



West Linn-Wilsonville School District 3JT

ADMINISTRATION BUILDING

P.O. Box 35 · West Linn, Oregon 97068 · (503) 673-7000 or Fax (503) 673-7001

November 13, 2015

Dear Parent/Guardian,

Please find attached documentation from your last meeting that was archived into your child's special education file in the West Linn-Wilsonville School District.

This letter serves as prior written notice of a special education action. The school district is informing you that we plan to implement this IEP. This IEP will allow your student to receive a free appropriate public education in the least restrictive environment, as decided by the IEP team. This decision is based on current records, current assessments and the student's performance as documented in the Present Level of Academic Achievement and Functional Performance. A statement of other options considered, if any, and the reason(s) for rejection can be found in the attached meeting notes or the Placement Decision section of this IEP. Additionally, other factors that were considered, if any relevant to this proposal can be found in the attached meeting notes.

Parents of a child with a disability have protection under procedural safeguards. For a copy of procedural safeguards, you may contact our Student Services Secretary at harmons@wlwv.k12.or.us or call Sara Harmon at 503-673-7022. If you have any questions, please contact your child's case manager.

Thank you for your participation in the educational planning for your child. We value your collaboration.

Respectfully,

West Linn-Wilsonville School District
Student Services Department

Enclosure



Part B: Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM - Eric Reid

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

DEMOGRAPHICS

Eric Reid Student	West Linn - Wilsonville School District Resident District	10/07/2015 IEP Meeting Date
Gender: <u>X</u> M <u> </u> F Grade: <u>11th</u>	West Linn - Wilsonville School District Attending District	10/07/2016 Annual IEP Review Date
8/7/1999 Date of Birth (mm/dd/yyyy)	Wilsonville High School Attending School	Amendment Date
0009039937 Secure Student Identifier (SSID)	Jeremy Garlock-Balzer Case Manager	11/12/2014 Most Recent (re)Evaluation Date
90 - Specific Learning Disabilities Primary Disability Code & Category	Secondary Disability Code & Category - OPTIONAL	11/12/2017 Re-Evaluation Due Date

MEETING PARTICIPANTS

Eric Reid Student	Devon Reid (Mother) Parent/Guardian/Surrogate	Parent/Guardian/Surrogate
Jeremy Garlock-Balzer Special Education Teacher/Provider	Special Education Teacher/Provider	Kathleen Gregg District Representative
Jay Rishel General Education Teacher	Steven Schramm General Education Teacher	Jeremy Garlock-Balzer Individual Interpreting Instructional Implications of Evaluations
Agency Representative, if appropriate	CJ Koll Other	Jeane Redrejo Other
Other	Other	Other

NOTE: If required team member participates through written input or is excused from all or part of the IEP meeting, attach documentation of parent's and district's agreement to participate by written input or excuse.

A district provided interpreter was used for this meeting: YES NO X Name _____

PROCEDURAL SAFEGUARD NOTIFICATION

Parent was provided the special education procedural safeguards in his/her native language or other mode of communication
YES X NO

If student is of transition age, he/she was provided the special education procedural safeguards in his/her native language or other mode of communication
YES X NO N/A



SPECIAL FACTORS - Eric Reid

In developing each student's IEP, the IEP team must consider:

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

YES

NO

If YES, the IEP addresses the use of positive behavioral interventions and supports, and other strategies, to address that behavior(s).

B. Does the student have limited English proficiency?

YES English Language Level _____

NO

If YES, the IEP team must consider the language needs of the student as those needs relate to the student's IEP.

C. Is the student blind or visually impaired?

YES

NO

If YES, Braille needs are addressed in the IEP, or an evaluation of reading/writing needs is completed and a determination is made that Braille is not appropriate.

D. Does the student have communication needs?

YES

NO

If YES, the IEP addresses communication supports, services, and/or instruction.

E. Is the student hard of hearing?	
<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
If YES, If YES, the IEP addresses the student's language and communication needs, opportunities for direct communication 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..	

F. Does the student need assistive technology devices or services?	
<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
If YES, the IEP addresses assistive technology devices or services.	

G. Does the student have a documented print disability and require Accessible Instructional Materials (large print, Braille, audio or digital text)?	
<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
If YES, alternate format(s) is/are identified in the IEP.	

Student's overall strengths, interests, and preferences:

Eric is very social and likes to be around his peers. Eric does not need lots of help with the work in his classes. He understands the content and is able to produce quality work when he applies himself and concentrates on the tasks and assignments. He is very interested in music and prefers to be up and moving during class time, at least part of the class.

Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child:

Concerned about his behavior in school and that he is not getting his work done.

Present level of academic achievement (e.g., reading, writing, mathematics, etc), including most recent performance on State or district-wide assessments:

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

Eric has strong math skills (but struggles to turn in daily work, grade is often not reflective of understanding or ability in concepts) and is doing well in his second year of French also. He has some great ideas and does share them in class and participates in discussions.

Eric will participate in state testing this year in the Spring of 2016. His most recent scores from 8th grade shows:

Eric scored a 233 in math (not yet met), but he did meet in two sub categories.

Eric scored a 217 on the reading test (not yet met)

Eric scored a 30 on the writing portion which is a conditionally meets.

Eric's disability impacts his ability to engage with the curriculum in a meaningful way. He has trouble especially with reading assignments and gaining inferential knowledge from a text, or being able to break large assignments into manageable chunks.

Present level of functional performance (not limited to, but may include communication, social skills, behavior, organization, fine/gross motor skills, self-care, self-direction, etc), including the results of initial or most recent formal or informal assessments/observations:

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

Eric has difficulty with being self-directed in his learning and getting started on tasks and assignments. He tends to be distracted by others, and he also distracts others, and needs frequent reminders to start working, or to get back to work.

Eric currently has the following grades at first quarter progress in his junior year:

French II - B+

English 11 - D+

Achievement Center - C+

Advanced Algebra - F

Music History - F

Conceptual Physics - D

TRANSITION PLANNING - Eric Reid

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include:

Results of age-appropriate transition assessments:

Eric is interested in playing basketball or another career that involves sports.

Student's preferences, interests, needs and strengths (PINS):

Eric likes basketball and is interested in playing in high school and college or maybe more.

Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments

Training:

Upon completion of high school, Eric will attend a community college or 4 year college of his choice.

Education:

Upon completion of high school, Eric will enroll in a community college or other college.

Employment:

Eric will look for a part-time job during the summer of his junior or senior year to earn extra money and gain experience. Upon completion of high school and college, Eric will be employed full-time in a field that involves sports.

Independent living skills (where appropriate):

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Transition Services/Activities: Transition Services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.:

Help applying for Oregon Promise program (pays tuition for Community College). Job fair visitations. Visitations for Community Colleges (with basketball teams).

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

Eric will need to continue to take the required classes to meet his graduation requirements as well as make up the credits he is missing for classes he did not get credit for earlier in his high school career. Eric will also need to pass the state testing or demonstrate essential skills by completing a work sample in place of passing test scores.

Agency Participation: Prior to inviting, parent and/or adult student must consent to the agency's 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 transition planning.:

None.

Graduation
Anticipated Graduation Date: <u>6/8/2017</u>
<input checked="" type="checkbox"/> With Regular Diploma
<input type="checkbox"/> With Modified Diploma
<input type="checkbox"/> With Extended Diploma
<input type="checkbox"/> With Alternative Certificate

Graduation
The student and parent were informed of his/her rights under Part B of IDEA that will transfer to the student at the age of majority:
<input checked="" type="checkbox"/> YES
Date student was informed: <u>11/12/2014</u>
Date anticipated transfer will occur: <u>8/7/2017</u>
<i>The district must also provide written notice of the transfer of rights to the student and the parent when the student reaches the age of majority.</i>



STATEWIDE ASSESSMENT - Eric Reid

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(s) at time of testing 11/11). *If yes, describe participation decisions below:*

Standard Assessment or Alternate Assessment (select one)	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Modified Cut Scores (Only available for regular assessment with or without accommodations)	*Explanation State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.
<input checked="" type="checkbox"/> Standard: English Language Arts / Literacy <input checked="" type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*			
<input checked="" type="checkbox"/> Standard: Mathematics <input checked="" type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*			
<input checked="" type="checkbox"/> Standard: Science <input checked="" type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*			
<input checked="" type="checkbox"/> Standard: Social Sciences <input checked="" type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*			

Regular Assessment	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Exemption Decisions (identify appropriate domains) Due to the nature of some students' disabilities, an IEP team might exempt the student from responding to a particular domain	*Explanation Statement why student cannot participate in select domains
<input type="checkbox"/> English Language Proficiency Assessment <input checked="" type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		<input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking	
<input type="checkbox"/> Kindergarten Assessment (KA) <input checked="" type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		<input type="checkbox"/> Early Literacy <input type="checkbox"/> Early Math <input type="checkbox"/> Approaches to Learning	



DISTRICT-WIDE ASSESSMENT - Eric Reid

Will the student participate in any District-wide Assessment during this IEP period?

No, District-wide Assessment not conducted at student's grade level (at time of testing).

Yes, student's grade level(s) at time of testing . *If yes, describe participation decisions below:*

Regular Assessment or Alternate Assessment (select one)	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	* Explanation: State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.
<input type="checkbox"/> Standard District Assessment: <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate District Assessment: <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		
<input type="checkbox"/> Standard District Assessment: <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate District Assessment: <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		
<input type="checkbox"/> Standard District Assessment: <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate District Assessment: <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		



ANNUAL ACADEMIC AND FUNCTIONAL GOALS AND OBJECTIVES - Eric Reid

Goal Area: Reading

Annual Measurable Goal (including conditions and frequency):

Eric will read to find central ideas of the text, supporting details to back up that main idea, and be able to summarize the ideas in his own words.

Objectives (if needed):

Related Content Standard(s), if applicable:

CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

How progress will be measured:

Eric will find central ideas and supporting details with 90% or higher accuracy in 4 out of 5 opportunities.

Work samples

How progress will be reported, including frequency:

Progress will be reported in writing with school's regular written report cards.

Progress Towards Goal

Date of Progress: /

Narrative and supporting data:

Date of Progress: /

Narrative and supporting data:

Goal Area: Self-Management

Annual Measurable Goal (including conditions and frequency):

Eric will monitor his time on-task and level of work completion in class with the help of a teacher check in and weekly teacher feedback forms

Objectives (if needed):

Related Content Standard(s), if applicable:

None

How progress will be measured:

Eric will monitor his own behavior in class 80% of the time with less than 2 reminders from the teacher.

Teacher observation and check-in

How progress will be reported, including frequency:

Progress will be reported in writing with school's regular written report cards.

Progress Towards Goal

Date of Progress: /

Narrative and supporting data:

Date of Progress: /

Narrative and supporting data:



SERVICES - Eric Reid

The IEP team must identify and provide appropriate services to enable the student:

- To advance appropriately towards attaining the annual goals
- To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities
- To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities

Specially Designed Instruction	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Reading	10 minutes 4x per week	School Site	10/7/2015	10/5/2016	LEA	Special Educator
Self-Management	5 minutes 3x per week	School Site	10/7/2015	10/5/2016	LEA	Special Educator

Related Services	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
(None Needed)						

Supplementary Aids/Services; Accommodations	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Preferential seating, near teacher and away from distractions	In all classes	School Site	10/7/2015	10/5/2016	LEA	Special Educator

Repeat directions and check for understanding by having Eric repeat back to teacher.	In all classes	School Site	10/7/2015	10/5/2016	LEA	Special Educator
Opportunity to read in a quiet location away from distractions	In all classes with reading assignments	School Site	10/7/2015	10/5/2016	LEA	Special Educator
Behavior checklist to give feedback regarding in-class behaviors and for home/school communication	In all classes	School Site	10/7/2015	10/5/2016	LEA	Special Educator

Supplementary Aids/Services; Modifications	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
(None Needed)						

Program Modifications/ Supports for School Personnel	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Consultation in the area of: Instruction/Curriculum	15 minutes 1x per semester	School Site	10/7/2015	10/5/2016	LEA	Special Educator

Describe the extent (including amount), if any, to which the child will not participate with nondisabled children in the regular classroom and in extracurricular and other nonacademic activities:
Eric is removed from general education classes for one period per day
Provide explanation justifying the removal, if any:

Eric is removed for specially designed instruction in reading and self management.



Special Education Placement Determination

Student's Name Eric Reid

Placement Determination Date 10/7/2015 Student ID # 0009039937

Placement Team (name and title):

Jeremy Garlock-Balzer - Teacher
Person Knowledgeable About the Student

Jeremy Garlock-Balzer - Teacher
Person Knowledgeable About Evaluation Data

Kathleen Gregg
Person Knowledgeable About Placement Options

Jay Rishel - Teacher
Other

Devon Reid (Mother), Lana Schmitt (Aunt)
Parent

CJ Koll
Other

Jeane Redrejo
Other

Other

This placement is based on:

the attached IEP dated 10/07/2015
 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 and Services Considered	Indicate Whether Option is Selected and Reason(s) Rejected or Selected
General education class with support	Access to general education curriculum Access to non-disabled peers	May not receive the benefits of individualized instruction	Special education teacher consult with general education teacher	Rejected Doesn't meet student's needs at this time
General Education with push-in & pull-out services for 20% of the day or less	Access to general education curriculum Behavior support Smaller class size Vocational Training	Interrupts general education curriculum	Coordinate schedule with classroom Special education teacher consult with general education teacher	Selected Best meets student's needs

Student Name

Eric Reid

Date 10-7-15

Meeting Participants (name/title)

Eric Reid

Devon Reid

Kathy Gregg

Jay Rishel, Steve Schramm, CT Koll, Jeane Redneid, Jeremy Garlock-Balzer

Opening

- Introductions
- Review agenda
- Parent rights Offered

IEP

- Review progress on last year's goals
- Review present level of academic/functional performance
 - Strengths of the student
 - Parent priorities/concerns
 - Academic performance, Including performance on State or district-wide assessments
- Present level of developmental and functional performance
- Affects of student's disability
- Student's preferences, needs, Interests and transition Assessments (optional for 15 and under)
- Consideration of Special factors
- Review proposed goals
- Transition services (15+ years)
 - Post Secondary Goals
 - Course of Study
 - Transition needs
 - Agency participation
 - Graduation
 - Transfer of Rights
- Participation in Statewide Assessment
- Participation in District wide Assessment

Eric is not doing well in many of his classes and was recently suspended in school for getting into a fight or altercation with another student on school grounds.

- Check-in with teachers -

Eng - Eric is doing well and engaging with the texts and assignments. He needs to stay in class more and not leave to go to the bathroom or of halls and hand in more work.

French - Doing mostly well, but talking at the wrong times and distracting himself and others

Physics - Same thing, too. Much cross-talk and distracting other students needs to hand in more work and come in for extra help with labs and time with teacher.

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Name: Eric Reid

Date of IEP: 10-7-15

Services Summary

- Specially designed instruction
- Related Services
- Supplemental aids/services, modification & accommodation
- Supports for school Personnel
- Nonparticipation Justification
- ESY

Placement

- Placement Determination

Other Discussion items

- Behavior Plan
- Protocols (safety, feeding, medical etc.)

Math - doing some work, but needs to focus, turn in more work and retake some tests. Eric is understanding the content, but not putting in the effort he needs to pass right now.

Teachers will keep asking Eric to come get extra help when needed.

Mr. GB will keep checking with teachers to get Eric caught up on assignments in AC

Eric will work to have better behavior in class and not leave as much or talk and distract others

End Meeting



Notice of Team Meeting

Date: 11/10/2015

Dear Devon Reid, Eric Reid

(Attendance is required for students who are or will be 16 or older while the IEP is in effect, if a purpose of the meeting is to consider postsecondary goals and transition services.)

You are invited to a meeting for Eric Reid

At this meeting we will:

- Review existing information about your child, and
 - Decide if your child should be evaluated for special education eligibility.
 - Decide whether additional testing is needed.
 - Decide whether your child is eligible for or continues to be eligible for special education.
- Develop or review an individualized education program (IEP) and placement for your child. The development of the IEP will be based on information from a variety of sources including the most recent evaluation, progress reports, test results, and information from you.
- Consider your child's transition needs or services for student's age 16 or older. (To the extent appropriate, with the consent of the parents or adult student, the district must invite a representative of any participating agencies likely to be responsible to provide or pay for transition services.)

The meeting is scheduled for: Wednesday, October 7th, 2015 at 3:15 PM

The meeting will be held at: Wilsonville High School Room: Office

We encourage you to participate in all meetings about your child's special education program. If you cannot attend this meeting, or wish to discuss a different meeting location or time, or you would like to participate through alternate means, please contact:

Jeremy Garlock-Balzer at: 503-673-7000 x4623 by: Wednesday, October 7th, 2015

If you choose not to participate, the meeting may be conducted without you. If you are not going to attend, please contact the individual named above to provide them with information you wish to have considered as part of this meeting.

The individuals required to attend are:

Name/Position/Agency
Jeremy Garlock-Balzer / Teacher / WLWV School District
Jay Rishel / Teacher / WLWV School District

Other individuals invited to attend are:

Name/Position/Agency
Steven Schramm / Teacher / WLWV School District
Christopher Koll / Teacher / WLWV School District

You may invite other individuals who have knowledge or special expertise about your child. Please contact us if you plan to invite others, not listed on this invitation, to the meeting. For an IEP meeting, you and the district may agree to excuse a required participant or allow their participation by submission of written input. See Written Agreement form.

Sincerely,

Jeremy Garlock-Balzer
Teacher
503-673-7000 x4623

ANNUAL ACADEMIC AND FUNCTIONAL GOALS AND OBJECTIVES - Eric Reid

Goal Area: Reading

Annual Measurable Goal (including conditions and frequency):

Eric will read text for meaning and be able to make inferences and find main points to gain understanding of the authors intent.

Objectives (if needed):

Related Content Standard(s), if applicable:

How progress will be measured:

Increase his MAPS reading score

MAPS testing in the winter and spring.

How progress will be reported, including frequency:

Progress will be reported in writing with school's regular written report cards.

Progress Towards Goal

Date of Progress: 02/2015

Narrative and supporting data:

On a recent AIMSweb reading probe (MAZE reading), Eric scored a 22. This is slightly below the 50% mark as compared with his grade level peers.

Date of Progress: 06/2015

Narrative and supporting data:

MAPS testing shows Eric scoring a 209 in the fall of 2014, and a 203 now in the spring of 2015. His lexile level is in the range 555-705. Some of the discrepancy in score could be accounted for by Eric not being focused on the test he took recently in the spring. He was rushed and distracted by others.

Goal Area: Self-Management

Annual Measurable Goal (including conditions and frequency):

Eric will monitor his time on-task and level of work completion in class with the help of a point sheet that he gives to teachers in each class.

Objectives (if needed):

Related Content Standard(s), if applicable:

How progress will be measured:

Give to each teacher, each class period.

Eric will bring completed point sheets to 6th period each day.

How progress will be reported, including frequency:

Progress will be reported in writing with school's regular written report cards.

Progress Towards Goal

Date of Progress: 02/2015

Narrative and supporting data:

Eric is just starting the point sheet system. Progress will be determined at the end of semester 2 and will evaluate to see if it needs to continue.

Date of Progress: 06/2015

Narrative and supporting data:

Eric has been using a teacher point system throughout the semester, and he is not showing improvement in his grades, or behavior.