

Estacada SD 108 - (503)630-6871  
255 NE 6th Avenue, Estacada, OR 97023

## Part B: Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

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

### DEMOGRAPHICS

<b>Student Name:</b> Hayden Brooks Hibbard	<b>District ID Number:</b> 9103976	
<b>Gender:</b> Male	<b>Grade:</b> 11	<b>Date of Birth:</b> 09/22/1997
<b>Secure Student Identifier (SSID):</b> 9039465		<b>Case Manager:</b> James Rhoades
<b>Resident District:</b> Estacada SD 108		<b>Attending District:</b> Estacada SD 108
<b>Resident School:</b> Estacada High School		<b>Attending School:</b> Estacada High School
<b>Current IEP Meeting Date:</b> 12/16/2015		<b>Annual IEP Review Date:</b> 12/14/2016
<b>Primary Disability Code &amp; Category:</b> 80 - Other Health Impairments		<b>Most Recent (re)Evaluation Date:</b> 12/07/2015
		<b>Re-Evaluation Due:</b> 12/07/2018

Form 581-5138b-P  
10/2014: Oregon Standard IEP

**Student Name:** Hayden Brooks Hibbard

**District:** Estacada SD 108

**IEP Date:** 12/16/2015

### MEETING PARTICIPANTS

Participant Role	Name	How Attended
<b>Student</b>	Hayden Brooks Hibbard	In Person
<b>Parent/Guardian/Surrogate</b>	Majorie Hibbard	In Person
<b>Special Education Teacher/Provider</b>	James Rhoades, Case Manager	In Person
<b>General Education Teacher</b>	Nathan Allen, General Education Teacher	In Person
<b>District Representative</b>	Dan Draper, Assistant Principal	In Person
<b>Individual Interpreting Instructional Implications of Evaluations</b>	Richard Rosenberg, School Psychologist	In Person

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

A district provided interpreter was used for this meeting:  Yes  No

### PROCEDURAL SAFEGUARD NOTIFICATION 34 CFR 300.504(a)

Parent was provided the special education procedural safeguards in his/her native language or other mode of communication.

Yes  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  No  NA

**Student Name:** Hayden Brooks Hibbard

**District:** Estacada SD 108

**IEP Date:** 12/16/2015

## **SPECIAL FACTORS**

In developing each student's IEP, the IEP team must consider (34 CFR 300.324):

**A. Does the student exhibit behavior that impedes his learning or the learning of others?** 34 CFR 300.324(a)(2)

<sup>(i)</sup>  
 YES  NO

**B. Does the student have limited English proficiency?** 34 CFR 300.324(a)(2)(ii)

YES  NO

**C. Is the student blind or visually impaired?** 34 CFR 300.324(a)(2)(iii)

YES  NO

**D. Does the student have communication needs?** 34 CFR 300.324(a)(2)(iv)

YES  NO

**E. Is the student deaf or hard of hearing?** 34 CFR 300.324(a)(2)(iv)

YES  NO

**F. Does the student need assistive technology devices or services?** 34 CFR 300.324(a)(2)(v)

YES  NO

**G. Does the student require one or more specialized formats (braille, large print, audio, and/or digital text) of educational materials because blindness or other disability prevents effective use of standard print materials?** 34 CFR 300.210(b)(3); 300.172(b)(4)

YES  NO

**Student Name:** Hayden Brooks Hibbard      **District:** Estacada SD 108

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## PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

In developing each student's IEP, the IEP team must consider (34 CFR 300.324):

<b>Student's overall strengths, interests, and preferences:</b> 34 CFR 300.324 (a)(1)(i)
Hayden is a polite and pleasant young man who enjoys basketball. He has a relative strength in reading.
<b>Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child:</b> 34 CFR 300.324 (a)(1)(ii)
Will get at the meeting
<b>Present level of academic achievement (i.e. reading, writing, mathematics, etc), including most recent performance on State or district-wide assessments:</b> • <b>Strengths of the student</b> • <b>Needs of the student</b> • <b>How the student's disability affects involvement and progress in the general education curriculum</b> 34 CFR 300.320(a)(1); 300.324(a)(iii)
Narrative and supporting data:  Hayden is a recent transfer into our district.  As of 12/14/15, Hayden was only passing his Philosophy class, but a closer look at his grades shows that in his English 11 class he is just missing two assignments. He struggles in Geometry, because Hayden has not yet completed a full year of Algebra, but will have Algebra next semester.  There are no MAP scores for Hayden this year, but there will be additional MAPS testing in the spring.  Up to this semester, Hayden has earned 3.5 credits towards graduation. He is also taking online classes, and was making about 20 % progress in each of the three classes (Algebra, Earth Science and English 1A) he is taking. His teacher said it was difficult for him to focus unless she was helping him. It is an example on how his disability affects his involvement and progress in classes.
<b>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:</b> • <b>Strengths of the student</b> • <b>Needs of the student</b> • <b>How the student's disability affects involvement and progress in the general education curriculum</b> 34 CFR 300.320(a)(1)
Narrative and supporting data:  The evaluation testing done last month showed that Hayden's reading skills are in the average range. His writing skills are weaker, but not severely deficient. In fact, he is earning an A- in his English class as of 12/7/15. Where he struggles most is math. Current testing and evidence in his school file indicates that this is a long-term problem.  Hayden's cognitive skills were tested in order to see if demonstrates a pattern of strengths and weaknesses which is required to be eligible as a student with SLD. The Estacada School District requires that a student have three cognitive strengths (standard score of 90 or above) to show average intelligence. Hayden has only one of the seven areas in that range (Long-Term Retrieval), although the Verbal Comprehension score is one point below average. This means that he is unlikely to qualify as SLD. Hayden has three cognitive weaknesses—Fluid Reasoning, Visual-Spatial, and Phonological Awareness. The low Fluid Reasoning score may account for his poor scores in math, as it indicates that Hayden will have difficulty learning and understanding new concepts.  Even though Hayden may not be eligible as SLD, his problems with attention do seem to impact his performance in about half of his classes. It's not clear why three of his teachers report few, if any, problems with attention, but

Hayden himself reports that paying attention is hard for him. With a diagnosis of ADHD, Hayden is eligible for special education as a student with an Other Health Impairment.

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## TRANSITION PLANNING

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: 34 CFR 300.320(b)

<b>Results of age-appropriate transition assessments, including student's preferences, interests, needs and strengths (PINS)</b> 34 CFR 300.320(b)(1); 34 CFR 300.43(a)(2)	
In an interview with his case manager on 12/14/15, Hayden said he had no post-high school goals at this time. His immediate goal is to earn credits towards graduation.	
<b>Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments</b> 34 CFR 300.320(b)(1)	
<b>Training</b>	
n/a	
<b>Education</b>	
English Math Social Studies Physical Science Health	
<b>Employment</b>	
n/a	
<b>Independent living skills</b> (where appropriate)	
n/a	
<b>Transition Services/Activities:</b> 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. 34 CFR 300.43	
n/a	
<b>Course of Study:</b> (designed to assist the student in reaching the post-secondary goals) 34 CFR 300.320(b)(2)	
English, Math, Social Studies, Physical Science, Health	
<b>Agency Participation:</b> 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. 34 CFR 300.321(b)(3)	
n/a	
<b>Graduation</b> 34 CFR 300.102(a)(3)(i)-(iii)	<b>Transfer of Rights</b> 34 CFR 300.320(c), 300.520
Anticipated Graduation Date: 06/30/2017  <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	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: 12/16/2015  Date anticipated transfer will occur: 12/16/2015  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.



**Student Name:** Hayden Brooks Hibbard      **District:** Estacada SD 108

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**STATEWIDE ASSESSMENT** 34 CFR 300.320(a)(6)

**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: 11. *If yes, describe participation decisions below:*

**Standard Assessment or Alternate Assessment** (select one for each content area)

<b>ENGLISH LANGUAGE ARTS/LITERACY</b>	
<input checked="" type="checkbox"/> <b>Standard:</b> <input checked="" type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports	<input type="checkbox"/> <b>Alternate: Extended Assessment*</b>
<b>Accessibility Supports</b> <i>(Includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)</i>	
Not Applicable	
<b>Modified Cut Scores</b> <i>(Only available for standard assessment with or without accommodations)</i>	
n/a	
<b>MATHEMATICS</b>	
<input checked="" type="checkbox"/> <b>Standard:</b> <input checked="" type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports	<input type="checkbox"/> <b>Alternate: Extended Assessment*</b>
<b>Accessibility Supports</b> <i>(Includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)</i>	
Not Applicable	
<b>Modified Cut Scores</b> <i>(Only available for standard assessment with or without accommodations)</i>	
n/a	
<b>SCIENCE</b>	
<input checked="" type="checkbox"/> <b>Standard:</b> <input checked="" type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports	<input type="checkbox"/> <b>Alternate: Extended Assessment*</b>
<b>Accessibility Supports</b> <i>(Includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)</i>	
Not Applicable	
<b>Modified Cut Scores</b> <i>(Only available for standard assessment with or without accommodations)</i>	
n/a	
<b>SOCIAL SCIENCES</b>	
<input type="checkbox"/> <b>Standard:</b>	<input type="checkbox"/> <b>Alternate: Extended Assessment*</b>

**ENGLISH LANGUAGE PROFICIENCY (ELPA)**

**Standard:**

**KINDERGARTEN ASSESSMENT (KA)**

**Standard:**

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## DISTRICTWIDE ASSESSMENT

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

No, District Assessment not conducted at student's grade level (at time of testing)  
 Yes, student's grade level at time of testing 11. *If yes, describe participation decisions below:*

<b>Standard Assessment or Alternate Assessment (select one)</b>	
<input checked="" type="checkbox"/> <b>Standard District Assessment</b> MAPS testing <input checked="" type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports	<input type="checkbox"/> <b>Alternate District Assessment*</b>
<b>Accessibility Supports</b> <i>(Includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)</i>	
n/a	

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## ANNUAL ACADEMIC AND FUNCTIONAL GOALS AND OBJECTIVES

<b>Goal Area:</b> Math	34 CFR 300.320(a)(2)(i)
<b>Annual Measurable Goal (including conditions and frequency)</b>	
Hayden will improve his Algebra skills in order to be able to pass an Algebra B class.	
<b>Objectives</b>	
1	Use patterns, functions and algebraic operations to represent and solve problems.
2	Express algebraic relationships using variables and open sentences.
<b>Related Content Standard(s), if applicable:</b>	
<b>How progress will be measured:</b>	
Work samples, teacher observation, periodic MAP testing, and grade reports	
<b>How progress will be reported, including frequency:</b>	
progress note at the end of each semester and parent conferences	

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## ANNUAL ACADEMIC AND FUNCTIONAL GOALS AND OBJECTIVES

<b>Goal Area:</b> Transition	34 CFR 300.320(a)(2)(i)
<b>Annual Measurable Goal (including conditions and frequency)</b>	
Hayden will research, analyze and explore career options twice each semester.	
<b>Objectives</b>	
1	Use a variety of resources, including electronic media to explore career information and options.
2	Describe the jobs associated with a selected career cluster.
<b>Related Content Standard(s), if applicable:</b>	
<b>How progress will be measured:</b>	
Progress will be measured with staff observations	
<b>How progress will be reported, including frequency:</b>	
progress note at the end of each semester and parent conferences	

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## SERVICES

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

- To advance appropriately towards attaining the annual goals 34 CFR 300.320(a)(4)(i)
- To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities 34 CFR 300.320(a)(4)(ii)
- To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities 34 CFR 300.320(a)(4)(iii) & 300.107

### **Specially Designed Instruction** 34 CFR 300.39

<b>Math</b>						
Anticipated Amount	Freq	Anticipated Location	Start Date	End Date	Provider	Role Responsible for Monitoring
60 minutes	Weekly	Special Ed Class	12/17/2015	12/14/2016	Special Education Teacher	Case Manager
<b>Transition</b>						
Anticipated Amount	Freq	Anticipated Location	Start Date	End Date	Provider	Role Responsible for Monitoring
60 minutes	Semester	School Site	12/17/2015	12/14/2016	Case Manager	Case Manager

### **Related Services** 34 CFR 300.34

### **Supplementary Aids/Services; Accommodations** 34 CFR 300.320(a)(4)(i)-(iii)

<b>Instructional materials: Extra time for completion</b>						
Anticipated Amount/Frequency	Anticipated Location	Start Date	End Date	Provider	Role Responsible for Monitoring	
as agreed on between student and the teacher, not to exceed two weeks	General Ed Classroom	12/17/2015	12/14/2016	Classroom Teacher	Case Manager	
<b>School setting: Seat away from distractions</b>						
Anticipated Amount/Frequency	Anticipated Location	Start Date	End Date	Provider	Role Responsible for Monitoring	
each class period	General Ed Classroom	12/17/2015	12/14/2016	Classroom Teacher	Case Manager	
<b>Teaching mode: Check for comprehension</b>						
Anticipated Amount/Frequency	Anticipated Location	Start Date	End Date	Provider	Role Responsible for Monitoring	
each class period	General Ed Classroom	12/17/2015	12/14/2016	Classroom Teacher	Case Manager	

<b>Support tools: Calculator</b>					
Anticipated Amount/Frequency	Anticipated Location	Start Date	End Date	Provider	Role Responsible for Monitoring
each class period involving math	General Ed Classroom	12/17/2015	12/14/2016	Classroom Teacher	Case Manager

**Supplementary Aids/Services; Modifications** 34 CFR 300.220(a)(4)(i)-(iii)

**Program Modifications/Supports for School Personnel** 34 CFR 300.320(a)(4)(i)-(iii)

**Nonparticipation Justification** 34 CFR 300.320(a)(5)

**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:**  
A minimum of 60 minutes each week.

**Provide explanation justifying the removal, if any:**

To receive needed special education services

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**EXTENDED SCHOOL YEAR (ESY) SERVICES** 34 CFR 300.106, OAR 581-015-2065

**Criteria/Inquiry:**

**Does the student experience regression on his/her IEP goals and objectives?**

- Yes
- No
- More information needed

**Explanation:** n/a

**Does the student experience a prolonged recoupment period of time to relearn previously learned skills?**

- Yes
- No
- More information needed

**Explanation:** n/a

**Other factors considered by the team:**

**DECISION:**

**Does the student require ESY services?**

- Yes (described below, including goals to be addressed)
- No
- To be determined by:

## Special Education Placement Determination

<b>Student Name:</b> Hayden Brooks Hibbard	<b>SSID #:</b> 9039465	<b>Date:</b> 12/16/2015
<b>Placement Team</b>		
<b>Name</b>	<b>Position/Title</b>	
Hayden Hibbard	Student	<input checked="" type="checkbox"/> Did <input type="checkbox"/> Did not attend meeting
Majorie Hibbard	Parent	<input checked="" type="checkbox"/> Did <input type="checkbox"/> Did not attend meeting
Nathan Allen	General Education Teacher	Person Knowledgeable about the student
Richard Rosenberg	School Psychologist	Person Knowledgeable About the Evaluation
James Rhoades	Case Manager	Person Knowledgeable About the Placement
Dan Draper	Assistant Principal	Other
<b>This placement is based on:</b> <input checked="" type="checkbox"/> the attached IEP dated: 12/07/2015 <input type="checkbox"/> attached evaluation information <input type="checkbox"/> Other (150 max char):		

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

<b>Placement Option Considered</b>	100% of day in regular education		
<b>Benefits</b>	<b>Possible Harmful Effects on the Student and/or the Services to be Provided</b>	<b>Modifications/Supplementary Aids &amp; Services Considered</b>	<b>Indicate Whether Option is Selected and Reason(s) Rejected or Selected</b>
with same age peers all school day	less classroom structure and support	pull-outs to receive needed services	<input type="checkbox"/> Selected <input checked="" type="checkbox"/> Rejected doesn't meet current needs
<b>Placement Option Considered</b>	86% of the day in general education classes		
<b>Benefits</b>	<b>Possible Harmful Effects on the Student and/or the Services to be Provided</b>	<b>Modifications/Supplementary Aids &amp; Services Considered</b>	<b>Indicate Whether Option is Selected and Reason(s) Rejected or Selected</b>
with same age peers most of the day	less classroom structure and support	academic support classes	<input checked="" type="checkbox"/> Selected <input type="checkbox"/> Rejected best fit
<b>Placement Option Considered</b>	100% of day in special education		
<b>Benefits</b>	<b>Possible Harmful Effects on the Student and/or the Services to be Provided</b>	<b>Modifications/Supplementary Aids &amp; Services Considered</b>	<b>Indicate Whether Option is Selected and Reason(s) Rejected or Selected</b>
more classroom structure and support	not with same age peers all school day	academic support classes additional regular classes as behaviors/academics permit	<input type="checkbox"/> Selected <input checked="" type="checkbox"/> Rejected too restrictive

### Census Data

<b>Federal Placement Code (SECC)</b>	30 - 80% or more of day in regular class
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**Federal Placement Code Comment:**  
(250 max char):

**Parent provided with copy of placement determination.**

Form 581-5138b-P (Rev. 6/07)

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### Written Agreements between the Parent and the District

**Student Name:** Hayden Brooks Hibbard

**Date of Birth:** 09/22/1997

**District Student ID:**  
9103976

**Attending School:** Estacada High School

**Case Manager:** James Rhoades

The authorized District staff has explained to the Parent that he or she is not required to enter into any of these agreements.

James Rhoades

Authorized District Staff

Date

#### IEP TEAM ATTENDANCE NOT REQUIRED

##### A. CONTENT AREA OF EXCUSED MEMBER NOT DISCUSSED AT MEETING

The District and the Parent agree that the following member(s) of the IEP team are not required to attend the IEP meeting on 12/16/2015, in whole or in part, because the member's area of the curriculum or related service is not being modified or discussed in the meeting. *List name(s) of member(s):*

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Parent Signature

Date

Authorized District Staff Signature

Date

A copy of this document has been given to the parent(s).

James Rhoades

Authorized District Staff

Date

# Written Agreements between the Parent and the District

This form is used to:

- Document new provisions for written agreements between parents and districts in IDEA 2004, and document that staff have explained that the agreement is voluntary;
- Document parent and district agreement that the district will not conduct a three-year re-evaluation, which is permitted by IDEA 2004, 20 USC § 1414(a)(2)(B)(ii); 34 CFR 300.303; OAR 581-015-2105;
- Document parent and district agreement that specific members of the IEP team are not required to attend a specific IEP meeting, in whole or in part, because the member's area of curriculum or related service is not being modified or discussed at the meeting, as permitted by IDEA 2004, 20 USC § 1414(d)(1)(C)(i); 34 CFR 300.321; OAR 581-015-2210;
- Document parent and district informed consent to excuse the specific member(s) of the IEP team from attending an IEP meeting, in whole or part, when the meeting involves a modification to or discussion of the member's area of curriculum or related service if the member submits in writing to the parent and other members of the IEP team input into the IEP before the meeting, as permitted by IDEA 2004, 20 USC § 1414(d)(1)(C)(ii); 34 CFR 300.321; OAR 581-015-2210;
- Document parent and district agreement that an IEP meeting is not necessary to revise the student's IEP between annual IEP meetings, as permitted by IDEA 2004, 20 USC § 1414(d)(3)(D); 34 CFR 300.324; OAR 581-015-2225;
- For students who move from one school district to another school district in the middle of an evaluation, document parent and district agreement on a time for completion of the evaluation, as permitted by IDEA 2004, 20 USC § 1414(a)(1)(C)(ii); 34 CFR 300.323; OAR 581-015-2230;
- For students evaluated for a specific learning disability, document parent and district agreement to extend time for completion of evaluation. 34 CFR 300.309; OAR 581-015-2110; and
- Document that parents have been given a copy of this completed form.

## Directions:

1. Enter student's name, birth date, student ID#, attending school and case manager.
2. The district staff person who is authorized to enter into a written agreement with the parent explains to the parent that the agreement is voluntary. Write in the authorized staff person's name and the date this information is provided to the parent.
3. This form includes several different types of agreements. Select the agreement(s) that applies by checking the box.  
(1) Three year re-evaluation: If the parent and district agree that the district will not conduct a three year re-evaluation, write in the date the three year evaluation would otherwise be due. Parent and authorized district staff person each sign and date the agreement.

Note: Until OSEP issues regulations interpreting this provision, ODE will continue to require that districts complete an eligibility determination form for each student at least every three years. For now, an agreement that a three year re-evaluation is not necessary has the same effect as a determination that additional evaluation is not necessary to complete a re-evaluation. The only difference (for now) is that if the district and parent agree to not conducting a three-year re-evaluation, the district would not be required to give the parent Prior Notice about Evaluation/Consent for Evaluation (informing the parent that no further evaluation is necessary but the parent could still ask for an evaluation).

- (2) IEP team attendance:

## Written Agreements between the Parent and the District

A. Content not discussed: The parent and school district may agree to excuse from attendance IEP team members who are not necessary because the member's area of curriculum or related service is not being modified or discussed at the meeting. List the date of the IEP meeting and the names of the excused members. Parent and authorized district staff person each sign and date the agreement.

B. Content discussed: The parent and school district may consent to excuse from attendance IEP team members when the member's area of curriculum or related service is being modified or discussed at the meeting, if the member submits input in writing to the IEP team before the meeting. List the date of the IEP meeting and the names of the excused members. Parent and authorized district staff person each sign and date the agreement. NOTE: Parents must be fully informed of all information related to the excusal in the parent's native language or other mode of communication. Refer to OAR 581-015-0039 (1) for consent requirements.

(3) Revisions to IEP: The parent and school district may agree that an IEP meeting is not necessary to revise the student's IEP between annual IEP meetings. If so, indicate the date of IEP revision. Parent and authorized district staff person each sign and date the agreement.

Note: The IEP revision must be written on the student's IEP and dated. If new IEP pages are required, these pages must be stapled to the IEP, a complete copy filed with the student's education records, and a copy given to the parent upon request. The District must give the Parent Prior Notice of Special Education Action describing the IEP change.

(4) Completion of Evaluation of Transfer Student: The 60 school day evaluation timeline will not apply to a student who transfers to a new school district while the evaluation is underway if the new district is working promptly to complete the evaluation and the parent and new district agree to a specific time when the evaluation will be completed. If these circumstances are present, indicate the date by which the evaluation will be completed. Parent and authorized district staff person each sign and date the agreement.

(5) Completion of evaluation for SLD: The 60 school day evaluation timeline does not apply to a student who is evaluated for specific learning disabilities if the parent and other members of the eligibility team agree to extend the timeline because more time is needed. If these circumstances are present, indicate the date by which the evaluation will be completed. Parent and authorized district staff person each sign and date the agreement.

4. Sign and date the bottom of the form indicating that the parent has been given a copy of the form.

Form 581-1281-P (7/07)

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## Special Education Notice of Team Meeting

**Student Name:** Hayden Brooks Hibbard

**Date of Birth:** 09/22/1997

**Date:** 12/07/2015

Dear Hayden Brooks Hibbard,

In order to discuss the educational needs of your child, you are invited to attend a conference at, **scheduled for Wednesday, 12/16/2015 at 7 am in the conference room.**

The purpose of this meeting is to:

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.

The invited individuals and their titles are listed below. The student who is or will be 16 or older while the IEP is in effect must be invited to any meeting if the purpose of the meeting is to consider postsecondary goals and transition services.

<b>The individuals required to attend are:</b>		
<b>Name</b>	<b>Position</b>	<b>Agency</b>
James Rhoades	Case Manager	
Richard Rosenberg	School Psychologist	
Nathan Allen	General Education Teacher	
Dan Draper	Assistant Principal	
Hayden Hibbard Brooks	student	

You have the right to bring other individuals who have knowledge or special expertise regarding your child.

Please contact me if you plan to invite others not listed on this invitation to the meeting. Please let me know if you require an interpreter, translator, or other necessary accommodations. 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.

We highly encourage you to participate in all meetings about your child's education program. If you cannot attend this meeting, but would be able to participate if the conference were rescheduled or conducted by phone, or if you have questions concerning your rights, please contact me, James Rhoades by 12/15/2015 at 503-630-8515 #2816.

Sincerely, James Rhoades

Signature \_\_\_\_\_ Case Manager \_\_\_\_\_ 503-630-8515 #2816  
Title \_\_\_\_\_ Phone \_\_\_\_\_

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

Estacada SD 108 - (503)630-6871  
255 NE 6th Avenue, Estacada, OR 97023

## Prior Notice of Special Education Action

Date: 12/16/2015

Dear Hayden Brooks Hibbard,

This notice informs you of the following action:

Initial IEP review

which is a **proposal** to **initiate** the following aspect of Hayden Brooks Hibbard's special education:

- Identification
- Placement (other than initial placement)
- Provision of a free, appropriate public education (includes IEP)

**This action is proposed because:**

It is time for the yearly IEP review

**This action is based on the following evaluation procedures, tests, records, or reports:**  
grades, attendance, current eligibility

**Other options we considered were:**

not having the meeting

**We rejected these options because:**

student may benefit from special education services

**Any other factors considered by the team:**

This is Hayden's initial IEP

Sincerely,

**Name:** James Rhoades

**Title:** Case Manager

**Phone:** 503-630-8515 #2816

Parents of a child with a disability have protection under procedural safeguards. For a copy of the Procedural Safeguards or for assistance in understanding this information you may contact:

**Name:** James Rhoades

**Title:** Case Manager

**Phone:** 503-630-8515 #2816

Form 581-5148y-P (Rev. 6/07)

Estacada SD 108 - (503)630-6871  
255 NE 6th Avenue, Estacada, OR 97023

### Meeting Notes

<b>Student Name:</b> Hayden Brooks Hibbard	<b>Date of Birth:</b> 09/22/1997	<b>District Student ID:</b> 9103976
<b>Meeting Title:</b> IEP		<b>Meeting Date:</b> 12/16/2015

Estacada SD 108 - (503)630-6871  
255 NE 6th Avenue, Estacada, OR 97023

## Notice of Transfer of Parent Rights

**Date:** 12/16/2015

Dear Majorie Hibbard and Hayden Brooks Hibbard:

When **Hayden Brooks Hibbard** turns eighteen on **09/22/2015** all special education rights given to the parent(s) will transfer to the student. Parent(s) will continue to receive any future notice required by state and federal laws regarding the educational program for the student.

If you have questions, you may contact the person listed below.

**District Contact's Name:** James Rhoades

**Title:** Case Manager

**Phone:** 503-630-8515 #2816

- A copy of this document has been given to the parent(s).
- A copy of this document has been given to the student.
- A copy of the Procedural Safeguards, Student Rights in Special Education was provided to the student.