

Individualized Education Program



Phone:
Fax:

Student Name: **Underwood, Randi N.** Home Phone: **541-974-8373** Date: **05/19/2015**
 Date Of Birth: **10/27/1996** Home Address: **210 Glenvilla Ln #6 #Sp**
 Student No.: **112149** Glendale, OR **97442**
 State Student ID: **6663729**

Age 18	Gender Female	Grade 12	Home School	Attending School Glendale High School
Ethnicity White Race (not Hispanic)		Phone		Phone 541-832-1801
Primary Language - Date Determined English		Address		Address PO Box E
Home Language - Date Determined English				Glendale, OR 97442

Parent/Guardian

Name Lisa Underwood	Home Phone	Name Eric Thompson	Home Phone
Address 210 Glenvilla Ln #6 #Sp	Work Phone	Address	Work Phone
Glendale, OR 97442	Emergency Phone		Emergency Phone

IEP Review Due Date : **05/18/2016** Re-evaluation Due Date:

Eligibility(ies):

Interpreter Needed: Yes No

Documentation of efforts to schedule the IEP Meeting:

Date	Description

B. IEP Team Members

<u>Names</u>	<u>Position</u>	<u>Signature</u>	<u>Present/Absent</u>
Underwood, Randi N.	Student		Present
Underwood, Lisa	Mother		Consulted
Thompson, Eric	Parent/Guardian		Did not attend
Swanson, Brenyl	District Representative		Consulted
Burnett, Susan	Regular Ed Teacher		Present
Coltrin, William C.	Regular Ed Teacher		Present
Rogers, Ransford	Regular Ed Teacher		Present
Standridge, Brandon	Regular Ed Teacher		Present
Rowe, Lisa	Special Ed Teacher/Provider		Present

* If required team member is excused, attach signed written agreement between parent and district before proceeding.

Name Underwood, Randi N.	Date of Birth 10/27/1996	Student Number 112149	Document Date 05/19/2015
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F. SUMMARY OF PRESENT LEVELS OF PERFORMANCE FOR TRANSITION PLANNING

Student preferences, needs, interests & strengths

Randi is interested in culinary arts and being an instructional aid in a resource room. She prefers activities that have a hands on component rather than straight academic pursuits. Randi needs a supportive environment to help with success and cope with learning fears. As a student Randi need to develop organizational skills, prioritizing skills and self advocacy to improve her overall grades and performance in the class room.

Results of age-appropriate transition assessments

Randi used three academic survey sites to help her understand her learning styles and preferences to make changes in how she copes with academic strategies for learning. The student surveys indicated and confirmed her interests in hands on activities and helping others.

G. SUMMARY OF AGE-APPROPRIATE TRANSITION PLANNING

MEASURABLE POST-SECONDARY GOALS:

Training

Randi will participate in cadet teaching as senior for some of her elective choices to learn more about helping students with special needs. She can participate in the class in the elementary resource room as an option or part of her senior project.

Education:

Randi will continues with her core subjects and regular senior schedule. She may also need to consider whether she wants to attend an additional year of school.

Employment:

As part of her senior project and senior educational goals related to employment, Randi will participate in mock interviews and great an employment portfolio with samples of resumes, letter of application and application forms. *Sped Junc*

Independent Living Skill:

Randi needs to continue to work on her personal financial skills associated with caring for her self and paying bills. Randi needs to consider whether she will work on attaining an a driver's license.

Transition services (including projected courses of study) to assist in meeting post-secondary goals:

Information received if any agency above did not attend

Name Underwood, Randi N.	Date of Birth 10/27/1996	Student Number 112149	Document Date 05/19/2015
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I. REQUIRED TESTING AND ASSESSMENTS

Statewide Assessments

Will the student participate in any Statewide Assessment?

Yes – assessment will be conducted while the current IEP is in effect.

No – at the time of testing, assessment is not conducted at the student's grade level.

Testing Grade	Assessment Area	Administration Method	Assessment Participation	
			Explanation*	Accommodation
210	SB English Language Arts	Standard with Accommodations	<i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	student will utilize standard student supports
210	SB Mathematics	Standard with Accommodations		student will utilize standard student supports

Districtwide Assessments

Will the student participate in any Districtwide Assessment?

Yes – assessment will be conducted while the current IEP is in effect.

No – at the time of testing, assessment is not conducted at the student's grade level.

Name Underwood, Randi N.	Date of Birth 10/27/1996	Student Number 112149	Document Date 05/19/2015
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K. SERVICE SUMMARY

Specially Designed Instruction

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
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Related Services

The team considered the need for related services and determined that the student

Yes No The team has determined the student requires Special Education transportation due to the disability and access to the program site.

Extended School Year Services (ESY)

- The team has determined the student DOES NOT require ESY services
- The team has determined that ESY services WILL be provided to this student
- The team will meet to determine whether ESY services are required

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
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Supplementary Aids/Services; Modifications; Accommodations

Description	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
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Supports for School Personnel

Description of Supports	Provider	Role	Time	Frequency	Start Date	End Date
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NOTICE OF TEAM MEETING

DATE: 5/5/15
mm/dd/yy

Dear Brian Underwood and
(Parent)

(Parent)

(Parent) (student; 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 Janelle Underwood
(Student's Full Name)

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 a student 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 5-19-15 _____ (Day) _____ (Date) _____ at 3:45 _____ (Time)

The meeting will be held at Glendale Community Charter School
(Location)

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 would like to participate through alternate means, please contact:

Lisa Rowe at 541-832-1819 by 5-15-15
(Name) (Phone) (Date)

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:	Other individuals invited to attend are:
<u>Randi and Lisa Underwood</u> <u>Lisa Rowe</u> <u>Susan Burnett</u> <u>Brandon Standridge</u>	<u>Name/Position/Agency</u>

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,

Leslie Rose Special Ed. Teacher 541-832-1819
Signature/Title Phone

Oregon Standard Individual Education Program

For students age 16 and older when IEP is in effect

Student's Name:	Randi Underwood-Cast	Resident District:	Glendale SD 77	IEP Meet Date:	5-19-2015
Gender:	Female	Resident School:	Glendale High School	Revision date(s) to annual IEP (if needed):	
Date of Birth:	10-27-1996	Attending District:	Glendale School District	Primary Eligibility Code:	90
Grade:	11	Attending School:	Glendale High School	Current Eligibility Date:	
District Student ID:	112149	Case Manager:	Lisa Rowe	Re-evaluation Due:	
SSID #:	6663729				
Secondary Code(s):					
Secondary Dates:					
*IEP Meeting Participants					
Parent	Parent	Other			
<u>Randi Underwood</u>	<u>Susan L. Barnett</u>				
Student	Other	Other			
<u>Lisa Rowe</u>	<u>Brandi Stark</u>				
Special Education Teacher/Provider	Other	Other			
<u>BL</u>	<u>Rufel Brown</u>				
Regular Education Teacher	Other	Other			
<u>BL</u>	<u>Rufel Brown</u>				
District Representative	Other	Other			
<u>BL</u>	<u>Rufel Brown</u>				
Individual Interpreting Evaluations					
<small>*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.</small>					
Procedural Safeguards Given to Parent <input checked="" type="checkbox"/>					
Form 581-5138-P 4/2007: Oregon Standard IEP for students age 16 and older when IEP is in effect					

Special Education Placement Determination

Student Name: Randi Underwood	SSID:6663729	Date: 5-19-2015
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Placement Team

Name	Position and Title	
Randi Underwood-Cast	Student <i>Randi Underwood</i>	<input checked="" type="checkbox"/> Did <input type="checkbox"/> Did Not Attend
Lisa Underwood	Parent	<input type="checkbox"/> Did <input checked="" type="checkbox"/> Did Not Attend
Lisa Rowe	Case Manager <i>Lisa Rowe</i>	
	Regular Education Teacher <i>JK</i>	Other <i>Frank Stark</i>
	Regular Education Teacher <i>Sean L. Buerger</i>	Other <i>Jeff Buerger</i>
	District Representative	Other

This placement is based on:

the attached IEP
 the attached evaluation information
 other

Below, document discussion regarding placement options, and indicate selected placement

Placement Option Considered	Student receives assistance with in the regular classroom with push in assistance		
Benefits	Possible harmful effects on the student and /or the services to be provided	Modifications/ supplementary aids and services considered	Indicate whether option is selected and reasons rejected or selected
Reduced Stigmatism of receiving services	Fewer accommodations for academics and individualized learning needs may not met	Push instructional assistance	<input type="checkbox"/> Selected <input checked="" type="checkbox"/> Rejected The team feels that the student requires individualized assistance with academic responsibilities
Placement Option Considered	Specialized instruction with in the special education depart for a one class period a day		
Benefits	Possible harmful effects on the student and /or the services to be provided	Modifications/ supplementary aids and services considered	Indicate whether option is selected and reasons rejected or selected
Academic Assistance and closer monitoring of academic growth	Less time with peers	Individualized instruction with adult support	<input checked="" type="checkbox"/> Selected <input type="checkbox"/> Rejected The team feels that the student still requires individualized instruction and support

Census Data

Federal Placement Code (SECC)	30-80 % or more in the regular classroom
Federal Placement Code Comment	

Parent provided with a copy of placement determination

Present Levels of Academic Achievement and Functional Performance

The strengths of the student: Randi is in 11th grade this year. She is consistently polite and her pleasant attitude at school makes her easy to work with and help academically. Randi also participates in sports and is an active member of the teams and supports other team sports with her attendance to games and school functions.

The concerns of the parent for enhancing the education of their child: Continue to improve her general academic skills and her grade level reading and writing skills. Mom is also concerned about the stress Randi feels about her performance in academic classes.

Present Level of Developmental and Functional Performance: Randi is enrolled in algebra I math class. This class sometimes provides her with significant challenges. This can slow her completion of math assignments. Randi still needs to focus on learning how best to manage her time and allow more time for those academic tasks that challenge her. Now that Randi is in 11th grade, she will be required to write significantly more than she is used to and these essays are research related works of writing. Randi will need to learn new academic tasks and write with more clarity and purpose than she is used to doing. Randi's new goals reflect this academic need.

Present Level of Academic Performance and recent performance on state/district assessments:

Randi did not participate in the state wide assessments as a 10th grade student because students are not required until 11th grade. The school district does not have its own assessments. Reviewing curriculum assessments and course work Randi has taken many of her required class towards graduation but may need to retake classes she has failed. Randi will be able to take the state assessments this year as a 11th grade student she may also take them again as a 12th grade student or participate in work samples to pass the essential skills component of graduation requirement for the modified diploma. At this time Randi is behind in credits for her modified diploma and may choose the extended diploma option.

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

curriculum: Randi still finds school work difficult. Randi needs to remember to ask for help when she has difficulty. Randi needs to continue her good habits and add some new habits like keeping a planner and analyzing how long it takes her to complete difficult and lengthy school tasks. Randi's school work should have accommodations in length of her assignments because she continues to have difficulty completing work on a regular basis.

The student's preferences, needs, interests, and the results of age appropriate assessments: Randi shows interest in attending culinary school. Classroom observations indicate that Randi needs to improve her keyboarding skills to aid in her attainment of better writing skills and clear writing. Word processing skills would make the writing commitments of trade school significantly easier with improved keyboarding and computer skills to help with spelling and sentence structure.

Transition

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

Randi understands that she must pass the state wide assessments as a part of a regular diploma option. Randi should also participate in the ASPIRE program to have additional opportunities to explore career and educational options available to her. The Military achievement test is also available at school and is free to take. This test is similar to an aptitude test which measures student strengths and interests. The military has many different job opportunities including cooking. Job corps is also an option for job training and transition to the work environment.

Couse of study:

Randy has a full course load reflecting her 11th grade year. She needs to continue with her classes and take cooking class as often as it is offered if this is her area of interest. Randi should participate in cooking at home if she is not currently doing this. In careers class job shadows are also available to give Randi information about culinary arts.

Agency Participation: None at this time

Graduation

Anticipated date of graduation: 6-12-2016

With a regular diploma

With an alternate document (describe) *extended or certificate*

Transfer of Rights:

The student has been informed of his rights under Part of IDEA that will transfer to the student at the age of majority. Yes

Date the student was informed: *3-19-2015*

The District will provide written notice of the transfer of rights to the student and the parent when the student reaches the age of majority.

Measureable Annual Goals and Objectives

Content Area: Reading

Measurable Annual Goal: Randi will increase her accuracy in locating important information by skimming and scanning.

Progress will be measured as indicated below:

Criteria	Evaluation Procedures	Progress will be reported to parents by:	When will progress be reported?
80%accuracy in 8 trials over twenty weeks	Observations and teacher check lists	Progress letter and grade reports	Quarterly at grading periods (Nov. Jan. April, June)
Measurable short term goals:			
1. Clarify meaning by skimming and scanning to find facts and definitions			
✓ 2. Identify key terms/facts and their definitions/importance with in text			
3. Use framing to identify meaning and content of unfamiliar words			
✓ 4. Utilize additional text and resources to assist understanding			

Content Area: Writing

Measurable Annual Goal: Randi will increase her skill in writing to complete basic assignments and learn the parts of speech

Progress will be measured as indicated below:

Criteria	Evaluation Procedures	Progress will be reported to parents by:	When will progress be reported?
80%accuracy in 8 trials over twenty weeks	Observations and teacher check lists	Progress letter and grade reports	Quarterly at grading periods (Nov. Jan. April, June)
Measurable short term goals:			
✓ 1. Identify words and phrases to assist in bridging one paragraph to another within an essay			
✓ 2. Identify and list samples of the basic parts of speech (verb, noun, adjective, adverb)			
3. Review written work with assistance and edit for corrections			
4. Utilize word-processing software to assist in editing essays			

Measureable Annual Goals and Objectives

Content Area: Organizational Skills

Measurable Annual Goal: Randi will increase her use of an academic planner to record important requirements of assignments and projects.

Progress will be measured as indicated below:

Criteria	Evaluation Procedures	Progress will be reported to parents by:	When will progress be reported?
80%accuracy in 8 trials over twenty weeks	Observations and teacher check lists	Progress letter and grade reports	Quarterly at grading periods (Nov. Jan. April, June)

Measurable short term goals:

- 1. Identify and record important assignment information for later reference in an assignment log
- 2. Review details about assignments in his assignment log
- 3. Use peers or adults to help understand details of an assignments for better recording
- 4. Utilize task analysis to estimate the length of time needed to complete long sequenced assignments

Content Area: Math

Measurable Annual Goal: Randi will increase her mathematic skills to include those skills associated with pre-algebra

Progress will be measured as indicated below:

Criteria	Evaluation Procedures	Progress will be reported to parents by:	When will progress be reported?
80%accuracy in 8 trials over twenty weeks	Observations and teacher check lists	Progress letter and grade reports	Quarterly at grading periods (Nov. Jan. April, June)

Measurable short term goals:

- 1. Identify, list, and use appropriate math procedures for problem solving
- 2. Identify and solve exponents
- 3. Add, subtract, multiple, and divide negative and positive numbers
- 4. Identify and use mathematic vocabulary

Considerations and Present Levels

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.

Service Summary

Specially Designed Instruction	Anticipated Amount	Frequency	Anticipated Location	Start Date	End Date	Provider
Writing	30 minutes	Weekly	All school Locations	5-20-2015	5-18-2016	LEA
Reading	30 minutes	Weekly	All school Locations	5-20-2015	5-18-2016	LEA
Math	30 minutes	Weekly	All school Locations	5-20-2015	5-18-2016	LEA
Organizational Skills	30 minutes	Weekly	All school Locations	5-20-2015	5-18-2016	LEA

Related Services	Anticipated Amount	Frequency	Anticipated Location	Start Date	End Date	Provider
Team Determined not needed						

Supplementary Aids/Services Modifications and Accommodations	Anticipated Amount	Frequency	Anticipated Location	Start Date	End Date	Provider
Setting choice to take test in a quiet environment/resource room	Testing situations	As needed	Resource Room	5-20-2015	5-18-2016	LEA
Choice to use highlighted text	Core classes	As needed	All School Locations	5-20-2015	5-18-2016	LEA
Extended Time for essay writing	All Classes	As Needed	All School Locations	5-20-2015	5-18-2016	LEA
Assistance with editing essays	All Classes	As Needed	All School Locations	5-20-2015	5-18-2016	LEA
Use of calculator and notes for math and science tests	Science and Math	As Needed	All School Locations	5-20-2015	5-18-2016	LEA
Notes provided by teacher for student	For lectures	As Needed	All School Locations	5-20-2015	5-18-2016	LEA
Shortened assignments	Core class	As Needed	All School Locations	5-20-2015	5-18-2016	LEA

Supports for School Personnel	Anticipated Amount	Frequency	Anticipated Location	Start Date	End Date	Provider
Consult with educational specialist	30 minutes	monthly	All school Locations	5-20-2015	5-18-2016	LEA

Statewide Assessments

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 12). If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	*Explanation <i>State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.</i>	Accommodations
Reading/Literature: 3, 4, 5, 6, 7, 8, and HS/11 <input checked="" type="checkbox"/> Standard (may include accommodations)	*Extended Assessment <input type="checkbox"/> *Standard Administration <input type="checkbox"/> *Scaffold Administration		Clarify Instructions and extra time
Mathematics: 3, 4, 5, 6, 7, 8, and HS/11 <input checked="" type="checkbox"/> Standard (may include accommodations)	*Extended Assessment <input type="checkbox"/> *Standard Administration <input type="checkbox"/> *Scaffold Administration		Clarify Instructions and extra time (calculator use)
Writing: 4, 7, and HS/11 <input checked="" type="checkbox"/> Standard (may include accommodations)	*Extended Assessment <input type="checkbox"/> *Standard Administration <input type="checkbox"/> *Scaffold Administration		Clarify Instructions and extra time (word processing to correct spelling or spelling calculator)
Science: 5, 8, and HS/11 <input type="checkbox"/> Standard (may include accommodations)	*Extended Assessment <input type="checkbox"/> *Standard Administration <input type="checkbox"/> *Scaffold Administration		Clarify Instructions and extra time

Form 581-5138-P

4/2007: Oregon Standard IEP for students age 16 and older when IEP is in effect

District Wide Assessments

Will the student participate in any District 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). If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	*Explanation <i>State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.</i>	Accommodations
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Form 581-5138-P

4/2007: Oregon Standard IEP for students age 16 and younger when IEP is in effect

Nonparticipation Justification

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

Yes No

If yes, document the amount of removal: *one class period per day*

If yes, provide explanation justifying the removal: *instructional needs*

Extended School Year (ESY) Services

ESY Services will be provided for this student

Yes: ESY services to be provided are described in the Service Summary page

No

To be considered: Date ESY will be considered by:

Prior Notice of Special Education Action

Date: 5-20-2015

Dear Lisa Underwood and Randi Underwood-Cast

This notice informs you of the following action:

The Multidisciplinary Team has found Randi eligible to continue receiving Special Education Services, which is a proposal to initiate the following aspect of Randi's Underwood-Cast's special education.

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

This action is proposed because:

Randi still needs assistance with writing and spelling. Her math teacher says Randi has a good work ethic but struggles with math.

This action is based on the following evaluation procedure, test, records, or reports:

Curriculum based measures and teacher recommendations

Other Options considered were:

Regular educations classes without resource room assistance

We rejected these options because:

The team feels that Randi would benefit from continued support in special education

Any other factors considered by the team:

Randi's work habits and ability to manage her academic work load

Sincerely,

Lisa Rowe

Case Manager

832-1819

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:

Lisa Rowe

Title: Case Manager

Phone: 832-1819

Lisa Rowe

From: Brandon Standridge
Sent: Monday, May 18, 2015 2:22 PM
To: Lisa Rowe
Subject: RE: IEP Tuesday

Randi has days where she is good and produces, but for the most part she does not do or turn in work. When given more time, she will occasionally turn in things, but for the most part in my classes those are few and far between. Behavior wise she is usually a good student and not disruptive (although she can get around people that distract her easily). Her attendance is spotty at best, and impacts her work and everyday learning and constantly gets her behind on work. Other than that, she is someone that is usually enjoyable to be around and if she would turn in work, would gain more credit in her classes for me.

Mr. Standridge

From: Lisa Rowe
Sent: Monday, May 18, 2015 2:13 PM
To: Brandon Standridge; William C. Coltrin; Sue Burnett; Ransford I. Rogers
Subject: IEP Tuesday

This is our last required IEP for the year and it's for Randi. I had an opportunity to look at her transcripts and we are looking at an extended diploma possibly. Randi's IEP was scheduled for Tuesday but she is riding the router bus and going to the game and didn't bring back the meeting forms.

What I need from you folks is a description of her performance in your room and classes. Randi and I will meet second period and start the process and we can visit after school and I will get some signatures and your comments. I will try to catch up with Randi again next week and hopefully her mother will be available. These drug out IEPs are sometimes called "Rolling IEPs"

I would like to have Joshua Schreiber IEP before the end of the year so my replacement doesn't get off track with it so soon to the beginning of the year.

*Lisa Rowe
Special Education Teacher
Glendale High School
10958 Azalea-Glen Road
Glendale, Oregon 97442*

Lisa Rowe

From: William C. Coltrin
Sent: Tuesday, May 19, 2015 12:05 PM
To: Lisa Rowe
Subject: RE: IEP Tuesday

Here is the information I have for the following students:

Randi (biology)- Her attendance and time management are issues that are affecting her success. I would like to see her come to class on time and prepared and be actively productive in class. When she does work it is good but the lack of being in class on a continues bases makes it hard for her to stay caught up.

Josh - I had josh for biology for most of the year but he has dropped my class for this quarter. When Josh was in my class he refused to work making up excuses why he wasn't supposed to do the work we were doing. Josh needs to take responsibility for his learning, show up to class on time, put is electronics away, and do his work.

Thanks,



Will Coltrin

Agriculture and Science Instructor
WColtrin@Glendale.k12.or.us
Work Phone: 541-832-1822

*~Making a positive difference in the lives of students by developing their potential for **premier leadership, personal growth and career success** through agricultural education~*

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Sent: Monday, May 18, 2015 2:13 PM
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