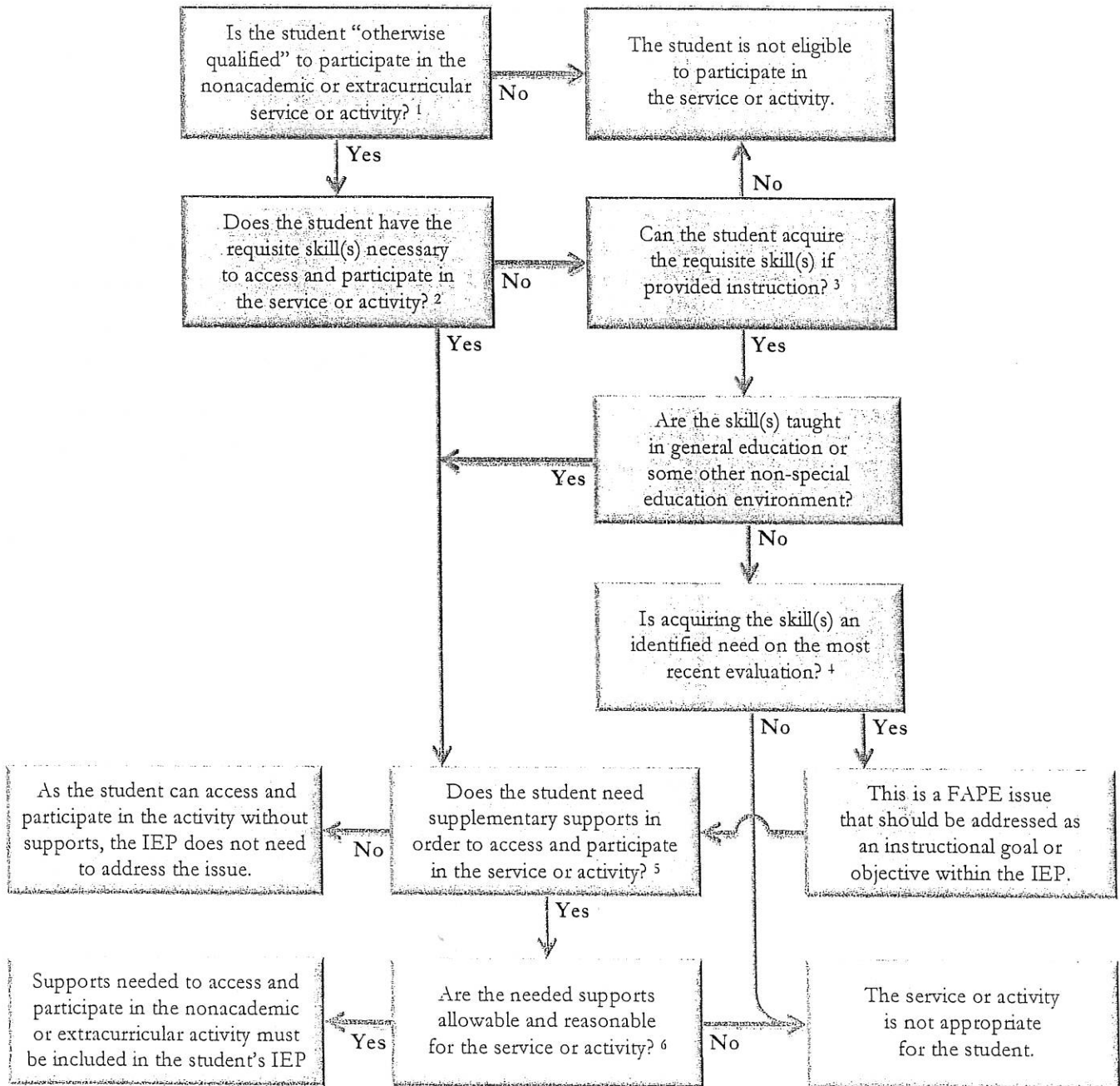




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Decision Flowchart: Extracurricular and Nonacademic Supports



1. "Otherwise qualified" refers to the eligibility requirements for participation in the activity. For example: MN State High School League rules require that a student pass a physical exam and refrain from the use of alcohol and drugs. If the student cannot pass the physical or uses drugs or alcohol, s/he is not eligible to participate in an activity governed by the League.
 - a. If eligible, a student must be provided an opportunity to try out for a competitive team, but cannot be guaranteed a position on that team.
 - b. If an activity (e.g. intermural sports, school clubs and volunteer jobs such as an athletic team manager) has no eligibility criteria or description of essential duties or skills, it must be assumed the student is otherwise qualified.
2. "Requisite skills" refers to the mental, physical, behavioral and social skills necessary to access and participate in an activity. For example, a student must be able to learn the rules, moves and strategies of playing chess in order to be on the chess team or be able to run independently to be on the cross-country team.
3. 'Acquiring the requisite skills' refers to the student's ability to learn and utilize the skills necessary to safely access and participate in the service or activity when provided instruction.
4. 'Identified need on the most recent evaluation' addresses the issue of whether acquiring the skill is related to FAPE. If the need was identified in the evaluation, then it is a FAPE issue and learning the skill should be addressed in the IEP as a goal or objective. If not, it would be inappropriate to teach that skill within special education. For example, if there were an identified transition need for the student to obtain a drivers license so that s/he could transport themselves to and from work, it would be appropriate to address that issue in the IEP as an instructional goal or objective. However, if the parent or student 'want' to do something that is optional and is not directly tied to an identified special education need, it would not be appropriate to teach that skill in special education.
5. Supplementary supports are "aids, services and other supports that are provided in regular education classes, other education-related settings and in extracurricular and nonacademic settings to enable students with disabilities to be educated with nondisabled children to the maximum extent appropriate." (34 CFR § 300.42). Supplementary supports include: adaptations, modifications, adaptive equipment, related services and training for staff who work with the student.
6. "Allowable" and "reasonable" refers to what is permitted under the rules or norms of an activity. For example, an electronic communication device (such as a Dynavox) would not be allowed on the court during a League basketball game; and it would not be reasonable to use such a device while playing flag football in physical education.



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ACCOMMODATIONS, MODIFICATIONS
AND SUPPORTS

MODIFICATIONS

Program Modifications, Supports and Adaptations in General and Special Education

Supplementary Aids and Services in Nonacademic and Extracurricular Activities and Services

The IEP Team has determined that no modifications nor supports are necessary for Fake to participate in nonacademic and extracurricular activities.

Program Supports for School Personnel