FRESHWATER Education District 6004

FRESHWATER EDUCATION DISTRICT ONLINE LEARNING
STUDENT REFERRAL FORM

Date: _____ **Referring School District:** _____

Student's Name: _____

IEP: ☐ Yes ☐ No (check 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.
Susan Lowe, Online registration
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:

_____

_____

_____

_____

Special Education Services and ALC's

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.