

LONG PRAIRIE AREA LEARNING CENTER - STUDENT REFERRAL FORM

Date: _____ Referring School District: _____

Student's Name: _____

IEP: Yes or No (circle one) (If Yes, complete 2nd page)

DOB: _____ Grade: _____ Phone #: _____ MARSS #: _____

_____ Trans Code: _____ Econ Ind: _____

Course Title/MCCC Code

Credit Needed

Notes: _____

Partnership Agreement - The ALC is an INTERVENTION for the student. If the student is not successful, other options will need to be explored; returning to the referring district may be the most likely choice.

By signing, I understand this partnership agreement.

Referring District Representative Signature (Principal, Counselor)

Please call or email the following to set up an appointment for registration.

Charlotte Roe, Online registration.

1-218-629-6065, croe@fed.k12.mn.us

Susan Lowe

1-218-629-6017, slowe@fed.k12.mn.us

IEP Information (Can stop here if the student is NOT on an IEP)

IEP Date: _____

ER Date: _____

Disability area: _____

Student strengths/interests: _____

Student's greatest needs/concerns/triggers: _____

Alternative education programs often provide flexible opportunities for students that may lend well to the needs of some students with disabilities. Districts are responsible for the needs of students with Individual Education Plans (IEPs). It is a violation of a student's right to a free and appropriate public education (FAPE) to place special education students in settings where her/his needs are not addressed. The statute cited above in Subdivision 2 directly addresses how the decision for a student receiving special education services in a SAAP is determined:

An individualized education program team may identify a state-approved alternative program as an appropriate placement to the extent a state-approved alternative program can provide the student with the appropriate special education services described in the student's plan. Pupils eligible to be served are those who qualify under the graduation incentives program in section 124D.68, subdivision 2, those enrolled under section 124D.02, and subdivision 2, or those pupils who are eligible to receive special education services under sections 125A.03 to 125A.24, and 125A.65.

IEP team meetings should occur before a student attends a SAAP to ensure that plans are developed to meet the needs directed in the IEP. Placement decisions for a student with disabilities in an alternative educational setting **must not reduce** the student's right to special education services. Students with disabilities choosing to attend a SAAP may not be required to terminate their IEP prior to enrollment. Students who qualify for special education within traditional educational settings continue to qualify for special education in other educational settings.