

initial

Student ID: [redacted]
WA SSID: [redacted]
Date of Birth: [redacted]

Individualized Education Program (IEP) Cover Page

Student's Name: [redacted] IEP Date: 04/26/2012
Grade: K Age*: 7 Disability (if identified): Specific Learning Disabilities
Parent/Guardian Name: [redacted] Primary language at home: Spanish
Parent/Guardian interpreter needed? Yes No Surrogate parent/guardian: Yes No If yes, name: _____
Home Address: [redacted]
Phone # (H): [redacted] Phone # (W): _____
Attending School: [redacted] Is this student's neighborhood school? Yes No
Most recent evaluation date 04/25/2012 This IEP will be reviewed no later than this date 04/25/2013
Next re-evaluation must occur before this date 04/25/2015
Primary Staff Contact: [redacted] Teacher-Special Education-XG
Phone Number: [redacted]

The list below indicates that the individual participated in the development of this Plan and the placement decision; it does not authorize consent.

Excused	Title	Name of Participant	Signature	Date
<input type="checkbox"/>	Administrator/Designee	[redacted]	[redacted]	<u>4/26/12</u>
<input type="checkbox"/>	General Education Teacher	[redacted]	[redacted]	<u>4/26/12</u>
<input type="checkbox"/>	Parent/Guardian	[redacted]	[redacted]	<u>4/26/12</u>
<input checked="" type="checkbox"/>	School Psychologist	[redacted]	[redacted]	<u>4/26/12</u>
<input type="checkbox"/>	Special Education Teacher	[redacted]	[redacted]	<u>4/26/12</u>
<input type="checkbox"/>				
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<input type="checkbox"/>				

* The student must be informed at least one year prior to turning 18 that the IDEA procedural safeguards (rights) transfer to him/her at age 18 and be provided with an explanation of those procedural safeguards.

Graduating With: _____
Standard HS Diploma With: _____
Date informed: _____ Projected Graduation/Exit Date: _____
Comments:
If the parent/guardian did not attend, what method was used to ensure their participation:

RECEIVED APR 30 2012

Student ID: [REDACTED]

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Team Considerations

PURPOSE: During the IEP meeting the following factors must be considered by the IEP team. Best practice suggests that the IEP team document that the factors were considered and any decision made relative to each. The factors are addressed in other sections of the IEP if not documented on this page. (for example: see Present Levels of Academic and Functional Performance)

- The strengths of the student and the concerns of the parents for enhancing the education of their child.
[REDACTED] is a nice boy. He is able to express himself verbally and can identify 5 out of the 5 Kindergarten assessment pictures of nouns. He is also able to tell what each of the pictures are used for. He could 6 out of the 6 positioning words on the K assessment such as on, under, below, next to, and between.
- The results of the student's performance on any general state or district-wide assessments.
[REDACTED] did not take the MAP test yet.
- The communication needs of the student. In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
[REDACTED] does not qualify for Speech and Language.
- The student's assistive technology devices and services needs.
NA
- In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.
NA
- In the case of a student with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP.
[REDACTED] does receive ELL services.
- In the case of a student who is blind or has a visual impairment, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
NA

Student ID: [REDACTED]

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Present Level of Educational Performance

PURPOSE: The Present Level of Educational Performance describes the effects of the student's disability upon the student's involvement and progress in the general curriculum and area(s) of need. This includes the student's performance in academic achievement (reading, math, communications, etc.) and functional performance (behavior, social skills, daily life activities, mobility, extra-curricular activities, etc.) in objective terms. Test scores, if appropriate, should be self-explanatory or an explanation should be included. For preschool students this section should include how the student's disability affects the student's participation in appropriate activities. **There should be a direct relationship between the present level of educational performance and the other components of the IEP.**

General Background

He now has glasses.

Significant Findings:

[REDACTED] gave [REDACTED] the Woodcock-Johnson (WJ-III NU) Tests of Achievement on March 28, 2012. [REDACTED] academic skills are low across all academic areas and severely discrepant from his intellectual ability. [REDACTED] writing skills are quite low relative to same-age peers, but average for same grade peers (65, within the 1st percentile, or late kindergarten). He was successful in writing his first name ([REDACTED]), and was able to write the word "cat", successfully completing one sentence with a missing word. On three additional items missing a single word or two-word phrase, he was unsuccessful. He was unable to write any complete sentences on his own.

Written

(Updated Apr 25 2012 11:37AM)

[REDACTED] is a kindergarten student at [REDACTED]. He was referred by his teacher, [REDACTED]. [REDACTED] entered [REDACTED] 12/1/11. He had not attended school regularly. He was tested with the Kindergarten assessment and the Brigance and determined that he should be in K so that he could learn preacademics that he needed. His birthday is [REDACTED].

Date and reason for special education referral:

02/09/2012 - From [REDACTED], kindergarten teacher: "[REDACTED] was placed in kindergarten at age 7 1/2 years. He did not attend school much of his kindergarten year. As far as we know he did not attend 1st grade. He came to [REDACTED] in mid January. He began (a day or two) in 2nd grade. Was moved his 2nd grade year to 1st grade and ultimately to K. He knows minimal school skills. He is not learning at an adequate pace, even in K. I am also concerned with his maturity compared to the 5/6 year olds in class.

Age Appropriate Transition Assessment

Needs

Recommendations to IEP (Individual Education Program) committee:

1. Special Education services including specially designed instruction:

Area Description

READING Build phonic decoding; build repertoire of words automatically recognized; build vocabulary. As these are mastered, build fluency and comprehension strategies.

MATH Calculation (addition facts past 10, subtraction facts)

Problem Solving (coin values; story problems - single step)

WRITTEN LANGUAGE words to dictation

descriptive sentences

2. Related

Cognitive

(Updated Apr 25 2012 11:37AM)

[REDACTED], school psychologist, gave [REDACTED] the Wechsler Intelligence Scale for Children (WISC-IV) on March 28, 2012. [REDACTED] general intellectual ability is within the average range. He obtained a Full Scale score of 87, or 19th percentile (19% of people his age nationwide had lower scores). But this Full Scale score is not interpretable because of two widely divergent processing speed tests, which are used in part to generate the Full Scale score. The best estimate of [REDACTED] general ability is the General Ability Index (GAI) which was 89, or 23rd percentile. There is a 90% chance if tested again in the near future that [REDACTED] GAI score will be between 84 and 95.

[REDACTED] specific abilities are evenly developed, but there were some strengths and weaknesses specific to single tests. He scored exceptionally well on Coding, a Processing Speed test (99th percentile). He was able to sustain attention to a task for two minutes, completing each item quickly and accurately. However, on the other Processing Speed test, Symbol Search, [REDACTED] scored much lower (16th percentile). There were no obvious reasons for the difference - [REDACTED] appeared to understand the task on both tests. The best summary statement is that [REDACTED] is capable of sustaining attention to a task and doing quick and accurate work.

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Present Level of Educational Performance

[REDACTED] overall Verbal Reasoning is likely to be around the 35th percentile. Although [REDACTED] had average scores on other Verbal Comprehension tests (37th percentile), he scored at the 5th percentile on Similarities. This test requires students to tell how two things are alike. Some kindergarteners have difficulty, not because of verbal reasoning, but because they don't have a concept of "same" or "alike". [REDACTED] showed understanding of "same", but personalized his responses to four items [How are a dog and a cow alike? "The both hate the rain"]. Piaget described these students as thinking at a "preoperational" level – they don't have a stable abstract concept that they can consistently apply (a concept like "animal" or "mammal"), and tend to be distracted by superficial perception, or by personalizing the concept. There are qualitative leaps from preoperational thinking to concrete operational thinking during kindergarten and first grade. [REDACTED] did much better on a less verbal categorical reasoning test (Picture Concepts 63rd percentile). It's likely that [REDACTED] will have made a similar leap with verbal conceptual reasoning over the next year.

[REDACTED] had a specific ability weakness in Working Memory (71, or 3rd percentile). Short-term memory is concerned with the number of bits of information that can be held in immediate consciousness; working memory is a special type of short-term memory that describes a student's capacity to form work on items in immediate awareness. It's important because it's a bottleneck through which new information must pass, including information gotten through listening or reading. [REDACTED] working memory may not be as low as it appears from the overall score – his worse score was on Digit Span Forward (3rd percentile), which is a test of short-term memory but not working memory, while he scored at the 16th percentile on Digit Span Backward, and the 9th percentile on Letter Number Sequencing. Working memory also seemed to be a problem with other tests – with longer verbal items, he seemed to forget earlier parts of a sentence. Most differences in working memory among children and among adults appears to be related to the degree to which the person uses active memory strategies, such as rehearsal (repeating items to oneself), or chunking. [REDACTED] could not state what he was doing to remember the items. This is also an area for [REDACTED] that is likely to have qualitative growth over the next year or two.

Communication

[REDACTED] does not qualify for Speech and Language.

Math

As of 3/13/12 [REDACTED] could not tell the numbers that were before and after. He could not count by 5's or 10's. He could identify a hexagon and a trapezoid. He could identify a penny and a dime but not a nickel. He only knew the value of a penny. He could add simple numbers $3+2$ and $5+2$. He could not subtract.
(Updated Apr 25 2012 11:37AM)

[REDACTED] gave [REDACTED] the Woodcock-Johnson (WJ-III NU) Tests of Achievement on March 28, 2012. [REDACTED] academic skills are low across all academic areas and severely discrepant from his intellectual ability.

[REDACTED] math skills are in the below average range relative to same-age peers, but are average with relation to same-grade peers (66, within the 1st percentile, or late kindergarten). He was able to write numerals to dictation, and was successful with three of five addition number sentences involving addends and sums under 10. He did worse at basic Calculation (59, 1st percentile) than at Math problem solving (78, or 7th percentile). He is able to count by ones, but not by twos. He understands concepts like "last", "middle", "largest" and "smallest". He confuses arithmetic symbols, confusing a plus sign and an equal sign. He was successful with single-step story problems involving addition and subtraction and with picture clues. He is able to tell time on an analog clock to the nearest hour. He is unable to successfully count the value of coins. He confuses dimes and quarters, nickels and dimes.

Reading

As of 3/12/2012 - [REDACTED] knew 3 out of 40 Kindergarten sight words. He scored 4 out of 4 for sequencing events. He could rhyme bat but not man and bear. He scored 5 out of 10 for comprehension/retelling of a story that was read aloud.

[REDACTED] gave [REDACTED] the Woodcock-Johnson (WJ-III NU) Tests of Achievement on March 28, 2012. [REDACTED] academic skills are low across all academic areas and severely discrepant from his intellectual ability.

[REDACTED] overall reading skills are quite low (standard score of 58, within the 1st percentile, or same score as an average person before kindergarten). He was able to state the names of four out of seven upper-case letters and two out of six lower case letters. He was unable to read any single words in isolation. He reads the letter [C] as "S" and always gives it a [ss] sound. He was unable to make the sounds for any letter he was presented with. He had some of the consonant sounds, but not all, for each pseudoword he was presented with. On Passage Comprehension, he successfully matched the right picture that went with a two-word phrase for two of six items. When presented with sentences with

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Present Level of Educational Performance

picture clues with a missing word, he "read" a sentence aloud that was not on the printed page, but was relevant to the picture.

Social/Behavior

[REDACTED] was friendly and cooperative throughout testing. He did not make spontaneous conversation easily. He worked hard throughout, even on items that were difficult for him.

Written Language

As of 3/15/2012 he could only write the name of the character from the book. He did draw a number of pictures. He was able to copy a thank you letter.

(Updated Apr 25 2012 11:37AM)

[REDACTED] gave [REDACTED] the Woodcock-Johnson (WJ-III NU) Tests of Achievement on March 28, 2012. [REDACTED] academic skills are low across all academic areas and severely discrepant from his intellectual ability.

[REDACTED] writing skills are quite low relative to same-age peers, but average for same grade peers (65, within the 1st percentile, or late kindergarten). He was successful in writing his first name ([REDACTED]), and was able to write the word "cat", successfully completing one sentence with a missing word. On three additional items missing a single word or two-word phrase, he was unsuccessful. He was unable to write any complete sentences on his own.

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Measurable Annual Goals

PURPOSE: IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student's educational needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum. In order to be measurable, the goal should include a baseline ("from"), a target ("to"), and a unit of measure.

Annual Goal: Math

By 04/25/2013, when given a number grid [REDACTED] will write the numbers 1 -100 in correct sequence on the number grid improving numbers writing skills from 1-10 correct to 90/100 correct with looking if necessary as measured by data collection

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Math

By 04/25/2013, when given a prompt to skip count [REDACTED] will skip count orally or written on paper by 2's, 5's, 10's improving skip counting skills and number concepts from 0% accuracy to 80% accuracy as measured by data collection

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Math

By 04/25/2013, when given a set of numbers from 1 - 25 [REDACTED] will identify numbers in order and out of order improving academic skills in number sense from 7 out of 25 numbers correct to 20 out of 25 numbers correct as measured by classroom data collection.

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Math

By 04/25/2013, when given basic single-digit addition and subtraction facts [REDACTED] will accurately identify the correct answer with and without manipulatives improving addition and subtraction fluency from 2 out of 10 accuracy to 8 out of 10 accuracy as measured by teacher-developed tests.

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]

Measurable Annual Goals

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Math

By 04/25/2013, when given a math story problem requiring addition, subtraction, and/or coins [REDACTED] will solve problem improving math reasoning from 1 out of 5 correct to 4 out of 5 correct as measured by teacher-developed tests.

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Reading

By 04/25/2013, when given 5 vocabulary words weekly [REDACTED] will use each one in an original sentence improving vocabulary useage and comprehension from 40% of sentences show understanding of the meaning of the word to 80% of sentences show understanding of the meaning of the word as measured by teacher-developed tests

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Reading

By 04/25/2013, when given K-1st grade level sight words [REDACTED] will read each word within 3 seconds improving sight word recognition from 3 out of 40 K words to 20 out of 40 K words as measured by systematic observation

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Reading

By 04/25/2013, when given a familiar story [REDACTED] will retell the story with 5 clear events improving comprehension from 1/5 events to 5/5 events as measured by classroom data

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Measurable Annual Goals

Student ID: [REDACTED]

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Date of Birth: [REDACTED]

Measurable Annual Goals

Annual Goal: Reading

By 04/25/2013, when given 5 rhyming CVC words [REDACTED] will read each word within 3 seconds improving CVC word recognition from 1 out of 5 to 4 out of 5 as measured by systematic observation

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Reading

By 04/25/2013, when given letters [REDACTED] will identify letter names and sounds [REDACTED] will read each word within 3 seconds improving sight word recognition from 5 uppercase letters to 26 uppercase and 26 lowercase letters as measured by systematic observation

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: writing

By 04/25/2013, when given prompt [REDACTED] will draw and write multiple sentences on a single topic improving three to four word sentence from Pre K level to beginning first grade as measured by curriculum-based measurement

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: writing

By 04/25/2013, when given a writing activity [REDACTED] will write CVC words improving writing skills from 0/5 opportunities to 4/5 opportunities as measured by writing samples

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]

Measurable Annual Goals

Annual Goal: Reading

By 04/25/2013, when given 5 rhyming CVC words [REDACTED] will read each word within 3 seconds improving CVC word recognition from 1 out of 5 to 4 out of 5 as measured by systematic observation

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: writing

By 04/25/2013, when given prompt [REDACTED] will draw and write multiple sentences on a single topic improving three to four word sentence from Pre K level to beginning first grade as measured by curriculum-based measurement

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: writing

By 04/25/2013, when given a writing activity [REDACTED] will write CVC words improving writing skills from 0/5 opportunities to 4/5 opportunities as measured by writing samples

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Written Expression

By 04/25/2013, when given a sentence orally dictated by the teacher [REDACTED] will write the sentence, paying close attention to spelling, capital and periods improving spelling and conventions from 2+ errors per sentence to 1 or 0 errors per sentence as measured by teacher data

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Student ID:
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Date of Birth:

Program Accommodations/ Modifications and Support for School Personnel

PURPOSE: The purpose of this page is to document the modifications and/or accommodations that the student requires, based on the student's assessed needs, in order to advance appropriately toward attaining the identified annual goals, to be involved and make progress in the general education curriculum, and to be educated with non-disabled peers to the maximum extent appropriate. Accommodations may be in, but not limited to, the areas of presentation, timing/scheduling, setting, aids, and format. The impact of any modifications listed should be discussed. This includes the earning of credits for graduation.

This student will be provided access to the general education, special education, other school services and activities including non-academic activities and extracurricular activities, and education related settings:

- with no accommodations/modifications
- with the following accommodations/modifications

Accommodation(s)/Modification(s)	Frequency	Location	Duration m/d/y to m/d/y
*Testing Presentation:Assessment directions can be reread verbatim.			04/26/2012 to 04/25/2013
Content Area:check work frequently to ensure understanding			04/26/2012 to 04/25/2013

Supports for School Personnel (training, professional, development etc):

Student ID:
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State or Districtwide Assessments of Student Achievement

PURPOSE: The IEP team makes the determination of what type of assessment the student will take and what administrative modification and individual accommodations are necessary. Accommodations provided on state and districtwide assessments should be those that are provided as part of the regular instructional program.

For Measurement of Student Progress (MSP), High School Proficiency Exam (HSPE), or Washington Alternate Assessment (WAAS) see Guidelines for Inclusion and Accommodations for Special Populations on State-Level Assessments.

Assessment	Participation		Accommodations Modifications		If YES, List Accommodation(s) and/or Modification(s) by Assessment
	Yes	No	Yes	No	

Student ID:
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Special Education and Related Services

PURPOSE: The information on this page is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Services 04/26/2012 - 04/25/2013

Concurrent	Service(s)	Staff Responsible for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
Special Education							
No	READING	Special Education Teacher	Special Education Teacher	20 Minutes / 5 Times Weekly	Special Education	04/26/2012	04/25/2013
No	WRITTEN LANGUAGE	Special Education Teacher	Special Education Teacher	20 Minutes / 5 Times Weekly	Special Education	04/26/2012	04/25/2013
No	MATH	Special Education Teacher	Special Education Teacher	20 Minutes / 5 Times Weekly	Special Education	04/26/2012	04/25/2013

Total minutes per week student spends in school: 1650 minutes per week
Total minutes per week student is served in a special education setting: 300 minutes per week
Total minutes per week student is served in a general education setting: 0 minutes per week
Percent of time in general education setting: 81.82% in General Education Setting

Student ID:
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Special Education and Related Services

PURPOSE: The purpose of this page is to document the extent to which the student will be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities and be educated and participate with other special education students and non-disabled students. Other education-related factors that may impact the student should also be considered.

Least Restrictive Environment (LRE):

When discussing least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- Special classes, separate schooling, or other removal of the student from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Placement Options:

Placement Options for LRE	SELECTION		OR... REASONS REJECTED		
	Considered	Selected (only 1)	Academic benefit cannot be satisfactorily achieved	Non-academic benefit cannot be satisfactorily achieved	Effect student will have on teacher and other students
80%-100% in Regular Class	X	X			
40%-79% in Regular Class					
0-39% in Regular Class					
Public/private separate day school					
Public/Private residential					
Correctional Facility					
Private School Placement by Parents					
Home/Hospital					

Placement Decision:

An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class, and in nonacademic and extracurricular activities, including a description of any adaptations needed for participation in physical education:

81.82% in the general education classroom.

Other Considerations:

1. Transportation: Regular Special
2. Extended School Year: Yes No If Yes, must complete ESY form.
3. General PE: Yes Yes with Accommodations No Exempt

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Written Parental Consent for Initial Special Education Services

REQUIRED FOR INITIAL PLACEMENT ONLY: WRITTEN PARENTAL PERMISSION

My rights and those of my child regarding procedural safeguards have been fully explained. I understand that my child requires special education and before initial placement to receive special education and related services may occur, I must give consent for services. I understand when I give consent, it is voluntary, and that while it can be revoked, revocation is not retroactive. This means that the revocation does not undo services that occurred after my consent was given and before my consent was revoked. If I refuse consent, I understand that the district may not request mediation to obtain my consent or ask for a due process hearing to override my consent. If I do not give consent for initial services, the district may not provide services until I provide written consent.

The district may not ask an Administrative Law Judge to override your denial of consent for the initial placement of special education and related services. However, if you do not provide consent for initial placement of special education and related services, the district will not be considered to be in violation of the requirement to make a free, appropriate, public education (FAPE) available to your child.

Parent/Guardian Response for initial Provision of Special Education Services

- I give consent for my child to receive initial special education services
- I do not give consent for my child to receive initial special education services

Reason for not giving consent: _____

[REDACTED]
/ _____
Signature

4/26/12
Date

Student ID: [redacted]
WA SSID: [redacted]
Date of Birth: [redacted]

Prior Written Notice

To: [redacted] Date: 04/26/2012
Re: Student's Name: [redacted]

PURPOSE: As a parent/guardian of a special education child suspected of needing special education services, the school district is required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a district makes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action.

The purpose of this prior written notice is to inform you that we are:

1. proposing refusing to 2. initiate change continue discontinue a/an
(mark one of the above) (mark one of the above)

Mark all items below that apply:

3. Referral Initial Evaluation Eligibility Category
 Educational Placement IEP Reevaluation
 Disciplinary action that is a change of placement 504 Plan Other:

Description of the proposed or refused action:

The reason we are proposing or refusing to take action is:
The purpose of this written notice is to inform you that we are proposing to write an initial IEP.

Description of any other options considered and rejected:
No other options were considered or rejected at the IEP meeting.

The reasons we rejected those options were:
No other options were considered or rejected at the IEP meeting.

A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows:
Most recent special education eligibility evaluation. Teacher observations, tests and daily report data.

Any other factors that are relevant to the action:
NA

The action will be initiated on: 04/30/2012

Your child has procedural protections under IDEA. These protections are explained in the *Notice of Procedural Safeguards for Special Education Students and Their Families*. If this prior written notice is given to you (1) as part of your child's initial referral for evaluation, (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a change of placement the procedural safeguards accompanies this notice. If a copy of the *Notice of Procedural Safeguards for Special Education Students and Their Families* is not enclosed and you would like a copy or you would like help in understanding the content, please contact:

[redacted] at [redacted]

Student ID:
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Initial Individualized Education Program (IEP) Invitation

To: _____ Date Sent to Participants: 04/25/2012

PURPOSE: This invitation requests your attendance at a meeting concerning the educational program/needs of your child. You have the opportunity to participate in any meeting regarding the identification, evaluation, educational placement, and the provision of a free appropriate public education for your child.

This is to notify you that a/an IEP meeting has been scheduled for the above student. Your participation and attendance at this meeting are very important. This Initial meeting must be scheduled at a mutually agreed upon time and place. The purpose of this meeting is to (check all that apply):

- | | |
|--|---|
| <input checked="" type="checkbox"/> Develop an Initial IEP | <input type="checkbox"/> Review / Annual IEP |
| <input type="checkbox"/> Discuss Transition Services | <input type="checkbox"/> Discuss Graduation |
| <input type="checkbox"/> Discuss Annual Goal Progress | <input type="checkbox"/> Review Instructional Needs |
| <input type="checkbox"/> Consider Termination of Services | <input type="checkbox"/> Determine Placement |
| <input type="checkbox"/> Develop ESY | <input type="checkbox"/> Discuss Attendance Issues |
| <input type="checkbox"/> Manifestation Determination | <input type="checkbox"/> Behavioral Intervention Plan |
| <input type="checkbox"/> Other: | <input type="checkbox"/> |

This meeting has been scheduled for: Date 04/26/2012 Time 3:40 PM

Location _____

The following are invited to attend and participate in the Initial meeting:

- _____. Administrator/Designee
- _____. General Education Teacher
- _____. Parent/Guardian
- _____. School Psychologist
- _____. Special Education Teacher

The parent/guardian/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent/guardian or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

If you have any questions or would like additional information or assistance to help you prepare for this IEP meeting, please contact _____ at _____ e-mail _____.

Notice of Procedural Safeguards for Special Education Students and Their Families has been provided to parents/guardians.

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Contact Attempt Report

Notification Area: Plan

Meeting Date: 04/26/2012

Time: 3:40 PM

Location: [REDACTED]

Method	Contact Date	Response Date	Response	Contact Name
Letter	04/25/2012	04/25/2012	Can Attend	[REDACTED]
Conference	04/23/2012	04/23/2012	Can Attend	[REDACTED]