

St Helens SD 502

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STATEMENT OF ELIGIBILITY FOR SPECIAL EDUCATION (SPECIFIC LEARNING DISABILITY 90)

Student's Name Blank, William Birthdate 01/31/2000 Date 02/27/2014
mm/dd/yy

School St Helens Middle School District St Helens SD 502

Date of Initial Eligibility _____ Date of Reestablished Eligibility 02/27/2014 SSID: 9802142

A. Indicate the primary evaluation model used in determining eligibility for this student

[Select only one box to indicate the primary model used, however, districts are not precluded from completing other portions of this form if additional elements are used.]

- ☐ The Response to Intervention (RTI) model was the primary model used for this evaluation.
- ☒ The Patterns of Strengths and Weaknesses (PSW) model was the primary model used for this evaluation.

B. The team has completed the following evaluation components (attach evaluation report):

1. Review of existing information from a variety of sources, including the parents, teacher recommendations (including Oregon state assessments, if available), the student's cumulative records, previous IEPs or IFSPs, teacher collected work samples, and information about the child's physical condition, background, and adaptive behavior. Evaluation report includes relevant information from these sources used in the eligibility determination.

02/20/2014 02/27/2014
Report Date Date Reviewed

2. An assessment of the child's academic achievement toward Oregon grade-level standards. [Add lines as necessary]

<u>M. Emmons, School Psychologist</u>	<u>State Assessment Review</u>	<u>02/20/2014</u>	<u>02/27/2014</u>
Examiner/Title	Assessment	Date Conducted	Date Reviewed

3. An observation of the child's academic performance and behavior in a regular classroom setting, or in the case of a child less than school age or out of school, an observation in an age-appropriate environment. (Describe relevant behavior noted during observation, and its relationship to academic functioning in evaluation report.)

<u>M. Emmons, School Psychologist</u>	<u>01/31/2014</u>	<u>02/20/2014</u>	<u>02/27/2014</u>
Observer/Title	Date Conducted	Report Date	Date Reviewed

4. Progress monitoring data: (described in evaluation report)

Data that demonstrate that before or as part of the referral process, the child was provided with appropriate instruction in regular education settings by qualified personnel.

<u>01/31/2014</u>	<u>02/27/2014</u>
Report Date	Date Reviewed

Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress that is directly linked to instruction.

<u>01/31/2014</u>	<u>02/27/2014</u>
Report Date	Date Reviewed

5. If using a response-to intervention (RTI) model:

list scientifically-based interventions attempted (based on the district's RTI model) and describe the child's response in the evaluation report. [Add lines as necessary]

Prior to Consent
for evaluation

<u>Intervention type</u>	<u>Intervention period</u>	<u>Report Date</u>	<u>Date Reviewed</u>
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<u>Intervention type</u>	<u>Intervention period</u>	<u>Report Date</u>	<u>Date Reviewed</u>
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Post Consent for
evaluation

<u>Intervention type</u>	<u>Intervention period</u>	<u>Report Date</u>	<u>Date Reviewed</u>
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<u>Intervention type</u>	<u>Intervention period</u>	<u>Report Date</u>	<u>Date Reviewed</u>
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6. If using a model based on student's strengths and weaknesses:

Evaluation of the child's strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards, or intellectual development. Results described in evaluation report.

Christopher Jaspers, School psychologist	Woodcock Johnson III Test of Cognitive Abilities	03/04/2011	02/27/2014
M. Emmons, School Psychologist	Wechsler Individual Achievement Test-3	02/14/2014	02/27/2014
Examiner/Title	Assessment	Date Conducted	Date Reviewed

7. If deemed necessary by the team:

a. A developmental history. Relevant history noted in evaluation report, attached.

<u>Date Conducted</u>	<u>Report Date</u>	<u>Date Reviewed</u>	
b. Other assessment(s) related to cognition, fine motor skills, perceptual motor skills, communication, social/emotional status, perception or memory. Results described in evaluation report, attached.			
not needed			
<u>Examiner/Title</u>	<u>Assessment</u>	<u>Date Conducted</u>	<u>Date Reviewed</u>

Examiner/Title	Assessment	Date Conducted	Date Reviewed
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c. A medical statement or health assessment statement indicating whether there are any physical factors that may be affecting the student's educational performance. Relevant medical findings are described in evaluation report, attached.

not needed	Physician, Nurse Practitioner, or Physician's Assistant	Date Conducted	Date Reviewed
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C. The Team has determined that:

1. The student does not achieve adequately for the child's age or to meet Oregon grade-level standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or state-approved grade level standards:

- | | | |
|--|---|--|
| ☒ Basic reading skills | ☒ Mathematics calculation | ☒ Written expression |
| ☒ Reading fluency skills | ☒ Mathematics problem solving | ☐ Oral expression |
| ☐ Reading comprehension | | ☐ Listening comprehension |

If one or more boxes are checked, continue. If no boxes are checked, the child cannot be found eligible.

2. The child:

- ☐ Does not make sufficient progress to meet age or Oregon grade-level standards in one or more of the areas listed in 1 when using a process based on the child's response to scientific, research-based instruction; and/or
- ☒ Exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, Oregon grade-level standards, or intellectual development, that is determined to be relevant to the identification of a specific learning disability, and/or

If one or all boxes are checked, continue. If no boxes are checked, the child cannot be found eligible.

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3. The student's lack of achievement is primarily the result of:

- ☐ ☒ a) A visual, hearing, or motor impairment, intellectual disability, emotional disturbance, cultural factors, or environmental or economic disadvantage.
yes no
- ☐ ☒ b) A lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies).
yes no
- ☐ ☒ c) A lack of appropriate instruction in math.
yes no
- ☐ ☒ d) Limited English proficiency.
yes no

If all of the boxes are checked "no", continue. If "yes" to any of these the student cannot be found eligible.

4. The student has a specific learning disability in one or more of the following areas:

- ☒ Basic reading skills ☒ Mathematics calculation ☒ Written expression
☒ Reading fluency skills ☒ Mathematics problem solving ☐ Oral expression
☐ Reading comprehension ☐ Listening comprehension

☒ ☐ 5. The student's disability has an adverse impact on the student's educational performance when the student is at the age of eligibility for kindergarten through age 21, or has an adverse impact on the child's developmental progress when the child is age three through kindergarten.
yes no

☒ ☐ 6. The student needs special education services as a result of this disability.
yes no

D. The student ☒ does ☐ does not qualify for special education in area of Specific Learning Disability.

1. This statement reflects my conclusions (Note: if the report does not reflect a member's conclusions, the member must submit a separate statement presenting the differing conclusion):

Signatures of Team Members	Title	Agree	Disagree
<i>[Signature]</i>	Father	☒	☐
<i>Margaret Emma</i>	School Psychologist	☒	☐
<i>William Blank</i>	Dean / Educator	☒	☐
	SAT	☐	☐

2. The following have been provided to the child's parents:

- ☒ A copy of the evaluation report and eligibility statement.
- ☐ If using response to intervention model, a copy of the initial notice, provided to parents in a timely manner, including:
- ODE and district policies describing the amount and nature of student performance data to be collected and the general education services to be provided as part of the district's response to intervention model;
 - Strategies for increasing the child's rate of learning; and
 - The parents' right to request an evaluation.

<i>Margaret Emma</i>	<i>School Psychologist</i>	<i>2/27/14</i>
Signature of person completing eligibility form	Position	Date

CONFIDENTIAL**EDUCATIONAL EVALUATION**

Name: William Blank
Birthdate: January 31, 2000
Grade: 8
School District: St. Helens
School: St. Helens Middle School
Primary Language: English
Primary Language Spoken at Home: English
Race/Ethnicity: White/Non-Hispanic
Examiner: MaryJane Emmons, M.Ed., Ed.S., NCSP
School Psychologist

Report Date: February 20, 2014

Reason for Referral:

William was referred for an evaluation because his three year re-evaluation is due. He is currently identified as having a learning disability in reading and writing.

Background Information:

William was initially evaluated and qualified for special education services in the area of learning disability in basic reading skills, reading fluency skills, reading comprehension, math calculation and written expression while living in Bend, Oregon in 2008. A Wechsler Intelligence Scale for Children-IV was administered in April 2008. The Verbal Comprehension score was 96, the Perceptual Reasoning score was 88, the Working Memory score was 85, and the Processing Speed score was 94. He moved to Redmond in March 2009. He was re-evaluated in 2011 during his fifth grade year and he continued his special education eligibility as a student with a learning disability in basic reading skills, reading fluency skills, reading comprehension, math problem solving, math calculation, and written expression. A Woodcock Johnson III Test of Cognitive Abilities was administered in March 2011. The verbal ability score was 93, the thinking ability score was 104, the cognitive efficiency score was 83 and the general intellectual ability score was 94, placing him in the average range of intelligence. He moved to St. Helens in February 2012. His current individualized education plan indicated he is receiving direct special education services in the areas of reading, writing and math.

According to Oregon State Assessments, William's seventh grade reading score was 220 (229 meets) with a lexile score of 785 (4.8 grade level) and a math score of 227 (232 meets). His sixth grade reading score was 217 (226 meets) with a lexile score of 730 (4.3 grade level) and a math score of 219 (227 meets). His fifth grade reading score was 208 (221 meets) with a lexile score of 565 (3.1 grade level) and a math score was 216 (225 meets). William has been taught by qualified teachers throughout his schooling.

A review of William's current individualized education plan indicated his reading goal is when given a fiction or nonfiction text at a lexile range of 600-700, William will demonstrate comprehension skills in the areas of: identifying main idea, naming pertinent details, sequencing major events, summarizing and drawing conclusions from the passage, stating cause-effect relationships and comparing/contrasting at 80%. According to his January progress report, Will's most recent lexile is a 550 at 80% comprehension, up 53 points from his October lexile
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assessment. He is reading 91 words per minute at this lexile. His math goal is to demonstrate the ability to solve problems at an 8.5 grade level, per Oregon common core standards in the following areas: surface area/volume, proportionality/ratios/similarities, data analysis, algebraic linear functions and equations. According to his January 2014 progress report, Will has an average of 68% in his math assessments this quarter. Since being moved to a smaller math class, he is much more engaged and is completing 100% of his assignments. His writing goal is to demonstrate the ability to write a 5 paragraph essay on a variety of modes, such as imaginative, expository, narrative, persuasive, receiving 3's and 4's on a rubric. (with 4's meeting grade level expectations.) According to his January 2014 progress reports, Will received a 2 in his fall narrative essay, with a 3 meeting grade level standards. Will did not ask for assistance with editing his paper, which resulted in the lower score. He is starting to write a 5 paragraph expository essay in his Read 180 class that will be scored this term. In his 5 sentence journals, Will is demonstrating great ideas, but is not careful with his conventions.

Assessment Procedures and Tests Used:

Observation	2/14/14
Wechsler Individual Achievement Test 3	1/31/14

Observation:

An observation was conducted on February 14, 2014 in Mr. Palen's science class. The teacher was explaining something to the class and William was sitting directly in front of the teacher. He continued to listen for the next twelve minutes until the teacher directed the class to go to their work stations to continue what they had started the day before. William walked to the back of the room with a liter soda bottle filled with water and rolled it across a counter and asked another student what they were supposed to do. William continued rolling the soda bottle, then walked over to a table and started picking up objects, then walked away with the bottle, went to the back of the room, got his notebook and a pink packet he needed and started working. He moved from one station when he was finished to the next station.

Test Observations:

William came willingly to the test sessions and appeared motivated to do his best. He appeared to work to the best of his ability and it is believed that this evaluation is a true reflection of his ability.

Assessment Results:

Wechsler Individual Achievement Test-3- This test is made up of several achievement tests. These tests evaluate a student's achievement in word reading, reading comprehension, pseudo-word decoding, math reasoning and numerical operations, spelling, and written expression, and listening comprehension.

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Summary Report

Subtest	Standard Score	Confidence Level	Percentile Rank	Classification
Reading Comprehension	93	81 – 105	32	Average
Math Problem Solving	74	66 – 82	4	Below Average
Sentence Combining	73	62 – 84	4	Below Average
Word Reading	80	75 – 85	9	Low Average
Essay Composition	91	80 – 102	27	Average
Multiple Word Reading	82	77 – 87	12	Low Average
Mental Operations	74	67 – 81	4	Below Average
Spelling	76	71 – 81	5	Below Average

Subtest	Standard Score	Percentile Rank	Classification
Sentence Combining	78	7	Below Average
Sentence Building	70	2	Below Average
Word Count	91	27	Average
Text Development and Text Organization	91	27	Average

Subtest	Standard Score	Percentile Rank	Classification
Basic Reading	81	77 – 85	Low Average
Written Expression	76	69 – 83	Below Average
Math	73	68 – 78	Below Average

William's scores fall at his ability level in the areas of reading comprehension, word count and text development and text organization. On the sentence combining test, he was not able to combined two to three sentences into one sentence. On the sentence building test, William demonstrated significant difficulties in the area of sentence mechanics (punctuation, capitalization and spelling), though he had good ideas in his sentences. Both of these test significantly impacted his overall writing score. In the area of reading, William had some difficulties reading a list of words or sounding out words. His reading comprehension score indicates that he is able to figure out unfamiliar words from context in sentences. William was not allowed to use a calculator on this test. He was able to solve math problems using addition, some subtraction, and multiplication facts, however, he did not know how to divide one digit into two digits, did not know how to borrow to subtract and could not solve any fraction problems. He demonstrated similar skills when asked to solve math story problems.

Summary

William is a white, Non-Hispanic eighth grade student who is identified as having a learning disability in reading, writing and math. He moved to St. Helens from Redmond in February 2012. A review of his previous cognitive testing indicated his abilities fall in the average range. William has never met state benchmark in reading or math.

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A review of his current IEP indicated he is making progress in his reading skills. He is working on improving his math to grade level. William struggles with conventions, but has good ideas in his writing.

A review of the observation indicated William was on focus the majority of the time. He listened to the teacher's lecture and worked on his science activity moving from station to station.

According to the Wechsler scales, William's reading comprehension falls at his ability level. He struggled with using conventions in his essay writing. William had difficulties writing when asked to combine sentences and difficulties with conventions significantly impacted his overall writing score. His math scores were significantly impacted since he couldn't use a calculator on this test.

This information should be discussed with the individualized education plan team when making decisions regarding William's special education eligibility.

MaryJane Emmons, M.Ed., Ed. S.
School Psychologist

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

For students age 16 or older when IEP is in effect

To be used in conjunction with Individualized Education Program, Part A: IEP Guidelines for Completion

Student's Name: Blank, William	District: St Helens SD 502	Annual IEP Meeting Date: 02/24/15
☒ M ☐ F Date of Birth (mm/dd/yy): 01/31/2000	Home School: St Helens High School	Revision date(s) to annual IEP (if needed):
Grade: 09	Attending School/District: St Helens High School	Reevaluation Due: 02/26/17
Secure Student Identifier (SSID): 9802142	Case Manager: Amber Ellerbruch	
Disability Code: 90(p)		

* IEP Meeting Participants:		
Michael Blank	Will Blank	
Parent(s):	Student:	Other:
Amber Ellerbruch	Carrie McCallum	
Special Education Teacher / Provider:	Regular Education Teacher:	Other:
Ron Hernley	Amber Ellerbruch	
District Representative	Individual Interpreting Evaluations:	Other:
* If a required participant participates through written input or is excused from all or part of the IEP meeting, attach documentation of parents' and district agreement to participation by written input or excuse.		

☒ The parent has received a copy of the Notice of Procedural Safeguards.

The IEP team must consider these factors as part of IEP development:

A. Does the student need assistive technology devices or services?

Yes, services/devices addressed in IEP ☒ No ☐

B. Does the student have communication needs?

Yes, addressed in IEP ☒ No ☐

C. Does the student exhibit behavior that impedes his/her learning or the learning of others?

Yes ☒ No ☐

(if yes, the IEP Team must consider the use of strategies, positive behavioral interventions, and supports to address the behavior(s))

D. Does the student have limited English proficiency?

Yes ☒ No ☐

(if yes, the IEP Team must consider the language needs of the student as those needs relate to the IEP)

E. Is the student blind or visually impaired?

Yes ☒ No ☐

(if yes, Braille needs are addressed in the IEP, or evaluation of reading/writing needs is completed and a determination is made that Braille is not appropriate)

F. Is the student deaf or hard of hearing?

Yes ☒ No ☐

(if yes, the IEP addresses the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the child'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).

Present Levels of Academic Achievement and Functional Performance

The Present Levels of Academic Achievement and Functional Performance must include specific information addressing:

- The strengths of the student;
- The concerns of the parents for enhancing the education of their child;
- The present level of academic performance, including the student's most recent performance on State or district-wide assessments;
- The present level of developmental and functional performance (including the results of the initial or most recent evaluation);
- How the student's disability affects involvement and progress in the general education curriculum; and,
- The student's preferences, needs, interests, and the results of age-appropriate transition assessments.

Strengths of the Student:

Will is currently a freshman at St. Helens High School. He is a pleasant young man who can get along with others. Will has struggled with getting his work in on time. Will feels like he is improving his study skills this semester and has been working to get more assignments in. Will knows that

he needs to work on his language arts grade and turning in assignments. He did not complete any major assignments last semester.

Concerns of the Parent:

Dad is concerned about Will's grades.

Present Level of Academic Performance:

Will took the reading OAKs last year in middle school and received a 219 (234 is passing). Will took the math OAKs last year and received a 229 (234 is passing). Will did not complete the OAKs assessment for writing during middle school so there is no current score.

Will's final grades for first semester were as follows: A in CAS, an incomplete in auto tech 1 and F's in Health 1, Physical Science, LA 9, Pre-Algebra and Global Studies. Will will have to retake these classes next year.

Will's grades right now are as follows: A in auto tech 1, B in CAS, and F's in Physical Science, Pre-Algebra, LA 9 and Global Studies. Currently he has no grade for P.E.

Reading:

Will is currently reading at a 6th grade level with 70% comprehension accuracy. He is able to identify the main idea, and answer questions about supporting details. Will struggles with using the text to make inferences as well as cause/effect statements. Will struggles with independent reading.

Writing:

Will has not completed any of his writing assignments for LA 9 this year, and there is no writing sample for him at this time. His goal will remain the same.

Will's language arts teacher says: Will has had a rough start in this semester of LA9. He received a referral for skipping my class last week, after trying to sneak out the door when he believed I wasn't paying attention, and has also not turned in a single assignment yet. I feel that Will definitely needs to take Language Arts more seriously, since he failed the first semester of the class and has not started on a good note this semester.

Math:

Will did not pass first semester of pre-algebra. His teacher says: William is missing 2 quizzes (or needs to finish them) and also has 3 missing assignments. His current grade is 18.7 %. He can turn in the missing assignments for full credit and needs to finish the quizzes (also for full credit). His math goal will remain the same.

Present Level of Developmental Performance:

Will is currently able to function at the level expected of students his age. Will is currently eligible for special education with a learning disability in the areas of reading skills, reading fluency skills, math calculations, math problem solving and written expression. Will had a three year evaluation done last year complete with observations.

How student's disability affects involvement and progress in the general education curriculum:

Will struggles with paying attention in class, and struggles with working independently. Will is easily distracted by his peers. Will struggles with reading long passages, and writing long writing assignments. Will has trouble grasping math concepts and being able to replicate them over and over.

Student's preferences, needs, interests and the results of age appropriate transition assessments:

Student: Blank, William (9802142)

Date: 02/24/15

Rev Date:

District: St Helens SD 502

Will recently participated in an age appropriate transition interview. Will is not sure what he wants to do after high school. He knows that he would like to go to the Oregon Youth Challenge later in high school, and he isn't sure if he wants to go to college after high school. He knows that he will get a job when he is out of high school. At this time he has no resume. In order to be successful in any career, Will will have to have good attendance and work ethic.

Transition:

Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills:

Within one year of graduating high school, Will will have a job where he will receive on the job training. Will will be living with his parents until he has enough money to live on his own

Course of study (designed to assist the student in reaching the post-secondary goals):

regular course of study

Agency Participation:

If the representative from any other agency likely to be responsible for providing or paying for transition services did not attend, document the information received for consideration in planning transition services.

none at this time.

Graduation:

Anticipated graduation date: 06/08/18

☒ with regular diploma

_____ with alternate document (describe)

Transfer of Rights:

The student has been informed of his/her rights under Part B of IDEA that will transfer to the student at the age of _____ yes

Date student was informed 02/24/15

Statewide Assessment

Will the student participate in any Statewide Assessment during this IEP period?

☒ No, Statewide Assessment not conducted at student's grade level (at time of testing)☐ Yes (student's grade level at time of testing 8-9). If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	* <u>Explanation</u> State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.	Accommodations
Reading/Literature: 3, 4, 5, 6, 7, 8, and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Administration		Option of small group setting with questions read to William
Mathematics: 3, 4, 5, 6, 7, 8, and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Administration		Option of small group setting with questions read to William
Writing: 4,7 and HS/11 ☐ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Administration		
Science: 5, 8 and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Administration		Option of small group setting with questions read to William

Districtwide Assessment

Will the student participate in any Districtwide assessment during this IEP period?

☒ No, Districtwide Assessment not conducted at student's grade level (at time of testing)☐ Yes (student's grade level at time of testing _____). If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	* Explanation State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.	Accommodations
Assessment: ☒ No, Districtwide Assessment not conducted at student's grade level (at time of testing) ☐ Yes (student's grade level at time of testing _____). If yes, describe participation decisions below:	☐ * District Alternate Assessment ☐ * Other		
Assessment: Grades administered: _____ ☐ Standard administration	☐ * District Alternate Assessment ☐ * Other		
Assessment: Grades administered: _____ ☐ Standard administration	☐ * District Alternate Assessment ☐ * Other		
Assessment: Grades administered: _____ ☐ Standard administration	☐ * District Alternate Assessment ☐ * Other		
Assessment: Grades administered: _____ ☐ Standard administration	☐ * District Alternate Assessment ☐ * Other		

Measurable annual goals page:

The IEP team must consider the students needs relating to:

- instruction and/or related services
- community experiences
- employment and other post-school adult living objectives
- acquisition of daily living skills, if appropriate

Measurable Annual Goals:	How progress will be measured:		How progress will be reported to parents:	When progress will be reported to parents:
	Criteria	Evaluation Procedures		

Measurable annual goals page: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

The IEP team must consider the students needs relating to:

- instruction and/or related services
- community experiences
- employment and other post-school adult living objectives
- acquisition of daily living skills, if appropriate

Measurable Annual Goal:	Progress will be measured as indicated below:		How progress will be reported to parents: Written progress reports	When progress will be reported to parents: Commensurate with regular education report cards
	Criteria	Evaluation Procedures		
Reading: Given a reading passage at the 7th grade level, Will will read the passage independently and answer a variety of comprehension questions with 80% accuracy.	80% accuracy	Curriculum based measures, state assessment results	Student's Progress Toward Goal	
Measurable Short-Term Objectives Given a passage at the 7th grade level, Will will put major events into the correct sequence with 80% accuracy. Given a passage at the 7th grade level, Will will use the passage to answer deeper thinking questions (inferences, cause/effect statements) with 80% accuracy.				

Measurable annual goals page: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).**The IEP team must consider the students needs relating to:**

- Instruction and/or related services
- community experiences
- employment and other post-school adult living objectives
- acquisition of daily living skills, if appropriate

Measurable Annual Goal:	Progress will be measured as indicated below:		How progress will be reported to parents: Written progress reports	When progress will be reported to parents: Commensurate with regular education report cards
	Criteria	Evaluation Procedures		
Mathematics: William will demonstrate the ability to solve math problems at a 9.0 math level in the following areas: algebraic linear functions and equations, data analysis and geometry and measurement, per Common Core State Standards.	Proficiency of 70%	Curriculum based measures, state assessment results	Student's Progress Toward Goal	
Measurable Short-Term Objectives 1. Algebra Standard: William will: Translate linear functions among contextual, verbal, graphical and algebraic representations Identify the slope of a line Represent proportional relationships of linear equations Use linear equations and functions to represent, analyze and solve problems Use linear functions to make predictions and inferences 2. Data analysis and algebra standard: William will: Organize and display data such as box-and-whisker plots, histograms, stem-and-leaf plots and scatter plots to pose and answer questions, justifying his answer Use measures of center and spread to compare and summarize data sets Interpret, analyze, compare, and evaluate displays and changes of data Describe strengths/weaknesses and critique the use of different statistical measures Use data to make predictions, identify and evaluate claims on data, predicting the likelihood of future events. 3. Geometry and measurement standard: William will: Use properties of parallel lines, transversals and angles to find missing sides/angles to solve problems involving triangles and their congruence or similarity Use models to show that the sum of any three angles in a triangle is 180 degrees, applying this to find unknown angles Use models and apply the knowledge that the sum of angles in a quadrilateral is 360 degrees Use and apply the Pythagorean theorem to find missing lengths/distances, including distances on a coordinate graph Use models and referents to explore and estimate square root				

Measurable annual goals page: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

The IEP team must consider the students needs relating to:

- instruction and/or related services
- community experiences
- employment and other post-school adult living objectives
- acquisition of daily living skills, if appropriate

Measurable Annual Goal: Written Language: William will demonstrate the ability to write a 5 paragraph essay in a variety of modes, such as informative, persuasive, narrative, receiving scores 3's according to the state scoring rubric.	Progress will be measured as indicated below:		How progress will be reported to parents: Written progress reports	When progress will be reported to parents: Commensurate with regular education report cards.
	Criteria 3's according to the state scoring rubric	Evaluation Procedures Scored work samples		
Student's Progress Toward Goal				
Measurable Short-Term Objectives				
1. Given an essay topic, William will create an outline with staff assistance, determining the major points he wishes to cover in his essay.				
2. Given a template or scaffolding device, William will: Write an introductory paragraph with a clear thesis statement that introduces his three main points Write a paragraph on each main point with supporting details and evidence Write a conclusion that summarizes his thesis statement and three main points				
3. William will spell and grammar check his paper after word-processing it, followed by reading his essay aloud to determine if his sentences are complete and "make sense", correcting them as needed.				
4. With an adult editor, William will edit his paper to 96% accuracy in conventions and sentence construction.				
5. Using a thesaurus, William will choose 5 or more words in his essay to improve upon, incorporating them in his essay.				

Service Summary (this section may be continued on additional page(s), if necessary)

Specialty Designed Instruction	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
Reading	60 minutes per week	special education setting	02/25/15	02/23/16	LEA
Written Language	50 minutes per week	special education setting	02/25/15	02/23/16	LEA
Mathematics	60 minutes per week	special education setting	02/25/15	02/23/16	LEA
Related Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
00 - No Related Services					
Supplementary Aids/Services; Modifications; Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
Assistance with homework completion	60 minutes per week	special education setting	02/27/14	02/26/15	LEA
Preferential Seating in all classes	To increase focus, all classes	school setting	02/27/14	02/26/15	LEA
Assessments administered in small group setting with questions read to William	All mainstream assessments, with exception of reading assessments	school setting	02/27/14	02/26/15	LEA
Access to Learning Center	When class time is given in regular education for work completion	school setting	02/27/14	02/26/15	LEA
Use of calculator for math classes	all work and assessments if deemed appropriate by instructor	school setting	02/27/14	02/26/15	LEA
Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
Consultation with special education staff	20 minutes monthly	school setting	02/27/14	02/26/15	LEA

Nonparticipation Justification

Does the student need to be removed from participating with nondisabled students in the regular classroom, extracurricular, or nonacademic activities for the provision of special education services, related services, or supplementary aids and services?

If yes, document the amount/ extent of the removal: 1 out of 7 classes

If yes, provide explanation justifying the removal: Due to William's learning disability in math, reading and written language, it is necessary for him to receive small group special designed instruction to make maximum academic growth.

Extended School Year (ESY) Services

ESY services will be provided for this student:

☐ Yes ESY services to be provided are described on Services Summary Page ☒ No ☐ To be considered: Will meet to consider ESY by (date)

Special Education Placement Determination

Student's Name: Blank, William ID# 9802142 Date: 02/24/15

Placement Team (name and title)	
Will Blank	Amber Ellerbruch
Person Knowledgeable About the Child	
Michael Blank	Carrie McCallum
Parent	Other
Person Knowledgeable About Placement Options	
	Amber Ellerbruch
	Ron Hemley
	Other

This placement is based on:

- ☒ the attached IEP, dated 02/24/15
☒ attached evaluation information
☐ other:

Below, document discussions regarding placement option(s), and indicate selected placement

Placement Option(s) Considered	Benefits	Possible Harmful Effects on the Child and/or the Services to be Provided	Modifications/Supplementary Aids & Services Considered	Indicate Whether Option is Selected and Reason(s) Rejected or Selected
Regular education with resource room support	William will receive special designed instruction in the areas of his learning disability and participate in required mainstream classes.	William will miss an elective period to receive his special designed instruction	See service page	☒ Selected ☐ Rejected Placement is appropriate at this time.
				☐ Selected ☐ Rejected
				☐ Selected ☐ Rejected
				☐ Selected ☐ Rejected

30 Federal Placement Code (SECC)

☒ Parent provided with copy of placement determination.