Assessment Battery; Grade 05</b>	
Aiyanna Will Participate.	
<b>NWEA (MAP) Reading Grade 06</b>	
Aiyanna Will Participate without Accommodations.	
<b>Title I Accountability Assessment- Math (MCA , MCA-M, MTAS); Grade 05</b>	
Aiyanna Will Participate in MCA with Accommodations.	
<b>Accommodations:</b>	
Presentation Format- Math scripts read in English to the student	
Setting Format- Test in small group	
<b>Title I Accountability Assessment- Math (MCA , MCA-M, MTAS); Grade 06</b>	
Aiyanna Will Participate in MCA with Accommodations.	
<b>Accommodations:</b>	
Presentation Format- Math scripts read in English to the student	
Setting Format- Test in small group	
<b>Title I Accountability Assessment- Reading (MCA , MCA-M, MTAS); Grade 05</b>	
Aiyanna Will Participate in MCA with Accommodations.	
<b>Accommodations:</b>	
Setting Format- Test in small group	
<b>Title I Accountability Assessment- Reading (MCA , MCA-M, MTAS); Grade 06</b>	
Aiyanna Will Participate in MCA with Accommodations.	
<b>Accommodations:</b>	
Setting Format- Test in small group	

The Minnesota Test of Academic Skills (MTAS) and the MCA-Modified Assessment are the alternate assessment for MCA-II Math and Reading tests. The Minnesota Alternate Assessment for Writing is the required alternate assessment for the GRAD Writing test. If a student is taking an alternate assessment for a state assessment, or is exempt from a district assessment, provide the team's rationale for the decision.

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**Parental Notification of Alternate Assessment**

[ ] If this box is checked, the child's academic achievement will be assessed using alternate academic achievement standards or modified academic achievement standards, as indicated above, on State assessments. The child's academic proficiency must always be based on the academic content standards for his or her grade level.

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<b>School: Obama Service Learning Elementary</b>	<b>Home Language: English</b>		

### Student Strengths

Aiyanna is a very young lady that is extremely motivated by peers/participating in the mainstream.

### Target Behaviors

Target Behavior	Function of Behavior	Monitored
Difficulties with Work Completion	Protection/Escape/Avoidance	No
Narrative: Aiyanna struggles to complete academic tasks. She often tries to mask this by acting out/avoiding the task at hand. Although less common, she at times will avoid modified work.		
Refuses to follow directions	Power/Control	No
Narrative: Ignoring teacher, walking around room/talking, blatant refusal, acting as if she did not hear the direction.		

### Interventions

Intervention Category	Function of Behavior Addressed	Intervention
Prevention Strategies	Power/Control	Provide access to desired items or activities
Prevention Strategies	Power/Control	Reinforce peers who are exhibiting appropriate behavior in front of student with challenging behavior
Prevention Strategies	Protection/Escape/Avoidance	Use non-verbal cues to direct student what to do, avoid physical contact
Prevention Strategies	Power/Control	Use of proximity
Prevention Strategies	Power/Control	Frequent monitoring
Curricular / Instructional Strategies	Protection/Escape/Avoidance	Increase instructional support for difficult tasks
Response to Target Behaviors	Power/Control	Reinforce appropriate behavior with tangible item
Response to Target Behaviors	Power/Control	Prevent from engaging in desired activity following challenging behavior
Response to Target Behaviors	Power/Control	Withhold peer attention following challenging behavior
Alternatives to Suspension	Power/Control	Restitution
Alternatives to Suspension	Power/Control	Behavior monitoring
Alternatives to Suspension	Power/Control	Appropriate in-school suspension

### Replacement/Positive Behaviors

Behavior	Monitored
Problem-Solving Skills	No
Anger Management Skills	No

### Additional Information

<b>Saint Paul Public Schools</b> <b>360 Colborne Street</b> <b>St. Paul, MN 55102</b> <b>Tel: 651-767-8321</b> <b>Fax: 651-228-3626</b>	<b>Notice of Third Party Billing  and Consent to Release Records  (Medical Assistance or Minnesota Care Recipients)</b>		
	Page 12		
<b>Student Name: Aiyanna Sharell Burton</b>	<b>Gender</b>	<b>Grade</b>	<b>DOB</b>
<b>MARSS ID: 0833000097830 District ID: 670849</b>	<b>F</b>	<b>5th Grade</b>	<b>11/02/2002</b>
<b>School: Obama Service Learning Elementary</b>	<b>Home Language: English</b>		

Dear Parent/Guardian:

**Introduction:**

Minnesota law requires school districts to seek reimbursement from insurers and similar third parties for Individualized Education Program (IEP) health related services. IEP health related services may include assessments/evaluations and services for speech/language/hearing, occupational therapy, physical therapy, nursing, personal care assistance, assistive technology devices, interpreter services, special transportation, and mental health. This Minnesota law helps school districts access more funding for students with disabilities. To comply with the law, Saint Paul Public Schools is required to send you this notice/form.

**The Purpose of this notice/form is:**

- Provide Notification
- To obtain your signature for Consent for Reimbursement of IEP Health Related Services and Release of Records

**Notification:**

- Saint Paul Public Schools will access Medical Assistance (MA) or MinnesotaCare (MC) for reimbursement for IEP health related services that your child receives. **There will be NO cost to your family and this will NOT affect your MA/MC coverage**, including TEFRA, waived programs, service limits or thresholds. The District may not require you to sign up for MA/MC.
- You may ask for a copy of the records disclosed to the Minnesota Department of Human Services (DHS) and the United States Department of Health and Human Services (DHHS).
- You may revoke your consent, in writing, at any time without affecting your child's services. Revocation is not retroactive.

**Additional Information:**

- The District must obtain your consent to seek reimbursement for IEP health related services. The Minnesota Department of Education (MDE) has indicated that consent may be obtained through the school district consent form, or the Minnesota Health Care Program (MHCP) enrollment/re-enrollment form for medical assistance or MinnesotaCare. If you would like personal care assistance information sent to your primary care health provider, please contact our office at 651-767-8189.
- We will not bill your private insurance. If you have a combination of MA/MC and private insurance we will receive a statewide denial from the Minnesota Department of Education (MDE), or your insurance company, before billing MA/MC. We appreciate your support and cooperation. If you have questions, you may call 651-767-8189.

**Consent for Reimbursement of IEP Health Related Services and Release of Records:**

- I agree that Saint Paul Public Schools may access medical assistance or MinnesotaCare for reimbursement of IEP health related services.
- I agree Saint Paul Public Schools may release IEP health related service records and other education records about my child to the Minnesota Department of Human Services (DHS) and the United States Department of Health and Human Services (DHHS), and their agents and contractors, for billing or audit purposes. Records that may be released include, but are not limited to, Individualized Education Program (IEP) plans, evaluation reports, and other IEP related documents, diagnostic assessments, medical orders, diagnosis/ health conditions, service logs and attendance records.
- I understand that, except as allowed by law, these records may not be re-disclosed without my authorization. This consent starts at the beginning of the school year and will continue during all periods of eligibility for special education services.
- I have read the *Written Annual Notice Relating to Third Party Billing for IEP Health Related Services* on the next page.

\_\_\_\_\_  
Signature of Parent/Guardian (Student if age 18 or older)

\_\_\_\_\_  
Date

## WRITTEN ANNUAL NOTICE RELATING TO THIRD PARTY BILLING FOR IEP HEALTH-RELATED SERVICES

Before billing Medical Assistance or MinnesotaCare for health-related services the first time, and each year, the district must inform you in writing that:

1. The district will share data related to your child and health-related services on your child's IEP with the Minnesota Department of Human Services to determine if your child is covered by Medical Assistance or MinnesotaCare and whether those services may be billed to Medical Assistance or MinnesotaCare.
2. Before billing Medical Assistance or MinnesotaCare for health-related services the first time, the district must obtain your consent, including specifying the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided), the purpose of the disclosure, the agency to which the disclosure may be made (i.e. the Department of Human Services) and which specifies that you understand and agree that the school district may access your (or your child's) public benefits or insurance to pay for health-related services. The Minnesota Department of Education has indicated that consent for reimbursement may be obtained through the school district consent form, or the Minnesota Health Care Programs (MHCP) enrollment/re-enrollment form for medical assistance/Minnesota Care (05/02/2013, MDE memo).
3. The district will bill Medical Assistance or MinnesotaCare for the health-related services on your child's IEP. Minn. Stat. § 125A.21, Subd. 2(c)(1).
4. The district may not require you to sign up for or enroll in Medical Assistance or MinnesotaCare or other insurance programs in order for your child to receive special education services.
5. There will be NO cost to your family and this will NOT affect your MA/MC coverage, including TEFRA, waived programs, service limits or thresholds.

The district may not require you to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for health services provided, but may pay the cost that you otherwise would be required to pay. The district may not use your child's benefits under Medical Assistance or MinnesotaCare if that use would: decrease available lifetime coverage or any other insured benefit; result in your family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time your child is in school; increase your premiums or lead to the discontinuation of benefits or insurance; or risk your loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

6. You have the right to receive a copy of education records the district shares with any third party when seeking reimbursement for IEP health-related services. Minn. Stat. § 125A.21, Subd. 2(c)(2).
7. You have the right to stop your consent for disclosure of your child's education records to a third party, including the Department of Human Services, at any time. If you stop consent, the district may no longer share your child's education records to bill a third party for IEP health-related services. You can withdraw your consent at any time, and your child's IEP services will not change or stop. Minn. Stat. § 125A.21, Subd. 2(c)(3).