

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

[redacted]  
[redacted]  
[redacted]

### Review Individualized Education Program (IEP) Invitation

To: [redacted] Date Sent to Participants: 11/08/2012

**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 Review meeting must be scheduled at a mutually agreed upon time and place. The purpose of this meeting is to (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Develop an Initial IEP                  | <input checked="" type="checkbox"/> Review Current IEP |
| <input checked="" type="checkbox"/> Discuss Transition Services  | <input type="checkbox"/> Discuss Graduation            |
| <input checked="" 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 11/29/2012 Time 1:30 PM

Location \_\_\_\_\_

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

- Administrator/Designee
- [redacted], Case Manager
- General Education Teacher
- General Education Teacher
- General Education Teacher
- General Education Teacher
- Motor Assistant
- [redacted], Parent
- [redacted], Student

\* If the purpose of the meeting is the consideration of needed transition services (beginning at age 15) the student will be invited. Representatives of the following agencies will be invited upon your consent:

The parent/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. If you, the parent 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 [redacted] at [redacted] e-mail [redacted].

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

Student ID: [redacted]  
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[redacted]  
[redacted]  
[redacted]

**Parent Consent to Invite Transition Agency Personnel**

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If the district intends to invite representatives of any agency that is likely to be responsible for providing or paying for transition services to the IEP meeting, your consent is required.

**I give** my consent for the transition agency representative(s) indicated on the invitation to be invited to the IEP meeting.

**I give** my consent for the transition agency representative(s) indicated on the invitation to be invited to the IEP meeting, **except for the following representative(s):**

\_\_\_\_\_  
\_\_\_\_\_  
Reason (optional):  
\_\_\_\_\_  
\_\_\_\_\_

**I do not give** consent for the transition agency representative(s) indicated on the invitation to be invited to the IEP meeting.  
Reason (optional):

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
*Parent/guardian/adult student signature* \_\_\_\_\_  
*Date*

Please sign and return this form to [redacted] at Special Services.

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

[REDACTED]  
[REDACTED]  
[REDACTED]

### Contact Attempt Report

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Notification Area: Plan  
Meeting Date: 11/29/2012  
Time: 1:30 PM  
Location: \_\_\_\_\_

Method	Contact Date	Response Date	Response	Contact Name
Letter	11/08/2012	12/19/2012	Can not Attend - Permission to proceed	[REDACTED]
				[REDACTED]
				[REDACTED]
Phone	11/08/2012	11/08/2012	Did not Respond	[REDACTED]
				[REDACTED]

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[redacted]  
[redacted]  
[redacted]

### Individualized Education Program (IEP) Cover Page

Student's Name: [redacted] Grade: 10 Age\*: 16 Disability (if identified): Specific Learning Disabilities  
Parent/Guardian/Adult Student: [redacted] Primary language at home: English  
Parent interpreter needed?  Yes  No Surrogate parent:  Yes  No If yes, name: \_\_\_\_\_  
Home Address: [redacted]  
Phone # (H): \_\_\_\_\_ Phone # (W): \_\_\_\_\_  
Attending School: [redacted] Is this student's neighborhood school?  Yes  No

Most Recent Evaluation Date	<u>12/01/2011</u>	IEP Start Date	<u>12/07/2012</u>
Next re-evaluation must occur before	<u>11/30/2014</u>	Next IEP Start Date must occur before	<u>11/29/2013</u>
IEP Meeting Date	<u>11/29/2012</u>	Date parent notified of meeting	<u>11/08/2012</u>
Next IEP Meeting must occur before	<u>11/29/2013</u>	Date student notified of meeting (if transition will be discussed)	<u>11/08/2012</u>

Primary Staff Contact: [redacted] Special Education Teacher  
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	Participant Name	Signature
<input type="checkbox"/>	Administrator/Designee	_____	_____
<input type="checkbox"/>	Case Manager	[redacted]	_____
<input type="checkbox"/>	General Education Teacher	_____	_____
<input type="checkbox"/>	General Education Teacher	_____	_____
<input type="checkbox"/>	General Education Teacher	_____	_____
<input type="checkbox"/>	General Education Teacher	_____	_____
<input type="checkbox"/>	Motor Assistant	_____	_____
<input type="checkbox"/>	Parent	[redacted]	_____
<input type="checkbox"/>	Student	[redacted]	_____
<input type="checkbox"/>		_____	_____
<input type="checkbox"/>		_____	_____
<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.

Date informed: \_\_\_\_\_ Projected Graduation/Exit Date: 06/12/2015

Comments: [redacted] is expected to graduate on-time with his same age cohort  
If the parent did not attend, what method was used to ensure their participation:

Student ID: [REDACTED]

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## Team Considerations

Meeting Date: 11/29/2012

**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 student who has struggled in the past. he is doing an amazing job this year and is working hard to improve himself in all areas of his life [REDACTED] is well liked by both staff and students. his parents would like him as successful as he possible can be!
- The results of the student's performance on any general state or district-wide assessments.  
MAPs testing Sept 2012  
reading-164-the rounded mean is 221  
math-192-the rounded mean is 234
- 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.  
communication needs are addressed later in the IEP document
- The student's assistive technology devices and services needs.  
[REDACTED] should have access to a calculator for math accuracy and a word processor for written text
- 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.  
N/A
- 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.  
N/A
- 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.  
N/A

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## Present Level of Educational Performance

Meeting Date: 11/29/2012

**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 Education

#### Art:

[REDACTED] has improved a little bit over the last couple of months. Initially, I got NO work out of him, and even if he got out materials, he pretty much refused to do anything. But then [REDACTED] got involved, and had him follow through on some projects, and he got a few things turned in. However, lately he has fallen back into old patterns, and even though I am finally getting some smiles out of him, he is not completing or turning in work.

His tardiness to class has been a problem, but I would be happy if he would just complete some work. If he was not on an IEP, I would be sending him to the office due to his choice to not participate. Not sure what the answer is here, I am willing to try anything!

#### History:

### Social/Emotional

[REDACTED]'s 2007 initial evaluation included a Conners Revised Rating Scale which assesses maladaptive behavior. Findings concluded the following:

Both the teacher and the parent rating scales were consistent. They credit [REDACTED] with being a positive citizen. The parent scale was suggestive of more concern regarding anxiety and perfectionism than was evident on the teacher scale. Mild elevations were evident on the scale reflecting [REDACTED]'s ability to stay focused.

During the academic school year (2009-2010), [REDACTED] has had two office referrals for minor offenses. [REDACTED] appears to be thriving socially as he is engaged in athletics and attends school events. Teachers do not note specific behavioral concerns at this time and it appears that [REDACTED] is typical when compared to same age peers in this domain.

During the academic school year (201 year [REDACTED] has 7 office referrals. Two were related to absenteeism/truancy. The remaining 7 were for various noncompliance/defiance incidents. None were serious and no teachers rated [REDACTED] as exceeding that behavior that other students present.

### Academic

#### Reading:

In reading [REDACTED] averaged 76.6 correct words with 6 mistakes on these probes over the assessment period. These probes are one minute timed 8th grade level curriculum based reading assessments. This score places below the 10th percentile at grade level. This average is at approximately the 50th percentile at the 2nd-3rd grade level, indicating a functional reading level of approximately grade 2.5. An average score of 0% on reading comprehension was measured when comprehension questions covering the material read on these probes were administered.

#### Writing:

In writing an average of 42.5 total words written on a four minute timed writing prompt was measured (one minute to brainstorm after being read the prompt, three minutes total to write). This score on total correct words written over the assessment period places at approximately the 20th percentile in this area for grade level. This average places at approximately the 50th percentile at the 5th grade level, indicating that this as a functional level in writing fluency. On these same probes an average of 40.5 total correct writing sequences was measured. This average places at

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**Present Level of Educational Performance**

Meeting Date: 11/29/2012

approximately the 30th percentile for grade level in technical writing ability and at the 50th percentile between the 6th and 7th grade levels, indicating grade 6.5 as the current ability level in technical writing.

**Math:**

In math an average of 2.25 correct answers on a timed, 8th grade level mathematics probe was measured. The problems on this mathematics probe include: multiplication, division, addition, subtraction, decimals, fractions, percentages, and conceptual applications of math and are completed without use of a calculator. This score on correct digits over the assessment period places below the 10th percentile at grade level. This average is at approximately the 50th percentile for the 3rd-4th grade level, indicating grade 3.5 as the functional math calculation level.

It is clear from the results of these monthly assessment probes that a need for specially designed instruction in reading, writing, and math continues to exist.

**Communication**

**Language Goals:**

- increasing his understanding of vocabulary concepts (verbal analogies, word relationships), currently at 70% accuracy in each, an increase from last year's 60% accuracy
  - using context to determine meaning of unknown words and idioms, currently at 70% accuracy, increase from 50% last year.
  - providing the main idea of a passage with two supporting details without prompts, currently at 70% accuracy increase from 60% last year.
- [REDACTED] needs to increase his accuracy levels on each goal to 90%. His progress was hindered by his school absences and suspensions.

**Assistive Technology**

[REDACTED] needs to have a calculator for math problems and needs to be able to use a word processor whenever possible for extended writing tasks.

**Fine Motor**

[REDACTED] has had some problems this year which intervered with his progress in fine motor skills.

**CURRENTLY**

- he averages between 7-8 errors per writing sample
- he averages 50% proper letter formation and spacing
- he averages 60% accuracy with lining up numbers for math calculations
- he averages 96% accuracy with 12WPM on the Mavis Beacon keyboarding prgram

Motor will continue to work with [REDACTED] on keyboarding and handwriting so he can create written assignments correctly and legibly and will have an alternative to handwriting through key boarding.

- It is expected that in the coming year [REDACTED] will progres to the point he can
- complete a handwriting assignment with correct letter formation and spacing for 75% of the assignment
  - complete a math assignment lining up the numbers correctly 75% of the assignment
  - complete Mavis Beacon keyboarding assignment at 98% accuracy at 18wpm

**Observation**

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



**Present Level of Educational Performance**

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Meeting Date: 11/29/2012

Over multiple observations in the regular education environment and the resource room [REDACTED] has shown himself to be an average student, behavior wise. He is polite and attentive most of the time and off task part of the time; no more than an average student in the same class.

**Age Appropriate Transition Assessment**

**Needs**

[REDACTED] is currently planning to attend training/college after high school. His current needs according to a review of records are to increase skills in reading, writing, and math in order to be able to complete training.

**Strengths**

[REDACTED] is an exceptionally caring and likeable young man. His strengths lend themselves to doing jobs that require him to be responsible for others or to provide care/comfort to others.

**Preferences**

According to [REDACTED] he prefers hands-on activities to working on paper-pencil assignments.

**Interests**

[REDACTED]'s primary interests outside of school are skateboarding and video games. In school [REDACTED] is interested in being on the baseball team and socializing with his friends.



Student ID: [REDACTED]  
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[REDACTED]  
[REDACTED]  
[REDACTED]

## Secondary Transition

Meeting Date: 11/29/2012

**PURPOSE:** The purpose of transition planning is to develop a coordinated set of activities designed within a results-oriented process that is focused on improving the academic achievement and functional performance of the student in order to facilitate the student's movements from school to post-school activities, including postsecondary education, training, employment, and if appropriate, independent living skill.

**Projected Graduation / Exit Date:** 06/12/2015

**Comments:**

[REDACTED] is expected to graduate on-time with his same age cohort

### I. Post Secondary Goals/Outcomes

Define and project the desired post-secondary goal as identified by the student, parent, and IEP team in the available content areas. Transition Services may be special education, if provided as specifically designed instruction or related services. These services would be included in the Service Matrix section of the IEP.

Content Area: Education/Training	
After graduation [REDACTED] will attend training at a vocational facility/college to training for work in the human services field.	
Transition Services	Staff / Agency Responsible
college preparation in academics and self-advocacy skills, familiarity with college/training site application and attendance processes, field trip to multiple college/training sites during junior and senior year, meeting with disability coordinator at community college	School

Content Area: Employment	
After graduation [REDACTED] will work in competitive employment prior to and while attending training.	
Transition Services	Staff / Agency Responsible
job shadowing experience in at least one chosen occupation, basic job skills, filling out applications, completion of a resume and cover letter, mock interviews	School

### II. Course of study

A multi-year description of coursework to achieve the student's desired post secondary goals, from the student's current year to anticipated exit year.

[REDACTED] plans to attend a vocational training facility or college program after high school graduation. This transition plan requires a high school diploma. Therefore, [REDACTED]'s basic course of study is working on graduation requirements.

**Graduation Plan:**

[REDACTED] is currently a freshman and will need to complete all the regular classes and graduation requirements over the next 3 1/2 years. Testing requirements will also need to be completed as required by the state.

[REDACTED] qualifies for specially designed instruction services in math. Basic math classes may therefore be used to complete state/district math requirements in place of higher level math.

**Classes needed for graduation:**

English- 4 credits  
Math- 3 credits  
Science- 2 credits  
Social Studies- 3 credits  
Health/Fitness- 2 credits  
Occupational Education/Computers- 1 credit  
Fine Visual/Performance Arts- 1 credit  
Pacific Northwest History- .5 credits  
Electives- 6 credits

\*fine visual/performance arts, health, WA State History, Physical Education, and Occupational Education/Computers are listed below as general/specified electives since they may be taken at any time and are not tied to one specific year's credits.

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## Secondary Transition

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### Grade 9: (Current Classes)

- 1 Team Sports/Weight Training (1 Health/Fitness credit remains)
- 1 Basic Language Arts (3 English credits remain)
- 1 Basic Math (2 Math credits remain)
- 1 Ilwaco Industries (completes the Occupational Education requirement)
- 2 Basic Skills (4 Elective credits remain)
- [REDACTED] is also completing 1 independent study credit in Earth Science (1 Science credit remains)
- [REDACTED] plans to change to an Art class at 2nd semester (completes half the Fine Arts requirement)

### Grade 10: (Proposed Schedule)

- 1 English (2 English credits remain)
- 1 Math (1 Math credit remains)
- 1 World History/PNW (2 Social Studies credits remain, completes Pacific Northwest History requirement)
- 1 Basic Skills (3 Elective credits remain)
- 1 Biology (completes Science requirement)
- 1 Elective (can complete Fine Arts credit/Health Fitness credits)

### Grade 11:

- 1 English (1 English credit remains)
  - 1 Math (completes math requirement)
  - 1 US History (1 Social Studies credit remains)
  - 1 Basic Academics (2 Elective credits remain)
  - 2 Electives (completes Elective requirement)
- Also he will have transition opportunities which may include job shadowing, field trips (Job Corp, vocational/technical schools, colleges, military recruiters and/or visiting military bases, other opportunities as they present themselves).

### Grade 12:

- 1 English IV (completes English requirement)
- 1 Contemporary World Problems (completes Social Studies requirement)
- 3 Electives (can use to complete Fine Arts/Health Fitness requirements, or possible Job-Study)
- 1 Senior Transition Workshop including specific curriculum in job readiness, financial planning, community opportunities, and housing issues and possibly including: job shadowing, field trips (Job Corp, vocational/technical schools, colleges, military recruiters and/or visiting military bases, other opportunities as they present themselves).

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

[redacted]  
[redacted]  
[redacted]

### Measurable Annual Goals

Meeting Date: 11/29/2012

**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

Supports the student's post secondary goals: Yes  No

By 11/29/2013, when given specially designed instruction in math concepts and applications [redacted] will solve math problems on a timed math probe improving correct answers from answering 4 questions correctly (below 10th percentile at grade level) to answering 8 questions correctly (25th percentile at grade level) as measured by curriculum based assessment probe

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

Copy of Goal Page  Written in Report Card  Written Progress Report  
 Other:

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

#### Annual Goal: Reading (Comprehension)

Supports the student's post secondary goals: Yes  No

By 11/29/2013, when given specially designed instruction in reading comprehension [redacted] will increase reading skills improving reading comprehension from being able to answer 0% correctly on comprehension questions to being able to answer 60% correctly on comprehension questions as measured by post-reading questions on curriculum based reading assessment

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

Copy of Goal Page  Written in Report Card  Written Progress Report  
 Other:

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

#### Annual Goal: Writing (fluency)

Supports the student's post secondary goals: Yes  No

By 11/29/2013, when given specially designed instruction in writing [redacted] will increase writing skills on a timed writing probe improving writing fluency from writing 42.5 words in three minutes (20th percentile at grade level) to writing 55 words in three minutes (30th percentile at grade level) as measured by curriculum based writing assessment

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

Copy of Goal Page  Written in Report Card  Written Progress Report  
 Other:

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

Student ID: [redacted]  
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[redacted]  
[redacted]  
[redacted]

### Measurable Annual Goals

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**Annual Goal:** Writing (technical ability)

Supports the student's post secondary goals: Yes  No

By 11/29/2013, when given specially designed instruction in writing [redacted] will increase writing skills on a timed writing probe improving correct writing sequences from 40.5 correct writing sequences (30th percentile at grade level) to 49 correct writing sequences (50th percentile at grade level) as measured by curriculum based writing assesment

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

- Copy of Goal Page       Written in Report Card       Written Progress Report  
 Other:

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

Student ID: [REDACTED]

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Date of Birth: [REDACTED]

**Program Accommodations/ Modifications and Support for School Personnel**

Meeting Date: 11/29/2012

**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
Access/Use of the following: preferential seating to avoid distractions	daily	throughout all classes	12/07/2012 to 11/29/2013
Access/Use of the following: Word Processor for written work longer than 1 paragraph	daily	throughout all classes	12/07/2012 to 11/29/2013
Access/Use of the following: calculator for math work	daily	throughout all classes	12/07/2012 to 11/29/2013
Access/Use of the following: copies of Power Points, lesson notes, or overhead displays	for all lecture/presentations	throughout all classes	12/07/2012 to 11/29/2013
Behaviorally Related: allow [REDACTED] to take a quick break to use the restroom or get a drink or water when visibly frustrated	daily	throughout all classes	12/07/2012 to 11/29/2013
Behaviorally Related: avoid public confrontation/take [REDACTED] aside if possible to discuss work or behavior	daily	throughout school	12/07/2012 to 11/29/2013
Content Area: extra time to complete assignments if student effort is shown	daily	throughout all classes	12/07/2012 to 11/29/2013
Content Area: may complete difficult/extended assignments in resource room	at student request	throughout all classes	12/07/2012 to 11/29/2013
Content Area: accept close approximations, allow extra time to respond	daily	throughout all classes	12/07/2012 to 11/29/2013
Content Area: break material into manageable parts, check frequently for understanding	daily	throughout all classes	12/07/2012 to 11/29/2013
Content Area: modified assignment content/length to focus on most important concepts	daily	throughout all classes	12/07/2012 to 11/29/2013
Grading Modifications: use of A-F (no D) grading scale	for all grading periods	throughout all classes	12/07/2012 to 11/29/2013

Student ID: [REDACTED]  
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[REDACTED]

**Program Accommodations/ Modifications and Support for School Personnel**

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<b>Accommodation(s)/Modification(s)</b>	<b>Frequency</b>	<b>Location</b>	<b>Duration m/d/y to m/d/y</b>
Testing Accommodation:required written testing may be completed using a word processor and transcribed verbatim into test booklet	for all testing	throughout all testing	12/07/2012 to 11/29/2013
Testing Accommodation:reader for questions and passages	for all testing	throughout all testing	12/07/2012 to 11/29/2013
Testing Accommodation:extended time to complete tests if productively engaged	for all testing	throughout all testing	12/07/2012 to 11/29/2013
Testing Accommodation:may take tests in resource room	at student request	throughout all testing	12/07/2012 to 11/29/2013

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

Student ID: [REDACTED]  
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[REDACTED]

**State or Districtwide Assessments of Student Achievement**

Meeting Date: 11/29/2012

**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	
<b>District Wide</b>					
ASQ (Ages & Stages Questionnaire)		X			
DIBELS		X			
District Math Assessment		X			
DRA (Developmental Reading Assessment)		X			
ITBS		X			
MAP Language		X			
MAP Math		X			
MAP Reading		X			
MAP Science		X			
STAR Math		X			
STAR Reading		X			
<b>State-Measurement of Student Progress (MSP)</b>					
Math		X			
Reading		X			
Science		X			
Writing		X			
<b>State-High School Proficiency Exams (HSPE)</b>					
Biology-End of Course (EOC)		X			
Math-End of Course (EOC)		X			
Reading		X			
Writing		X			
<b>State-Washington Alternate Assessment System [WAAS]</b>					
<b>WAAS Portfolio</b>					
DAPE Math (High School Only)		X			
DAPE Reading (High School Only)		X			
DAPE Science (High School Only)		X			
DAPE Writing (High School Only)		X			
Locally Determined Assessment		X			
Math		X			
Portfolio G10		X			
Reading		X			
Science		X			

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

[REDACTED]

**State or Districtwide Assessments of Student Achievement**

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

[REDACTED]

**Special Education and Related Services**

Meeting Date: 11/29/2012

**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 12/07/2012 - 11/29/2013**

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
<b>Special Education</b>							
No	Math	Special Education Teacher	Special Education Teacher	55 Minutes / 5 Times Weekly	Special Education	12/07/2012	11/29/2013
No	Reading	Special Education Teacher	Special Education Teacher	40 Minutes / 5 Times Weekly	Special Education	12/07/2012	11/29/2013
No	Written Language	Special Education Teacher	Special Education Teacher	15 Minutes / 5 Times Weekly	Special Education	12/07/2012	11/29/2013
<b>Related</b>							
No	fine motor	Motor Assistant	Occupational Therapist (OT)	30 Minutes / 1 Times Weekly	Special Education	12/07/2012	11/29/2013
No	Communication	Speech Assistant	Speech Language Pathologist (SLP)	30 Minutes / 1 Times Weekly	Special Education	12/07/2012	11/29/2013

**Total minutes per week student spends in school:** 1760 minutes per week  
**Total minutes per week student is served in a special education setting:** 610 minutes per week  
**Percent of time in general education setting:** 65.34% in General Education Setting

**Supplementary Aids and Services:**

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
No	Paraeducator Support	SpEd Paraeducator	Special Education Teacher	40 Minutes / 16 Times Weekly	Special Education	12/07/2012	11/29/2013

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

[REDACTED]  
 [REDACTED]  
 [REDACTED]

**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:**

**Setting 1: 12/07/2012 - 11/29/2013**

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	X	X			
0-39% in Regular Class	X		X		
Public/private separate day school					
Public/Private residential					
Correctional Facility					
Private/Home School Placement by Parents					
Homebound/Hospital					

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:

The nature of [REDACTED]'s disability will require some pull-out services that cannot be provided in the regular program even with supplemental aids and services. While there might be some harm due to missing some specific instruction received by his nondisabled peers, the benefits to his ability to access the regular education curriculum will outweigh the harm. [REDACTED] will participate fully in all regular education programs and activities other than the specific time he is in a pull-out environment. [REDACTED] will be eligible to participate in all curricular and extra-curricular activities based on his progress on IEP goals, as determined by his case manager.

**Other Considerations:**

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

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

[redacted]  
[redacted]  
[redacted]

**Prior Written Notice**

To: [redacted] Date: 11/29/2012  
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:  
New IEP developed

The reason we are proposing or refusing to take action is:  
IEP due by legal timelines

Description of any other options considered and rejected:  
none

The reasons we rejected those options were:  
none

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:  
Records review  
Progress review  
Teacher input  
Student input

Any other factors that are relevant to the action:  
none

The action will be initiated on: 12/07/2012

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]