

RaShaan J. Smith

Student ID: 1605549

WA SSID: 9699023109

Date of Birth: 01/19/1997

RECEIVED

DEC 19 2013

MSD Special Education

Mukilteo School District

House I Special Education

9401 Sharon Drive

Everett, WA 98204

425-356-1277

Individualized Education Program (IEP) Cover Page

Student's Name: RaShaan J. Smith Grade: 11 Age*: 16 Disability (if identified): Other Health Impairments
 Parent/Guardian/Adult Student: Jennifer Smith Primary language at home: English
 Parent interpreter needed? ☐ Yes ☒ No Surrogate parent: ☐ Yes ☒ No If yes, name: _____
 Home Address: 14026 61st Pl W. #C. Edmonds. WA. 98026
 Phone # (H): 425-404-0125 Phone # (W): _____
 Attending School: Kamiak High School Is this student's neighborhood school? ☒ Yes ☐ No

Most Recent Evaluation Date	<u>10/16/2013</u>	IEP Start Date	<u>12/06/2013</u>
Next re-evaluation must occur before	<u>10/15/2016</u>	Next IEP Start Date must occur before	<u>12/05/2014</u>
IEP Meeting Date	<u>12/06/2013</u>	Date parent notified of meeting	<u>11/26/2013</u>
Next IEP Meeting must occur before	<u>12/06/2014</u>	Date student notified of meeting (if transition will be discussed)	_____

Primary Staff Contact: Cory West, Resource TeacherPhone Number: 425 366-5400

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"/>	Parent	Jennifer Smith	<u>J. Smith</u>
<input type="checkbox"/>	School Psychologist	Jerry Curtain	<u>J. Curtain</u>
<input type="checkbox"/>	Special Education Teacher	Cory West	<u>C. West</u>
<input type="checkbox"/>	General Education Teacher		
<input type="checkbox"/>	District Representative		<u>progt</u>
<input type="checkbox"/>	Student	RaShaan Smith	
<input type="checkbox"/>	Classroom Teacher		
<input type="checkbox"/>	Counselor	Alexandra Johns	<u>Alex Johns</u>
<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 he provided with an explanation of those procedural safeguards.

Date informed: 12/12/13Projected Graduation/Exit Date: 06/10/2016

Comments: Currently Raashan is Not on track to graduate with his class of 2015. He currently has 8 of the expected 12 credits (22.5 for graduation). He still needs to pass the EOC math, Complete his Culminating project, and pass Washington State History.

If the parent did not attend, what method was used to ensure their participation:

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Team Considerations

Meeting Date: 12/06/2013

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.
Rashaan is fairly cordial and very laid back. He seems to get along well with his peers, and has shown an inconsistent work ethic since entering the learning strategies class. The parents' concerns for the Rashaan's education are getting caught up? be successful.
- ☒ The results of the student's performance on any general state or district-wide assessments.
Rashaan has passed Reading, Writing and Science State tests. He still needs to pass the Math EOC. No current scores were available due to transfer from Edmonds Woodway.
- ☒ 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.
There are no communication needs at this time.
- ☒ The student's assistive technology devices and services needs.
There are no assistive technology needs at this time.
- ☒ 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.
There are no behavioral concerns that impact the students learning or the learning of the students around him at this time.
- ☒ 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.
Student is not limited in English.
- ☒ 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.
There are no visual impairment needs.



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Present Level of Educational Performance

Meeting Date: 12/06/2013

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.**

Medical-Physical

Rashaan is currently not taking medication for his ADHD.

General Education

Taken from Edmonds woodway.

RaShaan's US History (Kamiak) There is not a lot to go by since he has arrived in class. He has done well at times with in class work submission. But, so far, he has not turned in any work that was not strictly in-class work on time. He turned in his only reading packet that has been assigned late to me and it is not in the gradebook yet. Once, that is updated he will only be missing one assignment, but this is a really small sample size of work submission we are talking about here.

RaShaan's English (Ed Wood) teacher reports that she has had three after class interventions (discussions) with RaShaan. Every class period she deals with his oppositional behavior; insubordination and the need for attention. RaShaan's grade in English reflects work done in class.

RaShaan's (Geometry and LAP) Kamiak

1st period LAP: RaShaan has a B-. This class is primarily a participation class so the grade is due to his recent absences. He works in this class and always does what I ask him to. I asked him after a week or two if he was glad he took the lap class and he said yes.

2nd period Geometry: He has a 62.4%. He has turned in 42/47 homework points so he has only missed one homework since being here. Tests are 80% of the class grade and he earned a D on the only test he has had since being here.

Both classes: I enjoy having him in class. When he first got here, he applied himself and worked hard to learn some missed material. Since he came with an F (he told me he didn't remember anything from his prior class), he did a good job catching up so he could participate in class. Recently, he has gotten more social and easily gets off task in 2nd period - I recently moved him away from the people he was getting off task with and I hope that helps him focus better. In 1st period, he does a good job of staying on task. I would like to see him have a better grade than a D. I feel his effort in 1st period should be resulting in a higher grade because he is working and seems to be understanding in 1st. I know he is happy that he is passing.

» Adverse Impact Summary

The team feels that Rashaan's Health Impairment significantly impacts his ability to participate in 6 gen ed. classes without support in organization. Rashaan has shown that he is easily distracted and has poor organizational skills. These factors adversely impact all academic areas.

Social/Emotional

See Students Evaluation.

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Present Level of Educational Performance

Meeting Date: 12/06/2013**Academic**

Overall, RaShaan's academic achievement in reading, math, and written expression, as measured by the WJ-ACH-III and KTEA-II, is within the average range. He does not appear to have a learning disability, nor does he demonstrate a need for specially designed instruction in these academic core areas

Communication

There are no communication needs that would affect Rashaan's involvement in the gen ed environment.

Age Appropriate Transition Assessment**Needs**

Rashaan feels that he needs help "staying happy".

Strengths

Rashaan feels that his strengths are meeting new people, playing football and working with hands on.

Preferences

Upon graduation Rashaan would like to find part time employment while attending community college. He would prefer to work alone in a job that requires physical work and a lot of movement.

Interests

Rashaan is interested in receiving a degree from a four year college (after his AA) and possibly exploring the world.

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Secondary Transition

Meeting Date: 12/06/2013

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: 06/10/2016

Comments:

Currently Raashan is Not on track to graduate with his class of 2015. He currently has 8 of the expected 12 credits (22.5 for graduation). He still needs to pass the EOC math, Complete his Culminating project, and pass Washington State History.

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 from high school Rashaan will attend a 2 year college (Washington or Oregon) to begin working towards a criminal justice degree.	
Transition Services	Staff / Agency Responsible
Sno Isle Meet with counselor to discuss grad requirements and making up his 2.5 credit deficit.	Career Advising Staff

Content Area: Employment	
After graduation from high school Rashaan will be employed as a Police Officer *	
Transition Services	Staff / Agency Responsible
Student should do research to find local Community colleges and community colleges in Medford.	Career Advising Staff

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.

11th Grade
 LAP Math
 Geometry
 US HISTORY
 Learning Strategies
 PE
 English III

12th Grade
 Senior S.S
 English IV
 Learning Strategies
 Fine Arts
 Occupational

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Measurable Annual Goals

Meeting Date: 12/06/2013

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: Organizational

Supports the student's post secondary goals: Yes ☐ No ☒

By 12/05/2014, when given Daily homework/classwork assignments (using Aspen, Teacher Calender, and progress reports) RaShaan will Increase work completion improving on time completed work from 5 of 10 assignments to 8 of 10 assignments as measured by Teacher log, Weekly progress reports, and Grade reports

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

☒ Written Progress Report

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

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Program Accommodations/ Modifications and Support for School PersonnelMeeting Date: 12/06/2013

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
Content Area:break material into manageable parts	As needed	All classes	12/06/2013 to 12/05/2014
Content Area:check work frequently to ensure understanding	As needed	ALL classes	12/06/2013 to 12/05/2014
Organization:reminders		Gen Ed Classes	12/06/2013 to 12/05/2014
Organization:school/home communication system	Weekly/Bi Weekly	Regular Communication System	12/06/2013 to 12/05/2014
Testing Accommodation:Allow breaks	Upon request	All Tests	12/06/2013 to 12/05/2014
Testing Accommodation:Change a student's location	Upon Request	Gen Ed and State Tests	12/06/2013 to 12/05/2014
Testing Accommodation:Extended testing time	upon request	Gen Ed and state tests	12/06/2013 to 12/05/2014

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

Support(s)	Frequency	Location	Duration m/d/y to m/d/y

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State or Districtwide Assessments of Student Achievement

Meeting Date: 12/06/2013

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	
District Assessments					
District Wide					
Classroom Based Assessments		X			
CogAT		X			
Developmental Reading Assessment (DRA II)		X			
Emerging Literacy (EL)		X			
Harcourt Brace Theme Checkup		X			
Iowa Test of Basic Skills (ITBS)		X			
Kindergarten Baseline Assessment		X			
Leveled Reading Passages		X			
Math Facts Fluency		X			
National Assessment of Educational Progress		X			
Washington English Language Proficiency Assessment		X			
WAAS					
WAAS Portfolio					
Math		X			
Reading		X			
Science		X			
Writing		X			
State Assessments					
State-High School Proficiency Exams (HSPE)					
Math (End of Course Exam)		X			
Reading		X			
Science (End of Course Exam)		X			
Writing		X			
HSPE - Basic					
Math (End of Course Exam)		X			Extended Time, Test in smaller setting
Reading		X			
Science (End of Course Exam)		X			

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State or Districtwide Assessments of Student Achievement

Writing		X			
State Assessments					
Developmentally Appropriate Proficiency Exam					
Math		X			
Reading		X			
Science		X			
Writing		X			
Wash. English Lang. Proficiency Assessment					
Washington English Language Proficiency Assessment		X			
Language Proficiency					
Reading		X			
WLPT II		X			
Writing		X			

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Special Education and Related Services

Meeting Date: 12/06/2013

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 12/06/2013 - 12/05/2014

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
Special Education							
No	Learning Strategies/Or g. Skills	Special Ed Teacher	Special Education Teacher	55 Minutes / 5 Times Weekly	Special Education	12/06/2013	12/05/2014

Total minutes per week student spends in school:

1850 minutes per week

Total minutes per week student is served in a special education setting:

275 minutes per week

Percent of time in general education setting:

85.14% in General Education Setting

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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:

Setting 1: 12/06/2013 - 12/05/2014

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	X		X		
Public/Private residential	X		X		
Correctional Facility	X		X		
Private/Home School Placement by Parents	X		X		
Homebound/Hospital	X		X		

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:

Rashaan will be placed in 5 Gen Ed classes and 1 Learning strategies class to support his health impairment.

Transportation: ☒ Regular ☐ Special
 General PE: ☒ Yes ☐ No

Other Considerations:

Extended School Year: ☐ Yes ☒ No If Yes, must complete ESY form.

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Prior Written NoticeTo: Jennifer Smith, Michael SmithDate: 12/05/2013Re: Student's Name: RaShaan J Smith

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:

Rashaan qualifies under the category of Health Impairment for special education services. He will receive Specially designed instruction in the area of organization.

The reason we are proposing or refusing to take action is:

The student qualifies for special education services as a student with health impairment.

Description of any other options considered and rejected:

Not to qualify student for special education services. This was rejected as the data collected indicated that the student meets eligibility requirements.

The reasons we rejected those options were:

Student meets eligibility requirements.

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:

Evaluation with information provided by Report entered by Nancy Varg, RN, M.S. on 10/14/2013 from information obtained through school records, parent interview on 10/10/13 with mother, Jennifer Smith and student observation (Edmonds Woodway High School). Also diagnosis of ADHD by Dr. Darby in 2011.

Any other factors that are relevant to the action:

Rashaan is currently enrolled as a TA in the Learning Strategies class so that he can get a feel for the environment, if IEP services are denied he will be removed at semester.

The action will be initiated on: 11/06/2013 ✓

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:

Cory West

at

425 366-5400

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

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Notification for the Disclosure of Student Information to the Washington State Health Care Authority

Mukilteo School District (the School District) currently provides necessary school-based health services to your child at no cost to you, the parent/guardian. The School District is participating in Washington State Health Care Authority (HCA) program through which Federal Medicaid funds are made available to school districts in the State to help cover the costs of providing necessary school-based health services to students. By participating in this program, the School District is allowed to seek Federal Medicaid funds to help cover the costs of the health services the School District provides to your child. In order to seek the Federal funds, the School District must disclose information from your child's education records to the HCA regarding the health services the School District provided to your child.

NOTIFICATION OF PARENT/GUARDIAN RIGHTS AND PROTECTIONS

To ensure that your child has access to a free appropriate public education, as required by Federal law, the School District must

- obtain your written consent prior to disclosing your child's health information to the HCA,
- may not require you to sign up for or enroll in any public benefits or insurance programs,
- may not require you to pay any out-of-pocket expenses such as a deductible or co-payment for the costs of the health services the School District provides to your child, and
- may not use your child's Medicaid or other public benefits if that use would
 - decrease available lifetime coverage or any other insured benefit,
 - result in you or your family paying for services that would otherwise be covered by Medicaid or other public insurance program and that are required for your child outside of the time that your child is in school,
 - increase your insurance premiums or lead to the discontinuation of any public benefits or insurance, or
 - risk the loss of your eligibility for home and community-based waivers, based on aggregate health-related costs.

Giving your consent will cost you, the parent guardian, nothing, but will allow the School District to seek Federal financial support needed to better provide services to students. Whether or not you give your consent or if you withdraw your consent, the School District will continue to provide services to your child at no cost to you, the parent/guardian.

Please use the attached form to select your consent option.

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Initial Individualized Education Program (IEP) Invitation

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.

To: Jennifer Smith, Michael Smith

Date Sent to Participants: _____

This meeting has been scheduled for: Date 12/12/2013 Time 12:45 PM

Location Kamliak High School

If you have any questions or would like additional information or assistance to help you prepare for this IEP meeting, please contact Cory West at 425 366-5400 e-mail WestCM@mukilteo.wednet.edu.

This is to notify you that a/an IEP meeting has been scheduled for this 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 Current 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: | |

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

Jennifer Smith, Parent

Jerry Curtain, School Psychologist

Cory West, Special Education Teacher

General Education Teacher

District Representative

RaShaan Smith, Student

Classroom Teacher

* 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. 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 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.

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

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To: Jennifer Smith Date Sent to Participants: _____

This meeting has been scheduled for: Date 12/06/2013 Time 10:30 AM
Location Kamiah High School

If you have any questions or would like additional information or assistance to help you prepare for this IEP meeting, please contact Cory West at 425 366-5400 e-mail WestCM@mukilteo.wednet.edu.

This is to notify you that a/an IEP meeting has been scheduled for this 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 Current 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: | |

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

Jennifer Smith , Parent
Jerry Curtain , School Psychologist
Cory West , Special Education Teacher
General Education Teacher
District Representative
RaShaan Smith , Student
Classroom Teacher

* 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. 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 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.

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