

OKLAHOMA STATE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION SERVICES DIVISION

NAME (Complainant)	[REDACTED]
STUDENT NAME	[REDACTED] & all other students in this School <i>Special Ed</i>
DATE	October 3, 2018
PHONE NUMBER	[REDACTED]
ADDRESS	[REDACTED]
STUDENT ADDRESS (if different)	
STUDENT GRADE	9th Grade
STUDENT BIRTHDATE	[REDACTED]
DISTRICT	Tulsa Public Schools
SCHOOL	Edison High School
SCHOOL ADDRESS	2906 E. 41st Street Tulsa, OK. 74105
RELATIONSHIP TO STUDENT (select one)	<input checked="" type="checkbox"/> PARENT
	<input type="checkbox"/> ADVOCATE
	<input type="checkbox"/> ATTORNEY
	<input type="checkbox"/> OTHER:

*similarly situated*

**A. Statement of the violation:**

*You do not have to know specifically what law was violated, but you must explain what you believe the school has done wrong, e.g. "The teachers are not following my child's IEP."*

see attached

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**B. Facts upon which the allegation is based:**

*Describe what actually happened to lead you to believe the school has violated the law, for example, "My child's IEP says he will be seated in the front of the classroom, but when I visited his class yesterday, he was seated in the back of the classroom."*

see attached

**C. Proposed Resolution:**

see attached

[Redacted Signature]

Date: 10/4/18

a. Statement of the Violation

The special ed teacher did not afford me meaningful parental participation. I should not have to fight to get a meeting to discuss my son. I was refused an "IEP meeting" until February and told that I could only have a short addendum meeting. Those were the teacher's words. I was told that in this addendum meeting there could not be a meaningful discussion of my son's disability or functioning with his teachers because there wasn't time. We could only change the goals. I was told that I could not have an "IEP meeting" until February (2019).

I did not get a notice of meeting prior to the meeting.

I got a Written Notice to Parents after the meeting, but it has false information on there. It says in #2 that the team reviewed and discussed all these things. That is false. They brought his current grades. We were told that we could not discuss these things as this was only an addendum meeting. My mother and I gave some information to the team, but the team members did not review his last IEP, and the progress he made or meaningfully discuss anything on the IEP - as it states. The best that happened is that the teacher read what the teacher last year wrote and moved on with virtually no discussion. There was no meaningful discussion of [REDACTED] or his needs. I was told it would be a brief short meeting to only change his goals. There was not even discussion about the goals except the teacher read them and told me they would remain the same for all of high school in reading. As to #3 - the team members did not look at the MEEGS or discuss it. They did not look at the RED's or discuss it and there was no student input as the student was not even there. There was very limited teacher and parent input. Then #4 - Monitoring could include checking in person with the teacher or my email or phone. Checking grades or observing or visiting the classroom. Where is there information on assistance for his academic needs? If the teachers and special ed teachers aren't providing specially designed instruction - how is my son getting it? This looks like a form stating what they were supposed to do - not what really happened.

The IEP was not written or changed at the beginning of the year to address [REDACTED]'s high school program. It still reflects his middle school program - even after our "addendum meeting". My son's IEP is not individual to his needs.

The IEP goals are not measurable and they are not written for the unique educational needs of my child. Currently my son's goals are measured by his grade in the class. My son is not receiving specially designed instruction in the regular classroom. His special ed teacher is checking his grades two times per week for 10 minutes. What specially designed instruction is she monitoring? When I asked his English teacher how he could get extra support, she implied he just needed to do the work and no extra instructions could be given to address his disability. I am not asking to change the work - but only to help him break it down or help him know how to do it.

I suspect that all students in this high school may have the same goals in the same areas – like all reading goals are the same for all students. All math goals may be the same for all students etc. I believe this because the teacher told me that my sons goals would not change throughout high school in reading. His goal would only change if he changed a class, so math may change when he moves to another class. His reading goal would be the same goal for all 4 years. His reading goal is a very generic goal and not specific to his disability. The goals are not measurable goals – they are statements about what he will do in general and that his grade in that class will be a 75%. He was already exceeding that “goal” at the time of the IEP meeting. I understand that goals should be challenging and measurable.

The IEP says that my son will have extended time on tests, but the teachers are not giving him extended time on tests. The accommodation of extended time on tests is not listed with his other accommodations for each class but it added under an “Other” section. The IEP is not being followed. (Although the IEP cannot be followed in many ways -because it is still written about middle school and middle school personnel).

The IEP does not list meaningful accommodations to address my son’s individual needs. There are no accommodations for notetaking, for example.

His transition goals are just crummy. The 8<sup>th</sup> grade special ed teacher is supervising them. They were written in 8<sup>th</sup> grade and not discussed by the High school teacher. She only told me what was written in 8<sup>th</sup> grade. I guess his goal is that he will graduate high school. Isn’t that every high school student’s goal?

b. Facts upon which the allegation is based

I first noticed that teachers were not aware of any modifications or accommodations that they should be giving my son. He was (and continues) struggling in school. He is new to that school and they don’t know him yet. I thought I would wait several weeks for the teachers to get to know him, however, an incident early in the school year prompted me to request an IEP meeting on August 24<sup>th</sup>. I contacted the school by email (attached) to try and get help for him. The Special Ed teacher did not seem to want to have a meeting, but she finally agreed to have an addendum meeting. The addendum meeting was scheduled for September 21, 2018 at 7:45 a.m.

The day of the meeting, the special education teacher said that we could not have an IEP meeting until February (2019). This meeting (she and the assistant principal continued to call an addendum meeting) could only be to change his goals and accommodations. She kept saying that this was just a brief and quick meeting and only to change his goals. She did not want to review the IEP or discuss my son’s needs. (Even after the meeting that we had – you can see that a lot of it still applies to middle school). During this meeting, we did not have any meaningful discussion of my son’s needs or his educational program in high school. There was no meaningful discussion on how he was

performing in his classes other than a list of his grades. This was an IEP meeting and should not have been restricted in what could be discussed. It was just wrong to tell me that we weren't having an IEP meeting and this could only be a short meeting to make certain changes to his goals on the IEP. The teachers that are teaching him still do not know what his unique needs are and how he functions in school. They would have no reason to know how to help him.... The paperwork of the Prior Written Notice says it was an IEP meeting but I was told I could not have one until February.

The Special Education teacher told me what the current IEP said about his test scores - but they were the test scores from (spring of 2017 – year before last) when we did the last IEP – they were only the test scores of the state tests and they did not have current ones (ie. MAPS score) from the end of last year. She did not want to ask any questions about my son or what his disabilities are. She was in a hurry to get through with the meeting.

She told me that he would have the same goals for reading all through high school. The goals are measured by his grade of 75%. The assistant principal said that his current grade was a B and that if he did better they would raise the percentage so that he could have more of a challenge. The goals are broad and seem as if they just apply to what all students would be doing in the class, but not about helping my son with the troubles that he has in reading. It seems as if they are just having him do regular work as everyone else and making sure he will always have a C grade. I do not believe that is special education (specially designed instruction). I also think this is what they do for everyone in special education there because the goal was so generic. It would not surprise me if all students have the same goals for the same classes. My son's IEP is not individual to his needs.

I told them that [REDACTED] would not ask for help. He will not call attention to himself in anyway – even if he needs it. He will not say he needs more time. He will not ask to leave for the resource room. He just will not. His school last year openly commented and recognized this fact about him. The high school sped teacher added – as a transition goal-that he would seek academic support when he needs assistance but there are not supports for that put in place. It is not a measureable goal and they don't say how they will measure that other than Observation and verbal response. Then his accommodation only says that he can leave to go to the resource room when needed – but he isn't going to do that. He will not do anything that separates him from other students or indicates he needs help. They will not listen to me. The high school is not putting a plan in place that has any chance of working. The goal is too vague and does not say how or when the teacher may direct him to the resource room for assistance or if the teacher will check on him to see if he needs assistance in the classroom.

I believe that with my son's problems in reading will affect all subject areas. He needs assistive technology to help him. I would like for him to have Bookshare – a program where the school can load his textbooks onto a device and it will read along with him.

He has a specific learning disability and he has severe astigmatism that can only be slowly corrected over time. He has a lot of trouble reading words and it takes him a long time. He always performs better when he can listen and hear opposed to just reading to himself. I think this device would really help him to understand and do better. My son also needs help with notetaking. He doesn't know what is important to write down. They said he could take pictures of the board. Not all notes are on the board and notetaking accommodations were not written down. He has to complete Post-It annotations for English, which appears to be a form of note taking, yet he has no idea how to do it and no additional help has been offered by the teacher.

The special ed teacher just said he doesn't need AT and then just moved on without any discussion. I think the IEP team is legally supposed to discuss it and consider it. When AT (Bookshare) was suggested, the Assistant Principal and the main special ed person ( [REDACTED] ) said they had never heard of it. They must need training on types of AT that help students in the classroom.

My sons transition goals for high school are about what he is doing in middle school. This is probably because we were not allowed to have an IEP meeting until February 2019. The special ed teacher said that at the February meeting they will put in his goals for 10<sup>th</sup> grade. It seems they have this down like a factory – one IEP meeting a year allowed – with no individual consideration of a student until then and we will slot in next years without any info to those teachers until the next IEP meeting that is allowed in FEBRUARY of 2020. It is all so patently ridiculous and is not geared toward helping my child but toward how they can manage a process with administrative convenience.

The special education teacher sent me a list of accommodations asking what I wanted to and to email back. I didn't not send them because I was expecting to have a conversation at the IEP meeting what accommodations would be necessary for each class. I am only a parent. I don't know what class requirements are and what struggles my son is having in each classroom every day. How would I know what is needed? I wanted the teachers to talk to me about their class and what would be required, I wanted the special education teacher to discuss my sons needs with his teachers and they tell me what accommodations and supports they are suggesting. I want the teachers to identify when he is having trouble – help him in the regular classroom, check on him and send him to the resource room if he is having trouble but the special ed teacher only listened and moved on. She did not add that accommodation and I am pretty sure they are not telling the teachers to watch out for that – since the teachers don't seem to know how to help him. They only say they don't know what to do; that they are teaching Pre-AP classes and he must do the work. They don't even understand what I am talking about.

At the end of the meeting I signed the IEP and marked agree. I apologize for lying. I am so tired of fighting for my son. I don't agree that he is getting what he needs and I am not sure anyone at that school even cares. I want to feel that I am in a partnership with

someone that is working for him to learn and achieve the best he can. I don't feel there is any partnership. I feel that the message was clear....this is the way we do things here. It's like a factory and we will make sure your son is making a 75%. That is not very challenging. I believe he can do better if they were to spend some time getting to know him to learn what he can do and how he can do it.

c. Proposed resolution

I would like a new IEP meeting. I would like to have a real IEP meeting where the IEP is discussed and reviewed- and I don't want to wait until February 2019. I want someone from the main special education office of the Service Center to be there. I want to fully discuss my child and what his needs are. I would like all of his teachers to be there to discuss how he is doing in their class – or meaningful input from his teachers. I want all of his teachers to hear about what his problems are and get their ideas on what can be done in their class to help him learn the material. I want the teachers of my son to have a meaningful discussion about his needs and make meaningful suggestions on how his academics can be supported at home and in the classroom. I don't think it is right for teachers to expect the special ed teacher to do everything he needs in 2 times a week for 10 minutes. The teachers should be doing things during class time.

I would like his transition goals in high school to not be about what he is doing in Middle School. It seems like the 8<sup>th</sup> grade teacher wrote everything so the high school wouldn't have to address it until February 2019. (That seems planned so the high school didn't have to meet until February to discuss him). I should be able to have IEP meetings when there are concerns about how his IEP is working -If it is meeting his needs and I should not have to fight to get any sort of IEP meeting.

I want a full consideration of AT and what could be used to help him in the classroom. I want someone to be in the IEP meeting that has knowledge of what types of things can help him with his academics – like for reading and taking notes. I want those things considered and addressed on his IEP.

I want to know how my son is getting special designed instruction in the classroom. I want to know how that is different from what everyone else is getting. I am concerned that his reading disability will be impacting all subject areas and he needs to have academic support and help in the regular classroom settings. I am concerned that he is not getting it because the teachers don't know what to do.

I would like for the teachers (and administrators) to have some AT training so that they know what types of things are available to help students like my son learn in their classrooms. I would like for the teachers to have some training on how to help children with notetaking when they don't know how to write down what is important or can't get it all down when they have processing delays. I would like them to have training on

AT that can help a child with reading in high school when reading is hard for them – like bookshare.

I would like for the special ed teachers to have training on writing measureable goals that are not measured by general grades in the classroom. I would like the special ed teachers to learn how to measure goals properly and how to make the goals individual to each child's needs. I would like for teachers to have training on what methods are used for measuring goals and how to give me updates on his progress. His grades each nine weeks should not be the sole progress for how he is progressing. I would like for the school administrators to be a part of that training so they are aware of what special education law requires.

I would like meaningful transition goals. His transition goals should be better than graduating from high school because that is what everybody gets. I would like a better transition program than what was written in middle school. I would like some meaningful thought to be put into it. His transition goals should not be about what is going on in Middle School.

I would like for someone at this school to care. I would like for all special education students at Edison High School to have individual written goals, specially designed instruction and assistive technology that will help them achieve in the classroom. I would like for all special education students to have IEP's reviewed and the teachers to know all the students individual needs near the time when school begins. I want all students to have the opportunity to have more than one IEP meeting per year if their parents request it.

I want teachers to have training in how to provide special education in the classroom.

I just hope the State of Oklahoma can investigate and help them do a better job at complying with the law and helping children with disabilities achieve better academic results.



## Timeline

August 22, 2018 – School Starts

August 24, 2018 – ██████████ emails request for team meeting to review the IEP

August 25, 2018 – ██████████ responds via email that teachers have until the 31<sup>st</sup> to review his IEP

September 7, 2018 – ██████████ sends follow up email checking on original request for an IEP meeting.

September 7, 2018 – ██████████ responds with a list of accommodations for ██████████ to review. Once those are reviewed ██████████ will set an addendum to ██████████'s IEP

September 13, 2018 – ██████████ responds that there are two accommodations she would like considered. Note taking and assignments/agenda tracking. Also brought up that his IEP goals were inappropriate and would like those addressed.

September 13, 2018 – ██████████ responds she will address goals in the addendum to the IEP.

September 17, 2018 – ██████████ confirms September 21, 2018 at 7:45 for meeting

September 21, 2018 – ██████████ receives a copy of the draft IEP with some changes and receives written notice of the meeting for the first time. Also received the written invitation for the meeting for the first time.

[REDACTED]

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**From:** [REDACTED]

September 7, 2018 10:17 AM

**To:** [REDACTED]

**Subject:** Re: IEP Meeting Request & [REDACTED] Homework Assignment

[REDACTED]

I am so very sorry that I forgot to contact you concerning [REDACTED] accommodations. Is there a time that is convenient to call and we can discuss what he needs to be successful in the high school setting. I have plan from 11:25 to 12:30 if you are available to call. Then we can set a meeting for an addendum to [REDACTED] IEP to make the necessary changes. After our conversation, I can schedule the meeting for Tuesday or Wednesday morning if that is convenient for you.

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**From:** [REDACTED]

**Sent:** Friday, September 7, 2018 9:35:16 AM

**To:** [REDACTED]

**Subject:** RE: IEP Meeting Request & [REDACTED] Homework Assignment

Good Morning [REDACTED],

I am checking on the status of my IEP meeting request to meet with the team and revise his IEP goals to something more appropriate to his disability and not the Thoreau program. It has been two weeks and I have not yet heard back about when we can schedule something.

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**From:** [REDACTED]

**Sent:** Friday, August 24, 2018 2:32 PM

**To:** [REDACTED]

**Cc:** [REDACTED]  
**Subject:** RE: IEP Meeting Request & [REDACTED] Homework Assignment

Thank you, [REDACTED] for your email. I am cc-ing [REDACTED] (our Special Ed Department Chair) and [REDACTED] ([REDACTED]'s Monitoring teacher). They are the ones who set up the IEP-related meetings, so you may email them directly.

[REDACTED]

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[REDACTED]  
**Sent:** Friday, August 24, 2018 12:41 PM  
[REDACTED]  
**Subject:** RE: IEP Meeting Request & [REDACTED] Homework Assignment

One last thing,

At registration last spring, we were told that teachers would be emailing parents homework assignments. Just curious what email list that is being sent to. We very much want [REDACTED] to complete his obligations and are willing to make sure that happens.

[REDACTED]

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**From:** [REDACTED]  
**Sent:** Friday, August 24, 2018 12:39 PM  
**To:** [REDACTED]  
**Subject:** IEP Meeting Request & [REDACTED] Homework Assignment  
**Importance:** High

Ms. [REDACTED],  
I understand from [REDACTED] that you did not accept his homework today because it was on lined paper. Is that correct? I believe his father emailed you last night that we were not able to get copy paper. More embarrassingly, even if we knew earlier neither his father or I could purchase schools supplies until today. [REDACTED] stayed up and completed his homework to meet his obligations after a long Thursday night of football.

I would like a better understanding of when this homework was given and why you would not accept his homework assignment because it was on lined paper opposed to blank paper. Based on his IEP, [REDACTED] can be given additional time to complete homework. Have you read his IEP? I would expect that you will allow him to redo the homework on unlined paper and turn back in on Monday. Is that an accommodation you can make?

Also, I am extremely disappointed that school supply lists weren't handed out until Wednesday and neither his father or I had the money to purchase additional supplies until this weekend. Other parents told us that they also were not buying school supplies until Monday. We also say nothing on the supply list that indicated supplies were due immediately. Seems like poor planning on Edison's part.

[REDACTED] – I would like a team meeting regarding [REDACTED] IEP as soon as possible. Please provide dates that the Edison team is available to meet to review his goals and accommodations. The goals set last year were specific to Thoreau and not necessarily appropriate for high school. Normally I would wait a few months before requesting a meeting, but it is clear that one is needed sooner rather than later.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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**From:** [REDACTED]  
**Sent:** Saturday, August 25, 2018 12:42 PM  
**To:** [REDACTED]  
**Subject:** RE: IEP Meeting Request & [REDACTED] Homework Assignment

This is [REDACTED] – Department Chair for Exceptional Student Services at Edison.

I wanted to clarify why [REDACTED] was not aware of accommodations for [REDACTED]. The district typically gives teachers until after Labor Day to get the list of accommodations out to the general teachers. The Director of Exceptional Student Services for the district passed away suddenly a few weeks ago and our Area Coordinator moved to another state. Unfortunately, we have been in a state of flux. In the interim, we have set a deadline at Edison of Friday, August 31<sup>st</sup> as the deadline for teachers to distribute the accommodations to the general education teachers.

In the meantime, [REDACTED] – I would encourage you to share your vary detailed email with all of [REDACTED]s teachers. The IEP accommodation page doesn't even come close to being as descriptive about your son as you have and it would be a welcome resource to all of his teachers.

Hope to meet you at Back to School Night on Wednesday.

[REDACTED]

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**From:** [REDACTED]  
**Sent:** Saturday, August 25, 2018 8:26 AM  
**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** RE: IEP Meeting Request & [REDACTED] Homework Assignment

Ms. [REDACTED]  
Thank you for your response.

Yes, [REDACTED] and I both sent emails to the wrong email address until late afternoon when I saw your email on the Edison website.

Just a quick recap on [REDACTED] and his disability.

[REDACTED] was diagnosed with Autism at 18 mos. He was non-verbal and had severe sensory issues. Knowing that we had until about age 7 to change the way his brain functions, we began intensive therapy.

He had therapy 5 days a week with professionals and I learned how to continue the therapy at home. By age three he had a full 1 word vocabulary. He began school at Hoover Elementary in [REDACTED] autism program where he remained through age 4. By 4 he was speaking in 2-4 word sentences.

We also taught him basic appropriate social interactions with his peers. By Kindergarten he was fully integrated into a regular classroom and regulated his sensory issues. By 4<sup>th</sup> grade, he had been removed from an IEP and accommodations tracked on a 504 plan. Last year he was put back on an IEP.

He attended middle school at Thoreau. During this time I heard from each of his teachers how he showed no sign on Autism. I had two reactions to this: Anger and Happiness. Anger that someone with no history of [REDACTED] and his disability would make such an assumption. Happiness that all of the work we have done and continue to do with [REDACTED] helps him be a functioning kid that looks like he doesn't have a disability.

Autism is mainly a communication and social disability. [REDACTED] still has trouble communicating his thoughts/feelings, he has problems communicating his needs, he has problems being socially inappropriate and he has terrible trouble planning and organizing himself.

We work with him on a daily basis to improve all of these skills.

While [REDACTED] has made great improvements and I have very hopeful for him to grow into a functional adult, I know that he still has some basic issues relating back to the autism.

- Reading Disability – Autism fundamentally impacts a person's understanding of language. He has always struggled with reading, comprehending what he read, understanding complex language.
- Communicating - Understanding when to ask for help or communicating that help is needed.
- Completing tasks that are "hard" – require extra concentration. Harder tasks require more brain processing power for [REDACTED] than a typical kiddo.
- Social Skills – social skills aren't just interacting with other people. The example given to me by [REDACTED]'s doctor was in college a professor will keep tests on file that you can read in advance of a mid-term or final. They aren't going to ask the same questions, but a student should be able to read the test – and using social skills – determine what topics they should study.

While I understand that you offered paper and sketchbooks to your students, there is an assumption that [REDACTED] had the ability to plan and understand that he would need those supplies. His failure to request those supplies was a result of his disability.

His father and I have both discussed this situation with him and told him that he has to try harder to plan. We gave him strategies to handle a situation like this in the future. [REDACTED]'s best quality is that he can be taught, he just doesn't have the skill to teach himself.

At Thoreau he was given one additional day to turn in homework – if needed. It is needed when [REDACTED] has been unable to plan appropriately or has incorrectly understood the assignment. It is not used for [REDACTED] to just get an extra day to get his homework in and for him to not just do his homework.

The concern is that his disability prevents him from completing work and then he is given a 0 on homework because of his disability.

Both his father and I believe that [REDACTED] should be pushed to his limits and we also believe he can be taught/trained to be a successful student.

I understand from a follow up email that you were unaware of a practice to email homework. I have no idea what the Edison policy on that is and if that is new or never used. I was told when we registered [REDACTED] that it would happen and we could hold our students responsible at home to get the work done. I, of course, was thrilled. It does help us keep [REDACTED] accountable and also alerts us to the details that he does not communicate to us that he needs. If you don't actually email, where could we find updates about your class. Is there a website?

[REDACTED] will turn his sketch on unlined paper in on Monday.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

**Sent:** Friday, August 24, 2018 4:22 PM

**To:** [REDACTED]

[REDACTED]

**Cc:** [REDACTED]

**Subject:** RE: IEP Meeting Request & [REDACTED] Homework Assignment

Hello everybody – parents, [REDACTED], teachers, counselors, etc,

First, I'd like to clarify that I did not receive any email until [REDACTED] just emailed at 2:33pm. I rarely sit at my computer during class so I just got this. [REDACTED] came to my class to inquire about this issue during 6<sup>th</sup> hour but I had not received any information at that time. If you look on the original send line from the parents, my email is incorrect – I am [REDACTED] and the email was sent at 12:39pm today.

I have not received any paperwork on [REDACTED] so had no idea that accommodations were in effect. So, no I have read his IEP because nobody gave it to me. It is my goal to accommodate in every way but without information, I assume that there are no special circumstances. Many of my over 200 students didn't get a grade their sketch today due to not turning it in or completing it in pencil or on lined paper.

Just to clarify the assignment, the only homework my PreAP Art 1 students have is a weekly sketch. The sketches for the entire semester are posted on a large red poster in my classroom, which has been pointed out in class every day. I also gave examples of how to make a good choice with sketchbook subject matter and we did a sample observational drawing on the first day in class. Next to the red sketchbook poster is a bright yellow poster with the sketch requirements which I have also gone over every day. I reminded students every day that I have unlined paper out on the counter with other community supplies that they are welcome to use without asking and that if a student was unable to get a sketchbook that I could supply one, which I already have for several students. I also told them that I understood if it took a week or more to get a sketchbook and that they could just tape in their work later.

I gave out syllabi and supply lists and read them aloud to all of my classes on the first day of school. With the website still under construction, I'm not sure how I could've done that sooner.

It is my goal for all of my students to be successful in art and to accommodate all special needs that I'm made aware of. I'm happy to accept [REDACTED]'s redone black ink observational sketch on unlined paper on Monday or under whatever time limits are outlined in the IEP. This is a PreAP class and I will maintain College Board expectations. Please let me know if I can provide further information.

[REDACTED]

[REDACTED]

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**From:** [REDACTED]  
**Sent:** Friday, August 24, 2018 2:33 PM  
**To:** [REDACTED]  
**Subject:** FW: IEP Meeting Request & [REDACTED] Homework Assignment



[Redacted]

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**From:** [Redacted]  
**Sent:** Friday, August 24, 2018 2:32 PM  
**To:** [Redacted]  
**Subject:** RE: IEP Meeting Request & [Redacted] Homework Assignment

Thank you, [Redacted] for your email. I am cc-ing [Redacted] (our Special Ed Department Chair) and Ms. [Redacted] (Monitoring teacher). They are the ones who set up the IEP-related meetings, so you may email them directly.

[Redacted]

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**From:** [Redacted]  
**Sent:** Friday, August 24, 2018 12:41 PM  
**To:** [Redacted]  
**Cc:** [Redacted]  
**Subject:** RE: IEP Meeting Request & [Redacted] Drummond Homework Assignment

One last thing,

At registration last spring, we were told that teachers would be emailing parents homework assignments. Just curious what email list that is being sent to. We very much want [Redacted] to complete his obligations and are willing to make sure that happens.

Thanks,  
[Redacted]

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**From:** [Redacted]  
**Sent:** Friday, August 24, 2018 12:39 PM  
**To:** [Redacted]  
**Cc:** [Redacted]  
**Subject:** IEP Meeting Request & [Redacted] Homework Assignment  
**Importance:** High

[Redacted]  
I understand from [Redacted] that you did not accept his homework today because it was on lined paper. Is that correct? I believe his father emailed you last night that we were not able to get copy paper. More embarrassingly, even if we knew

earlier neither his father or I could purchase schools supplies until today. [REDACTED] stayed up and completed his homework to meet his obligations after a long Thursday night of football.

I would like a better understanding of when this homework was given and why you would not accept his homework assignment because it was on lined paper opposed to blank paper. Based on his IEP, [REDACTED] can be given additional time to complete homework. Have you read his IEP? I would expect that you will allow him to redo the homework on unlined paper and turn back in on Monday. Is that an accommodation you can make?

Also, I am extremely disappointed that school supply lists weren't handed out until Wednesday and neither his father or I had the money to purchase additional supplies until this weekend. Other parents told us that they also were not buying school supplies until Monday. We also say nothing on the supply list that indicated supplies were due immediately. Seems like poor planning on Edison's part.

[REDACTED] – I would like a team meeting regarding [REDACTED]'s IEP as soon as possible. Please provide dates that the Edison team is available to meet to review his goals and accommodations. The goals set last year were specific to Thoreau and not necessarily appropriate for high school.

Normally I would wait a few months before requesting a meeting, but it is clear that one is needed sooner rather than later.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Monday, September 17, 2018 5:44 PM  
**To:** [REDACTED]  
**Subject:** Re: [REDACTED] accommodations

Yes, I will be able to meet on Friday at 7:45. I was out today and will be out tomorrow due to illness. Look forward to meeting you. On the list of possible accommodations I sent you please highlight the ones that you feel will work the best for [REDACTED] and send back to me so I can adjust his IEP I n Wednesday when I return.

[REDACTED]

Sent from my iPhone

On Sep 17, 2018, at 10:51 AM, [REDACTED] wrote:

[REDACTED]  
Does this Friday at 7:45 work for you?

Thank You,  
[REDACTED]

[REDACTED]

<image003.png>

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**From:** [REDACTED]  
**Sent:** Thursday, September 13, 2018 12:46 PM  
**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** Re: [REDACTED] accommodations

I was going to address his goals as well with in the addendum. I will address the additional accommodations listed below as well. What would be a good day and time to meet? I usually try to hold my meetings at 7:45 am. Is that time good for you? I have Tuesday, Thursday, or Friday available next week.

**From:** [REDACTED]  
**Sent:** Thursday, September 13, 2018 11:58:32 AM  
**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** RE: [REDACTED] accommodations

Hi [REDACTED],  
I'm sorry for my delayed response.

I have read over the accommodations and I would like to address two more that I don't see listed.

1. Note taking is a social skill. [REDACTED] is not a great note taker as he has a hard time understanding what he should write down – so instead he tries to write down everything. He also has an auditory processing delay. So when he tries to write it down, he's already behind and he never really gets good notes. This seems to already be impacting him in Oklahoma History. He failed an open note quiz because his notes were not complete.
  - a. I would like to request that [REDACTED] receive an outline of topics, terms, vocabulary that will be important for him to know for quizzes or tests in all classes.
  
2. List of Upcoming Assignments. This was a standard in Middle School and I was very excited when we registered at Edison because they said we should expect the same. So far, that isn't happening. Neither his father or I receive any communication about homework assignments or tests are coming up. I would like to get communication from the teacher about the agenda for the week or some type of check to ensure that [REDACTED] has written it down in an Agenda (and we'll buy him one if needed).
  - a. What is the standard at Edison for communicating to parents so we can hold our child responsible at home and stay ahead of the game? If there is no standard, I would like an accommodation where the teacher emails what is planned on a weekly basis.

Also, his goals on his current IEP are inappropriate. They aren't appropriate or challenging. For example, one goal was that he would count change in Micro. 1) He could already do that 2) not even related to his disability 3) Edison doesn't have Micro. And To be honest, we were almost done with Thoreau and I couldn't see the point in arguing anymore with the team over it.

I'm not sure what appropriate goals would be for high school. I'm hoping to lean on your expertise for that.

Thank You,

[REDACTED]

[REDACTED]

[REDACTED]

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**From:** [REDACTED]  
**Sent:** Friday, September 7, 2018 3:10 PM  
**To:** [REDACTED]  
**Subject:** [REDACTED] accommodations

[REDACTED],

I read over your email that you sent to [REDACTED] art teacher and chose accommodations I thought he would benefit from. It is quite lengthy, but please read over it this weekend and if you have any changes (add/remove) please do so. You may want something more specific other than what is offered on the computer and we can add those under Other.

Thank you,

[REDACTED]

### **English/Language Arts With Accommodations ·**

Provide opportunity to leave class for resource assistance.

- Provide short instructions (1 or 2 steps). · Ask student to repeat and explain instructions.
- Encourage student to verbalize steps needed to complete assignment/task.
- Allow extra time for oral response.
- Allow extra time for written response.
- Provide frequent feedback.
- Allow minimal auditory distractions.
- Encourage classroom participation.
- Provide peer tutoring/paired-working arrangement.
- Allow time to verbalize and/or respond to class objectives.
- Explain directions in detail as needed.
- Use a variety of questioning techniques.

### **Math With Accommodations**

- Provide opportunity to leave class for resource assistance.
- Provide short instructions (1 or 2 steps).
- Encourage student to verbalize steps needed to complete assignment/task.

- Allow extra time for oral response.
- Allow extra time for written response.
- Provide frequent feedback. · Allow minimal auditory distractions.
- Encourage classroom participation.
- Provide peer tutoring/paired-working arrangement.
- Explain directions in detail as needed.
- Use a variety of questioning techniques.
- Give the student a list to steps necessary for the problems he/she is attempting to solve. Have the student keep a list at his/her desk for a reference while solving math problems.
- Provide Calculator

### **Science With Accommodations**

- Provide opportunity to leave class for resource assistance.
- Provide short instructions (1 or 2 steps).
- Encourage student to verbalize steps needed to complete assignment/task.
- Allow extra time for oral response.
- Allow extra time for written response.
- Provide frequent feedback.
- Allow minimal auditory distractions.

- Encourage classroom participation.
- Provide peer tutoring/paired-working arrangement.
- Explain directions in detail as needed.
- Use a variety of questioning techniques.
- Provide Calculator

### **History With Accommodations**

- Provide opportunity to leave class for resource assistance.
- Provide short instructions (1 or 2 steps).
- Encourage student to verbalize steps needed to complete assignment/task.
- Allow extra time for oral response.
- Allow extra time for written response.
- Provide frequent feedback.
- Allow minimal auditory distractions.
- Encourage classroom participation.
- Explain directions in detail as needed.
- Use a variety of questioning techniques.



### **Physical Education With Accommodations**

- Provide short instructions (1 or 2 steps).
- Provide frequent feedback.
- Encourage classroom participation.
- Provide peer tutoring/paired-working arrangement.
- Explain directions in detail as needed.
- Use a variety of questioning techniques.

### **Music/Art With Accommodations**

- Provide opportunity to leave class for resource assistance.
- Provide short instructions (1 or 2 steps).
- Encourage student to verbalize steps needed to complete assignment/task.
- Allow extra time for oral response.
- Allow extra time for written response.
- Provide frequent feedback.
- Allow minimal auditory distractions.
- Encourage classroom participation.
- Allow time to verbalize and/or respond to class objectives.

- Explain directions in detail as needed.
- Use a variety of questioning techniques

**Other 1: With Accommodations**

- All Classes: Extended time limits for ASSIGNMENTS and TESTS - up to 1 day past the original date, when needed, except for papers/projects with specific due dates, semester tests and final exams.
- All Classes: Check for understanding often.
- Preferential seating
- Extended time for ACT / SAT and other national tests.



~~Draft~~

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**From:** 09/21/2018

**To:** 02/07/2019

Initial

Subsequent

Interim

Addendum

**Name of Student:** [REDACTED]

**Birthdate:** [REDACTED]

**Parents:** [REDACTED]

**Phone: (Work)**

**Home Address:** [REDACTED]

Tulsa, OK 74114

**School Site:** Edison HS

**Grade:** Freshman

**(Home)**

**District/Agency:** 721001

**Site Code:** 712

**State Testing Number (STN):** [REDACTED]

**Age:** 14 Years 2 Months

**(Cell)**

**IEP Teacher of Record:** [REDACTED]

**OVERALL OBJECTIVE STATEMENTS**

Document current evaluation data and write objective statements, (may include most recent statewide and districtwide assessments) to demonstrate how the child's disability affects the child's involvement, functional performance, and progress in the general education curriculum and postsecondary transition, as appropriate. For students of transition age, document transition assessment results as they relate to the postsecondary goal(s). For preschool children, describe how the disability affects the child's participation in age appropriate activities.

9/21/18 Addendum: An addendum is needed to address educational goals and appropriate accommodations for high school to ensure that [REDACTED] is able to meet his full potential in all learning environments.

[REDACTED]



[REDACTED]

[REDACTED]

Name of Student: [REDACTED]  
 State Testing Number (STN): [REDACTED]

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**CURRENT ASSESSMENTS**

According to the review of the current assessment data and the team's decision, this student will participate in an Alternate Assessment.  Yes  No

**Present Level of Academic Achievement and Functional Educational Performance:** Document current evaluation data and write objective statements, (may include most recent statewide and districtwide assessments) to demonstrate how the child's disability affects the child's involvement and progress in the general education curriculum and postsecondary transition, as appropriate. For students of transition age, document transition assessment results as they relate to the postsecondary goal(s). For preschool children, describe how the disability affects the child's participation in age appropriate activities.

Academics-Math	<b>Assessment:</b> Oklahoma State Testing Program OSTP			
	<b>Component:</b>	<b>Date of Assessment:</b>	<b>Score Type(s):</b>	<b>Score(s) Reported:</b>
	Math	04/19/2017	Standard Score	[REDACTED]
<b>Assessment Narrative:</b> [REDACTED] spring 2017 [REDACTED]				
Academics-Reading Comprehension	<b>Assessment:</b> Oklahoma State Testing Program OSTP			
	<b>Component:</b>	<b>Date of Assessment:</b>	<b>Score Type(s):</b>	<b>Score(s) Reported:</b>
	Reading	04/19/2017	Standard Score	[REDACTED]
<b>Assessment Narrative:</b> [REDACTED] Spring 2017 [REDACTED]				
Transition Services	<b>Assessment:</b> Career Clusters Interest Survey			
	<b>Component:</b>	<b>Date of Assessment:</b>	<b>Score Type(s):</b>	<b>Score(s) Reported:</b>
	Career interest	02/21/2018	Inventory	Survey
<b>Assessment Narrative:</b> [REDACTED]				

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State Testing Number (STN): [REDACTED]

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### CURRENT DESCRIPTIVE INFORMATION

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List strengths of the child and a statement of the anticipated effects on the child's participation in the general education curriculum or appropriate activities.

**Strengths:**

[REDACTED]

**Anticipated Effects:**

It is anticipated that these strengths will help [REDACTED] be successful in the general education classroom setting.

List the educational needs resulting from the child's disability, which may require special education, related services, supplementary aids, supports for personnel, or modifications.

Academics-Written Expression, Academics-Basic Reading Skills, Academics-Math Calculation, Transition Services, Academics-Reading Comprehension

**Parent Concerns for Enhancing the Child's Education:**

Parent concerns were addressed in the meeting.

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### CONSIDERATION OF SPECIAL FACTORS FOR IEP DEVELOPMENT

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Yes	No	The following special factors have been considered by the IEP team with relevance to this child.
		1. Does the student have limited English proficiency?  1a. If yes, what is his/her primary mode of language?
		2. Is the student blind or visually impaired?  2a. Does the student need instruction in Braille?
		3. Does the student have communication needs?  3a. If the student has special communication needs, describe:

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Yes	No	The following special factors have been considered by the IEP team with relevance to this child.
[REDACTED]	[REDACTED]	<p>4. Is the student deaf or hard of hearing?</p> <p>4a. If the student is deaf or hard of hearing, did the IEP Team consider the student's language and communication needs?</p> <p>4b. If the student is deaf or hard of hearing, did the IEP Team consider opportunities for direct communications with peers and professional personnel in the student's language and communication mode?</p> <p>4c. If the student is deaf or hard of hearing, did the IEP Team consider necessary opportunities for direct instruction in the student's language and communication mode?</p>
[REDACTED]	[REDACTED]	<p>5. Has the team determined that Assistive Technology is necessary to implement the student's IEP?</p> <p>5a. If Assistive Technology is required to implement the IEP, describe the Assistive Technology, devices and services that are needed.</p>
[REDACTED]	[REDACTED]	<p>6. Does the student's behavior impede his/her learning or that of others?</p> <p>6a. If the student's behavior impedes their learning or the learning of others, the IEP Team has addressed the student's behavior in the following way(s):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functional Behavior Assessment</li> <li><input type="checkbox"/> Behavior Intervention Plan</li> <li><input type="checkbox"/> Accommodations</li> <li><input type="checkbox"/> Goals and Objectives</li> <li><input type="checkbox"/> Other</li> </ul>
[REDACTED]	[REDACTED]	<p>7. For any primary question above marked yes, are services required in the IEP?</p> <p>7a. If yes, define services that will be provided through this IEP.</p>

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**ANNUAL GOALS**

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Name of Student: [REDACTED]  
 State Testing Number (STN): [REDACTED]

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<b>Annual Goal:</b> Reading - Students will read and comprehend increasingly complex literary and informational texts. <span style="float: right;">1 of 5</span>		
<b>Area of Need:</b> Academics-Basic Reading Skills	<b>Person/Position Responsible:</b> Special Ed Teacher	<b>ESY:</b> No
<b>Score Type:</b> Percentage	<b>Target Score:</b> 75.0	<b>How will progress be measured?</b> Boardwork, Observation, Practice and Drill, Worksheet, Test, Quiz, Verbal Response, Work Samples, Curriculum Based Measurement
<b>Overall Goal Comments:</b>		
<b>Informed Progress:</b>		<b>Frequency:</b>
Progress Monitoring		6 Week

<b>Annual Goal:</b> Reading - Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. <span style="float: right;">2 of 5</span>		
<b>Area of Need:</b> Academics-Reading Comprehension	<b>Person/Position Responsible:</b> Special Ed Teacher	<b>ESY:</b> No
<b>Score Type:</b> Percentage	<b>Target Score:</b> 75.0	<b>How will progress be measured?</b> Boardwork, Observation, Software, Practice and Drill, Worksheet, Test, Quiz, Verbal Response, Work Samples, Curriculum Based Measurement
<b>Overall Goal Comments:</b>		
<b>Informed Progress:</b>		<b>Frequency:</b>
Progress Monitoring		6 Week

<b>Annual Goal:</b> Writing - Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing. <span style="float: right;">3 of 5</span>		
<b>Area of Need:</b> Academics-Written Expression	<b>Person/Position Responsible:</b> Special Ed Teacher	<b>ESY:</b> No
<b>Score Type:</b> Percentage	<b>Target Score:</b> 75.0	<b>How will progress be measured?</b> Boardwork, Observation, Software, Practice and Drill, Worksheet, Test, Quiz, Verbal Response, Work Samples, Curriculum Based Measurement
<b>Overall Goal Comments:</b>		
<b>Informed Progress:</b>		<b>Frequency:</b>
Progress Monitoring		6 Week

Name of Student: Braxton Grant Drummond  
 State Testing Number (STN): 1002032172

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<b>Annual Goal:</b> Algebra I - Students will represent and solve mathematical and real-world problems using linear equations, absolute value equations, and systems of equations; interpret solutions in the original context. <span style="float: right;">4 of 5</span>		
<b>Area of Need:</b> Academics-Math Calculation	<b>Person/Position Responsible:</b> Special Ed Teacher	<b>ESY:</b> No
<b>Score Type:</b> Percentage	<b>Target Score:</b> 75.0	<b>How will progress be measured?</b> Boardwork, Observation, Software, Practice and Drill, Worksheet, Test, Quiz, Verbal Response, Work Samples, Curriculum Based Measurement
<b>Overall Goal Comments:</b>		
<b>Informed Progress:</b>		<b>Frequency:</b>
Progress Monitoring		6 Week

<b>Annual Goal:</b> The student will develop skills necessary to be prepared for future expectations and responsibilities. <i>seek academic support when he needs assistance</i>		
<b>Area of Need:</b> Transition Services	<b>Person/Position Responsible:</b> Special Ed Teacher	<b>ESY:</b> No
<b>Score Type:</b> Percentage	<b>Target Score:</b> 100.0	<b>How will progress be measured?</b> Observation, Verbal Response
<b>Overall Goal Comments:</b>		
<b>Informed Progress:</b>		<b>Frequency:</b>
Progress Monitoring		6 Week

**TRANSITION SERVICES PLAN**

<b>List of Needs, Preferences, Strengths, Interests, and Course of Study Based on Present Levels of Performance and Age Appropriate Transition Assessments.</b>	
<b>Needs, Preferences, Strengths, Interests, and Course of Study:</b>	[REDACTED]

<b>Curriculum Participation</b>	
<b>Select Curriculum:</b>	ACE College Preparatory/Work Ready



Desired Post-Secondary/Outcome Completion Goals	
Education/Training: Upon graduation from high school, I will	██████████ may attend a college that has a strong program in the area of Architecture and Construction
Employment: Upon graduation from high school, I will	He may work as an intern for a Architecture firm or on a construction site.
Independent Living (if appropriate): Upon graduation from high school, I will	N/A
Community Participation (if appropriate): Upon graduation from high school, I will	██████████ may be involved in his community by helping a charity of his choice.

Desired Annual Goals for High School	
Education/Training:	██████████ will research three university and will understand what it takes to attend those universities. While attending Thoreau he will be an active member in Micro Society.
Employment:	While attending Thoreau ██████████ will keep a job in Micro Society. He will also maintain a positive bank account at EC Bank in Micro. While in high school ██████████ may work part time .
Independent Living (if appropriate):	n/A
Community Participation (if appropriate):	While attending Thoreau ██████████ will participate in three community service hours for a grade in Micro. While in high school he will volunteer at a charity of his choice.

Transition Services and Coordinated Activities				
Transition Area	Transition Service/Coordinated Activites	Person Responsible	Agency Responsible	Anticipated Completion Date
Education	High School/Middle School	Sped. Teacher/Micro Teacher	High School/Middle School	02/07/2019
Employment	High School/Middle School	Sped. Teacher/Micro Teacher	High School/Middle School	02/07/2019

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<b>List and describe any accommodations necessary for Transition Services and Coordinated Activities:</b>

<b>Projected Date of Graduation/Program Completion and Type</b>	
<b>Date:</b>	05/20/2021
<b>Type:</b>	Standard Diploma

<b>Vocational Education/Rehabilitation</b>	
<b>In planning the course of study, has information been provided regarding opportunities for vocational education (e.g. high school vocational education courses, school-based training, work study programs, technology education, area career technology center programs?)</b>	No The ODRS check list was provided to parent [REDACTED]
<b>By age 16, the young adult has been referred to the vocational rehabilitation counselor in the young adult's school district and the parent(s) and young adult were provided a copy.</b>	No The ODRS check list was provided to parent [REDACTED] Name of the Vocational Rehabilitation Counselor (if known):

<b>Invitation to Meetings</b>	
<b>Was the student invited to the meeting?</b>	No
<b>Were members of outside agency(ies) paying for or providing secondary transition services invited to attend the IEP meeting (if appropriate)?</b>	No
<b>If outside agency representatives were invited, was parent consent obtained?</b>	No

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<b>Transfer of Rights/Age of Majority</b>	
By age 17, have young adult and parent(s) been informed of transfer of rights at age of majority?	Yes
Comments:	If no, explain why:

**SERVICES AND SUPPLEMENTAL AIDS**

<b>Special Education Services</b>						
<b>Specially Designed Instruction</b>	<b>Service Type</b>	<b>Number Sessions/ Session Length</b>	<b>Start Date/End Date</b>	<b>Provider Title</b>	<b>Location</b>	<b>ESY</b>
Monitoring	Monitoring	3 per week 10 minute(s)	09/21/2018 02/07/2019	Special Ed Teacher	General/Regular Educa- tion Setting	<input type="checkbox"/>

Physical Education Program- Accommodations necessary for the child to participate in PE will be listed on the accommodations page under Physical Educa-  
 tion:

**Regular PE**  **Adapted PE**  **N/A**

Is this student's instructional week the same length as nondisabled peers? **Yes**

If No, what is the length of instructional week:

Description of Shortened Day:

**ACCOMMODATIONS**

<b>PROGRAM PARTICIPATION</b>	
<b>Class/Activity</b>	<b>Accommodation(s)</b>
English/Language Arts	With Accommodations

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	<ul style="list-style-type: none"><li>• Provide opportunity to leave class for resource assistance.</li><li>• Provide short instructions (1 or 2 steps).</li><li>• Ask student to repeat and explain instructions.</li><li>• Encourage student to verbalize steps needed to complete assignment/task.</li><li>• Allow extra time for oral response.</li><li>• Allow extra time for written response.</li><li>• Provide frequent feedback.</li><li>• Allow minimal auditory distractions.</li><li>• Encourage classroom participation.</li><li>• Provide peer tutoring/paired-working arrangement.</li><li>• Allow time to verbalize and/or respond to class objectives.</li><li>• Explain directions in detail as needed.</li><li>• Use a variety of questioning techniques.</li></ul>
Math	<p>With Accommodations</p> <ul style="list-style-type: none"><li>• Provide opportunity to leave class for resource assistance.</li><li>• Provide short instructions (1 or 2 steps).</li><li>• Encourage student to verbalize steps needed to complete assignment/task.</li><li>• Allow extra time for oral response.</li><li>• Allow extra time for written response.</li><li>• Provide frequent feedback.</li><li>• Allow minimal auditory distractions.</li><li>• Encourage classroom participation.</li><li>• Provide peer tutoring/paired-working arrangement.</li><li>• Explain directions in detail as needed.</li><li>• Use a variety of questioning techniques.</li><li>• Give the student a list to steps necessary for the problems he/she is attempting to solve.</li></ul> <p>Have the student keep a list at his/her desk for a reference while solving math problems.</p> <ul style="list-style-type: none"><li>• Provide Calculator</li></ul>
Science	<p>With Accommodations</p> <ul style="list-style-type: none"><li>• Provide opportunity to leave class for resource assistance.</li><li>• Provide short instructions (1 or 2 steps).</li><li>• Encourage student to verbalize steps needed to complete assignment/task.</li><li>• Allow extra time for oral response.</li><li>• Allow extra time for written response.</li></ul>

Name of Student: [REDACTED]  
State Testing Number (STN): [REDACTED]

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	<ul style="list-style-type: none"><li>• Provide frequent feedback.</li><li>• Allow minimal auditory distractions.</li><li>• Encourage classroom participation.</li><li>• Provide peer tutoring/paired-working arrangement.</li><li>• Explain directions in detail as needed.</li><li>• Use a variety of questioning techniques.</li><li>• Provide Calculator</li></ul>
History	<p>With Accommodations</p> <ul style="list-style-type: none"><li>• Provide opportunity to leave class for resource assistance.</li><li>• Provide short instructions (1 or 2 steps).</li><li>• Encourage student to verbalize steps needed to complete assignment/task.</li><li>• Allow extra time for oral response.</li><li>• Allow extra time for written response.</li><li>• Provide frequent feedback.</li><li>• Allow minimal auditory distractions.</li><li>• Encourage classroom participation.</li><li>• Explain directions in detail as needed.</li><li>• Use a variety of questioning techniques.</li></ul>
Physical Education	<p>With Accommodations</p> <ul style="list-style-type: none"><li>• Provide short instructions (1 or 2 steps).</li><li>• Provide frequent feedback.</li><li>• Encourage classroom participation.</li><li>• Provide peer tutoring/paired-working arrangement.</li><li>• Explain directions in detail as needed.</li><li>• Use a variety of questioning techniques.</li></ul>
Music/Art	<p>With Accommodations</p> <ul style="list-style-type: none"><li>• Provide opportunity to leave class for resource assistance.</li><li>• Provide short instructions (1 or 2 steps).</li><li>• Encourage student to verbalize steps needed to complete assignment/task.</li><li>• Allow extra time for oral response.</li><li>• Allow extra time for written response.</li><li>• Provide frequent feedback.</li></ul>

Name of Student: [REDACTED]  
 State Testing Number (STN): [REDACTED]

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	<ul style="list-style-type: none"> <li>• Allow minimal auditory distractions.</li> <li>• Encourage classroom participation.</li> <li>• Allow time to verbalize and/or respond to class objectives.</li> <li>• Explain directions in detail as needed.</li> <li>• Use a variety of questioning techniques.</li> </ul>
Other 1:	<p>With Accommodations</p> <ul style="list-style-type: none"> <li>• All Classes: Extended time limits for ASSIGNMENTS and TESTS - up to 1 day past the original date, when needed, except for papers/projects with specific due dates, semester tests and final exams.</li> <li>• All Classes: Check for understanding often.</li> <li>• Preferential seating</li> <li>• Extended time for ACT / SAT and other national tests.</li> </ul>
Other 2:	<p>With Accommodations</p> <ul style="list-style-type: none"> <li>• Receive an outline of topics, terms, vocabulary that will be important for him to know for quizzes or tests in all classes.</li> <li>• Receive an agenda of all class assignments in all classes.</li> </ul>

STATE/DISTRICT MANDATED TESTS	
State/District Assessment	Accommodation(s)

Documentation of LRE Placement Considerations
<p>The Continuum of Placements for the least restrictive environment (LRE) includes regular classes full-time, special classes part-time or full-time, public/private separate day school facility, public/private residential facility, home instruction/hospital environment, correctional facility, or parentally placed in private schools.</p>
<p>Provide an explanation below of the extent, if any, to which the child will not participate with nondisabled students in the general education curriculum or age appropriate activities:</p>
<p>[REDACTED] receives his services in the general education setting.</p>

Name of Student: [REDACTED]  
State Testing Number (STN): [REDACTED]

Draft  
IEP Addendum  
From: 09/21/2018 To: 02/07/2019

Tulsa Public Schools

<b>Describe continuum of placements considered and reasons determined not appropriate:</b>	
Resource room would be too restrictive and ESY would not meet his needs as well.	
<b>Explain considerations of potential harmful effect on the child or the quality of services needed:</b>	
Labeling may lower self-esteem	
<b>Define below any supplementary aids and services, program modifications and/or supports for personnel in general education or other education-related settings not otherwise addressed as special education or related services:</b>	
Monitoring could include checking in person with the teacher or by email or phone and/or checking grades on Power School and/or visiting to observe/check on the student in the classroom, etc.	
Resource room for assignments/tests when needed.	
<b>When special classes, separate schools/facilities, or other removal from the general education environment occurs, describe how the nature and severity of the disability is such that education in the general education classes, with the use of supplementary aids and services, cannot be achieved satisfactorily:</b>	
[REDACTED] receives his services in the general education setting.	
<b>Is this placement in the school where the student would normally attend if nondisabled?</b>	Yes
<b>Amount of time in general education setting:</b> 100% of instructional day	

<b>Extended School Year</b>	
<b>Date ESY program was/will be determined:</b>	02/07/2018
<b>The Team has determined the following in regards to the student's eligibility for Extended School Year services:</b>	The IEP Team has determined that ESY is not required.

Name of Student: [REDACTED]  
 State Testing Number (STN): [REDACTED]

IEP Addendum  
 From: 09/21/2018 To: 02/07/2019

Tulsa Public Schools

**TEAM PARTICIPANT SIGNATURES**

The following individuals attended the IEP Team and participated in the development of this Individualized Education Program.

Position	Team Participant Signatures	Date	Agree	Disagree
Parent/Guardian	[REDACTED]			
Special Education Teacher				
General Education Teacher				
Administrative Representative				
Dept. Chair				
*Team members who disagree may submit separate statements presenting their conclusions. (Complete Comment Form as necessary.)				

If parent(s) did not attend the IEP meeting, explain other methods to ensure parent participation (and/or child as appropriate):  
 (e.g., Conference call, videoconference, home visit)

**INFORMED PARENTAL CONSENT**

Parent(s) received <i>Parents Rights in Education</i> :	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Parent(s) received <i>Notice of Procedural Safeguards</i> .
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Parent(s) received <i>Parent Survey</i> brochure.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Parent(s) have received information regarding the <i>Lindsey Nicole Henry Scholarship</i> .



17/-0006A8B0



Name of Student: [REDACTED]  
State Testing Number (STN): [REDACTED]

IEP Addendum  
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<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	Parent(s) of children with an auditory or visual impairment have received written information concerning the availability of programs at the Oklahoma School for the Deaf and/or the Oklahoma School for the Blind.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	Parent(s) understand that if the IEP team selects an accommodation that is not an allowable accommodation on the SAT/ACT, it will result in the score being non-reportable to a college or university.
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Translation/Interpretation needed.
Parent Initial: _____	

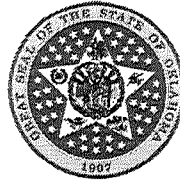
Parent Consent for initial placement (consent is voluntary and may be revoked at any time):	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Parent Signature _____	Date: 02/07/2018

**ADDITIONAL MEETING ATTENDEES**

[REDACTED]			



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### INVITATION FOR MEETING

**Name of Child:** [REDACTED] **State Testing Number:** 1002032172  
**Birthdate:** [REDACTED] **Age:** [REDACTED] **Grade:** Freshman **District/Agency:** Tulsa Public Schools  
**Date:** 09/20/2018 **To:** [REDACTED]

**We would like to meet with you to discuss:**  
 Other options to be considered (if applicable):  
 Addendum to address educational goals and appropriate accommodations for high school

	<b>Edison HS</b>		<b>2906 E 41st St, Tulsa, OK 74105-4327</b>
	<i>Location of Meeting</i>		<i>Address</i>
On:	<b>09/21/2018</b>	at	<b>7:45am</b>
	<i>Date</i>		<i>Time</i>

This meeting will provide an opportunity to discuss your child's educational program and any changes that may be necessary for provision of appropriate services. Students must be invited to attend meetings for the purpose of considering transition services no later than the beginning of the students ninth grade year or upon turning 16 years of age, whichever occurs first. As the parent, you will decide whether your minor child will attend. Representative(s) from agencies that may be responsible for providing transition services shall be invited to the meeting, with prior written parental consent. At your discretion or the agency's discretion, other individuals who have knowledge or special expertise regarding the child may also be a member of the IEP team.

**The persons indicated below are required to attend:**  
 Parent  
 General Education Teacher  
 Special Education Teacher  
 Administrative Representative

**The persons indicated below are invited to attend:**  
 Student

Please contact the person at the address, phone number, or email address below by 09/20/2018 as to whether you can meet at the mutually agreed upon time and place suggested or if other arrangements convenient for you should be made. If neither parent can attend, the agency shall make other methods of participation available to the parent, including individual or conference telephone calls and copies of the IEP. Your child's educational program and services will not be changed prior to the meeting to ensure your opportunity to participate. Translation/interpretation will be arranged upon request. Parents have protection under the procedural safeguards. If you have any questions regarding this notice or your rights, please contact the person listed on this form. Additional resources can be located within the *Parents Rights in Special Education: Notice of Procedural Safeguards*. To obtain a copy, contact [REDACTED]

**From:** [REDACTED]



WRITTEN NOTICE TO PARENTS

Name of Child: [REDACTED]

State Testing Number: [REDACTED]

Birthdate: [REDACTED]

Age: 14

Grade: Freshman

District/Agency: Tulsa Public Schools

Date: 09/21/2018

To: [REDACTED]

This notice is to inform you of the school district's intent as follows:

DESCRIPTION OF ACTION: [X] PROPOSED or [ ] REFUSED
To [X] initiate and/or [ ] change the following:

- [ ] Identification of your child as having a disability which requires special education services
[ ] Evaluation/Reevaluation to determine disability and nature, extent of special education and related services needed
[ ] Educational placement/services
[ ] Provision of a Free and Appropriate Public Education (FAPE)
[ ] Parent Revocation of Consent
[X] Other Addendum to address goals and accommodations

1. Explanation and Rationale of the proposal or refusal:

Addendum to address educational goals and appropriate accommodations for high school to ensure that [REDACTED] is able to meet his full potential in all learning environments.

2. Description of any options considered and reasons refused:

[REDACTED] IEP Team reviewed and discussed his goals and accommodations, progress, strengths, weaknesses, grades, previous IEP, standardized test scores, and determined that he will continue to receive special education in all general education classes with modifications and accommodations.

3. Description of each evaluation procedure, test, record, or report used as a basis for the proposed or refused action:

Previous IEP; MEEGS; Grades, RED's; Student, Teacher, Parent Input

4. Description of any other factors relevant to the proposal or refusal:

\*\*\*Monitoring could include checking in person with the teacher or by email or phone and/or checking grades on Power School and/or visiting to observe/check on the student in the classroom, etc. Parent Survey, Parent Rights in Education, and Lindsey Nicole Scholarship were given to parent in meeting.

Translation/Interpretation needed? No
If yes,

Parents have protection under the procedural safeguards. Additional resources can be located within the Parents Rights in Special Education: Notice of Procedural Safeguards. To obtain a copy, contact [REDACTED] at Edison Preparatory High School .

The issues addressed in this notice will go into effect on 09/21/2018 as the local educational agency has determined that this be considered a reasonable amount to provide the parent(s).

**From:**



**Notice Sent By:** Personal Delivery

Tulsa Public Schools  
2018-2019

CONTACT LOG

From: 2018-08-22

To: 2019-05-31

Student Name: [REDACTED]

Student: [REDACTED]

Page: 1

Grade: Freshman

School: Edison HS

Contacting Person	Person Contacted	Contact Method	Contact Date	Contact Result
[REDACTED]	[REDACTED]	Email	09/18/2018	Parent contacted - will attend meeting

Notes: Addendum meeting set for Friday, Sept. 21 @ 7:45 am.