

Student ID: [redacted]
WA SSID: [redacted]
Date of Birth: [redacted]

Individualized Education Program (IEP) Cover Page

Initial Review Amendment

Student's Name: [redacted] IEP Date: 10/31/2012

Grade: 08 Age*: 13 Disability (if identified): Emotional Behavioral Disability

Parent/Guardian Name: [redacted] Primary language at home: English

Parent/Guardian interpreter needed? Yes No Surrogate parent/guardian: Yes No If yes, name: _____

Home Address: [redacted]

Phone # (H): [redacted] Phone # (W): _____

Attending School: [redacted] Is this student's neighborhood school? Yes No

Most recent evaluation date 05/24/2011 This IEP will be reviewed no later than this date 10/30/2013

Next re-evaluation must occur before this date 05/27/2014

Primary Staff Contact: [redacted] Teacher-Special Education-XB

Phone Number: _____

The list below indicates that the individual participated in the development of this Plan and the placement decision; it does not authorize consent.

Excused	Title	Name of Participant	Signature	Date
<input type="checkbox"/>	Administrator/Designee	[redacted]	[redacted]	_____
<input type="checkbox"/>	General Education Teacher	_____		_____
<input type="checkbox"/>	Parent/Guardian	[redacted]		_____
<input type="checkbox"/>	Special Education Teacher	[redacted]		_____
<input type="checkbox"/>	_____	_____		_____
<input type="checkbox"/>	_____	_____		_____
<input type="checkbox"/>	_____	_____		_____
<input type="checkbox"/>	_____	_____		_____
<input type="checkbox"/>	_____	_____		_____
<input type="checkbox"/>	_____	_____		_____

* The student must be informed at least one year prior to turning 18 that the IDEA procedural safeguards (rights) transfer to him/her at age 18 and be provided with an explanation of those procedural safeguards.

Graduating With: _____

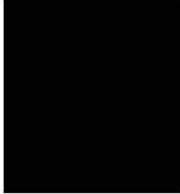
Standard HS Diploma With: _____

Date informed: _____ Projected Graduation/Exit Date: _____

Comments:

If the parent/guardian did not attend, what method was used to ensure their participation:

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]



Contact Attempt Report

Notification Area: Plan
Meeting Date: 10/31/2012
Time: 9:00 AM
Location: _____

Method	Contact Date	Response Date	Response	Contact Name
Letter	10/25/2012	10/26/2012	Can Attend	[REDACTED]

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Team Considerations

PURPOSE: During the IEP meeting the following factors must be considered by the IEP team. Best practice suggests that the IEP team document that the factors were considered and any decision made relative to each. The factors are addressed in other sections of the IEP if not documented on this page. (for example: see Present Levels of Academic and Functional Performance)

- The strengths of the student and the concerns of the parents for enhancing the education of their child.
[REDACTED] has strong academic abilities. His mom expressed that she is aware of his intelligence and is proud of her son. However, she is concerned that [REDACTED] is making poor decisions when he does not have an adult around to prompt positive choices. He often comes home late saying that he "missed the bus". She is concerned with his activities between school and home, his manipulation of the truth, and running away from home.
- The results of the student's performance on any general state or district-wide assessments.
In Spring 2012 [REDACTED] received the following MSP scores:
Math: Level 1, Score of 342, did not meet standards
Writing: Level 1, Score of 5, did not meet standards
Reading: Level MO, Score of 383, met standards
- The communication needs of the student. In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
[REDACTED] does not currently have communication needs.
- The student's assistive technology devices and services needs.
[REDACTED] does not currently need assistive technology to be successful.
- In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.
[REDACTED] displays impatience, difficulty self-starting, and challenges in holding himself accountable for his behavior and responsible for his learning.
- In the case of a student with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP.
[REDACTED] is proficient in English.
- In the case of a student who is blind or has a visual impairment, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
[REDACTED] is not blind. He wears glasses.

Student ID: [REDACTED]
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Present Level of Educational Performance

PURPOSE: The Present Level of Educational Performance describes the effects of the student's disability upon the student's involvement and progress in the general curriculum and area(s) of need. This includes the student's performance in academic achievement (reading, math, communications, etc.) and functional performance (behavior, social skills, daily life activities, mobility, extra-curricular activities, etc.) in objective terms. Test scores, if appropriate, should be self-explanatory or an explanation should be included. For preschool students this section should include how the student's disability affects the student's participation in appropriate activities. **There should be a direct relationship between the present level of educational performance and the other components of the IEP.**

General Background

[REDACTED] was made eligible for special education in May 2008. Concerns at that time included slow learning gains in all academic areas, peer aggression, attention issues, and taking other student's property. Assessment results found "severe, persistent, frequent and enduring behavioral problems." Delays in all academic areas was also noted. [REDACTED] social history includes an extended stay in foster care during which mother states [REDACTED] was abused.

[REDACTED] has had numerous office referrals and suspensions during his 6th and 7th grade year at [REDACTED]. These incidences include at least two incidences of fighting, two incidences of disobedience, one incidence of inappropriate conduct, one incident of disruptive conduct, and one incident of theft.

[REDACTED] is currently an 8th grade student at [REDACTED] Middle School, where he has an inclusion program and self-contained classroom focused on students with behavioral and/or emotional needs. He lives in [REDACTED] with his mother, his younger sister, and infant twin siblings.

Math

[REDACTED] currently receives grade level instruction in math, as well as math enrichment. He is receiving an A- in his math enrichment course and his grade level instruction appears to be an area of academic strength as well. Teachers appeared to be more concerned with [REDACTED] social/behavioral needs in the classroom than his ability to complete the assigned material. His classroom teacher reports that he has strong basic computation skills and completes the majority of classroom assignments (about 70%). His challenges are beginning the class work promptly (at this point he begins work independently less than 20% of the time) and working independently. It was reported that having an IA present during class aids [REDACTED] in his completion of assignments and maintaining on task behaviors.

Reading

[REDACTED] reading teacher reports that [REDACTED] completes classroom assignments and responds positively to redirection. Similar to his other academic classes, [REDACTED] has demonstrated the ability to comprehend and complete class work. Focus and stamina are his challenges. His grade is currently a D primarily due to incomplete homework. He has difficulty independently beginning classwork and silent reading and needs a prompt about 70% of the time.

Social/Behavior

[REDACTED] is currently in an inclusion program with the aid of an IA to prompt him in maintaining focus. His classroom teacher reports that the IA also assists him in concentrating on his work and not distracting others. [REDACTED] has made improvements in getting to class on time and being respectful to his teachers and peers. However, he has a tendency to leave class a minute or two before the bell rings and stand in the hall. He displays impulsive behaviors, such as talking out and, at times, instigating others.

In 2011, [REDACTED] current special education teacher was given the Behavior Assessment for Children, 2nd Edition, to help assess [REDACTED] social/emotional skills in the classroom setting. Areas rated as clinically significant included hyperactivity, conduct problems, anxiety, depression, learning problems, school problems, withdrawal, externalizing behaviors, and the overall behavioral symptoms index.

According to his current special education teacher, [REDACTED] behavior has been improving. He remains in his classes for the full period, he has coping mechanisms when he becomes frustrated, and responds positively to redirection.

[REDACTED] mother reports that [REDACTED] is very smart but "needs accountability" at home and school. He sees an outside counselor and has a diagnosis of ADHD. Lately [REDACTED] has been running off after school and not coming home until after 10:00 pm. Mother reported that she is concerned about [REDACTED] tendency to manipulate the truth and/or blatantly lie.

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Present Level of Educational Performance

Written Language

[REDACTED] has achieved his two goals in writing since his last IEP review. [REDACTED] uses a graphic organizer to generate ideas. He is currently writing paragraphs of 3-5 sentences and includes a variety of vocabulary. He almost always completes the assignment at hand (about 80% of the time). [REDACTED] understands basic conventions of grammar, such as ending punctuation, when to use apostrophes, and basic spelling. He is confident when revising his work and practicing editing skills.

His challenges are writing stamina, breaking up essays into paragraphs and writing paragraphs of 5-7 sentences.

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Measurable Annual Goals

PURPOSE: IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student's educational needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum. In order to be measurable, the goal should include a baseline ("from"), a target ("to"), and a unit of measure.

Annual Goal: Math

By 10/31/2013, when given 10 addition and subtraction problems with fractions [REDACTED] will correctly add and subtract fractions improving math computation skills from 60% accuracy to 100% accuracy as measured by classroom tests.

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Social/Behavior

By 10/31/2013, when given typical classroom work assignment [REDACTED] will work quietly and maintain classroom expectations improving classroom behavior from 5 out of 7 class periods to 7 out of 7 class periods as measured by teacher observation.

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: SOCIAL/BEHAVIOR

By 10/31/2013, when given an independent assignment [REDACTED] will begin assignment without prompt improving personal accountability from 6 out of 10 times to 9 out of 10 times as measured by teacher observation

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Annual Goal: Writing Fluency

By 10/31/2013, when given a writing assignment [REDACTED] will increase the length of his paragraphs improving fluency and word choice from 3-5 sentences in paragraphs to 5-7 sentences in paragraphs as measured by writing samples

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Measurable Annual Goals

Annual Goal: Written Expression

By 10/31/2013, when given a visual tool, e.g. graphic organizer [REDACTED] will write a clear beginning, middle and end improving use of vivid words and phrases from 3 per written piece to 5 per written piece as measured by teacher observation

How will progress toward this goal be reported? (check all that apply)

Written in Progress Report

How often will progress be reported? Monthly Quarterly Trimester Semester Other:

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Program Accommodations/ Modifications and Support for School Personnel

PURPOSE:The purpose of this page is to document the modifications and/or accommodations that the student requires, based on the student's assessed needs, in order to advance appropriately toward attaining the identified annual goals, to be involved and make progress in the general education curriculum, and to be educated with non-disabled peers to the maximum extent appropriate. Accommodations may be in, but not limited to, the areas of presentation, timing/scheduling, setting, aids, and format. The impact of any modifications listed should be discussed. This includes the earning of credits for graduation.

This student will be provided access to the general education, special education, other school services and activities including non-academic activities and extracurricular activities, and education related settings:

- with no accommodations/modifications
- with the following accommodations/modifications

Accommodation(s)/Modification(s)	Frequency	Location	Duration m/d/y to m/d/y
*Testing Response:Change location within the room			11/01/2012 to 10/31/2013
*Testing Setting:Provide individual or small group testing			11/01/2012 to 10/31/2013
*Testing Timing and Scheduling:Extended Time for Testing			11/01/2012 to 10/31/2013
*Testing Timing and Scheduling:Multiple or Frequent Breaks			11/01/2012 to 10/31/2013
Behaviorally Related:adult proximity			11/01/2012 to 10/31/2013
Behaviorally Related:breaks available when frustration level escalates			11/01/2012 to 10/31/2013
Behaviorally Related:positive reinforcement for appropriate behaviors			11/01/2012 to 10/31/2013

Supports for School Personnel (training, professional, development etc):

Student ID: [REDACTED]
 WA SSID: [REDACTED]
 Date of Birth: [REDACTED]

State or Districtwide Assessments of Student Achievement

PURPOSE: The IEP team makes the determination of what type of assessment the student will take and what administrative modification and individual accommodations are necessary. Accommodations provided on state and districtwide assessments should be those that are provided as part of the regular instructional program.

For Measurement of Student Progress (MSP), High School Proficiency Exam (HSPE), or Washington Alternate Assessment (WAAS) see Guidelines for Inclusion and Accommodations for Special Populations on State-Level Assessments.

Assessment	Participation		Accommodations Modifications		If YES, List Accommodation(s) and/or Modification(s) by Assessment
	Yes	No	Yes	No	
State Assessment					
State-Measurement of Student Progress (MSP)					
Math		X			
Reading		X			
Science		X			
Writing		X			
WAAS-Portfolio					
Math		X			
Reading		X			
Science		X			
Writing		X			

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Special Education and Related Services

PURPOSE: The information on this page is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Services 11/01/2012 - 10/31/2013

Concurrent	Service(s)	Staff Responsible for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
Special Education							
No	MATH	Special Education Teacher	Special Education Teacher	45 Minutes / 5 Times Weekly	Special Education	11/01/2012	10/31/2013

Total minutes per week student spends in school: 1800 minutes per week
Total minutes per week student is served in a special education setting: 225 minutes per week
Total minutes per week student is served in a general education setting: 0 minutes per week
Total minutes of SDI and Related Services: 225 minutes per week
Percent of time in general education setting: 87.5% in General Education Setting

Student ID: [REDACTED]
 WA SSID: [REDACTED]
 Date of Birth: [REDACTED]

Special Education and Related Services

PURPOSE: The purpose of this page is to document the extent to which the student will be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities and be educated and participate with other special education students and non-disabled students. Other education-related factors that may impact the student should also be considered.

Least Restrictive Environment (LRE):

When discussing least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- Special classes, separate schooling, or other removal of the student from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Placement Options:

Placement Options for LRE	SELECTION		OR...REASONS REJECTED		
	Considered	Selected (only 1)	Academic benefit cannot be satisfactorily achieved	Non-academic benefit cannot be satisfactorily achieved	Effect student will have on teacher and other students
80%-100% in Regular Class	X	X			
40%-79% in Regular Class					
0-39% in Regular Class					
Public/private separate day school					
Public/Private residential					
Correctional Facility					
Private/Home School Placement by Parents					
Homebound/Hospital					

Placement Decision:

An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class, and in nonacademic and extracurricular activities, including a description of any adaptations needed for participation in physical education:

[REDACTED] is demonstrated the ability to participate in primarily general education classroom settings. His academic abilities are strong and his behavior has been improving. With support, [REDACTED] is more than capable of succeeding in the general education classroom setting.

Other Considerations:

1. Transportation: Regular Special

a. Central Staff Consulted: Yes No

b. Transportation Details:

Pick up and drop off directly at his house

2. Extended School Year: Yes No If Yes, must complete ESY form.

3. General PE: Yes Yes with Accommodations No Exempt

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Meeting Notice

To: [REDACTED]

Student's Name: [REDACTED]

Date Sent to Participants: 10/25/2012

This is to notify you that a/an Behavioral Intervention meeting has been scheduled for the above student. Your participation and attendance at this meeting are very important. This Behavioral Intervention Plan meeting must be scheduled at a mutually agreed upon time and place. The purpose of this meeting is to (check all that apply):

Behavioral Intervention Plan

Other: IEP review

This meeting has been scheduled for: Date 10/31/2012 Time 9:00 AM

Location _____

The following are invited to attend and participate in the Behavioral Intervention Plan meeting:

General Education Teacher

Special Education Teacher

* If the purpose of the meeting includes the consideration of needed transition services (beginning at age 15) the student will be invited.

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

If you have any questions or would like additional information or assistance to help you prepare for this Behavioral Intervention meeting, please contact [REDACTED] at e-mail [REDACTED]

Procedural Safeguards Notice is enclosed.

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Contact Attempt Report

Notification Area: Plan

Meeting Date: 10/31/2012

Time: 9:00 AM

Location: _____

Method	Contact Date	Response Date	Response	Contact Name
Letter	10/25/2012	10/25/2012	Can not Attend - Permission to proceed	[REDACTED]
Alternate Attendance: Individual or Conference Telephone Call				

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Behavioral Intervention Plan

Meeting Date: 10/31/2012

PURPOSE: The purpose of a Behavioral Intervention Plan (BIP) is to address behaviors that are interfering with the student's education. The goal of a BIP is to teach the student positive behavioral strategies to replace the problem behavior(s). A BIP is required to be developed and implemented if the student's violation of a code of conduct (resulting in a change of placement) is determined to be a manifestation of the student's disability, or if the IEP team determines it is appropriate.

School: [REDACTED] Case Manager: [REDACTED]

Participants In Developing Plan

General Education Teacher _____

Special Education Teacher _____

Student Strengths (include a description of the student's behavioral strengths, such as positive interactions with staff, ignoring the inappropriate behavior of peers, accepts responsibility, etc.):

[REDACTED] is a very caring young man who often has the best interest of others in mind. He is motivated academically and rarely ever complains about work completion.

Description of current behavior (include a description of the frequency, duration, and intensity of the behavior(s)):

[REDACTED] will sometimes make disruptive noises during class or socialize and needs frequent prompts to stop. This happens once or twice a day, as reported by classroom teachers. Additionally, [REDACTED] will sometimes wander off or not come to class on time.

Hypothesis of Behavioral Function (description of the team's hypothesis of the relationship between the behavior and the environment in which it occurs - what function is this behavior serving for the student? What is the student trying to get? What is he/she trying to avoid?):

Intervention / Response Plan

Target Behavior (behavior to be increased / decreased):

[REDACTED] will increase pro-social behaviors and quiet time on task

Intervention Strategies (describe in detail how all adults involved should respond and interact with the student when the behavior occurs):

Alternative / Replacement Behaviors to be Taught/Reinforced:

- what does quiet time look like?
- drawing, reading to stay focused on a task

Person(s) Responsible:

special education teacher

Data Collection Procedures:

teacher observations

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]

Prior Written Notice

To: [REDACTED] Date: 10/31/2012
Re: Student's Name: [REDACTED]

PURPOSE: As a parent/guardian of a special education child suspected of needing special education services, the school district is required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a district makes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action.

The purpose of this prior written notice is to inform you that we are:

1. proposing refusing to 2. initiate change continue discontinue a/an
(mark one of the above) (mark one of the above)

Mark all items below that apply:

3. Referral Initial Evaluation Eligibility Category
 Educational Placement IEP Reevaluation
 Disciplinary action that is a change of placement Other: BIP

Description of the proposed or refused action:

[REDACTED] will continue to use of a BIP to assist him addressing his social/behavioral needs

The reason we are proposing or refusing to take action is:

[REDACTED] continues to need prompting to maintain focus and complete class work

Description of any other options considered and rejected:

An adjustment of [REDACTED] social/behavioral goals

The reasons we rejected those options were:

[REDACTED] has not met these goals yet, so they should be scaffolded and we can continue assist [REDACTED] in achieving them

A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows:

Teacher interviews, family interview

Any other factors that are relevant to the action:

There are no further relevant factors at this time

The action will be initiated on: 11/01/2012

Your child has procedural protections under IDEA. These protections are explained in the *Notice of Procedural Safeguards for Special Education Students and Their Families*. If this prior written notice is given to you (1) as part of your child's initial referral for evaluation, (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a change of placement the procedural safeguards accompanies this notice. If a copy of the *Notice of Procedural Safeguards for Special Education Students and Their Families* is not enclosed and you would like a copy or you would like help in understanding the content, please contact:

[REDACTED] at [REDACTED]

Notice of Procedural Safeguards for Special Education Students and Their Families has been provided to parents/guardians.

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]

Review Individualized Education Program (IEP) Invitation

To: [REDACTED] Date Sent to Participants: 10/25/2012

PURPOSE: This invitation requests your attendance at a meeting concerning the educational program/needs of your child. You have the opportunity to participate in any meeting regarding the identification, evaluation, educational placement, and the provision of a free appropriate public education for your child.

This is to notify you that a/an IEP meeting has been scheduled for the above student. Your participation and attendance at this meeting are very important. This Review meeting must be scheduled at a mutually agreed upon time and place. The purpose of this meeting is to (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Develop an Initial IEP | <input checked="" type="checkbox"/> Review / Annual IEP |
| <input type="checkbox"/> Discuss Transition Services | <input type="checkbox"/> Discuss Graduation |
| <input type="checkbox"/> Discuss Annual Goal Progress | <input type="checkbox"/> Review Instructional Needs |
| <input type="checkbox"/> Consider Termination of Services | <input type="checkbox"/> Determine Placement |
| <input type="checkbox"/> Develop ESY | <input type="checkbox"/> Discuss Attendance Issues |
| <input type="checkbox"/> Manifestation Determination | <input type="checkbox"/> Behavioral Intervention Plan |
| <input type="checkbox"/> Other: | |

This meeting has been scheduled for: Date 10/31/2012 Time 9:00 AM

Location _____

The following are invited to attend and participate in the Review meeting:

- [REDACTED] Administrator/Designee
- [REDACTED] General Education Teacher
- [REDACTED] Parent/Guardian
- [REDACTED] Special Education Teacher

The parent/guardian/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. If you, the parent/guardian or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

If you have any questions or would like additional information or assistance to help you prepare for this IEP meeting, please contact [REDACTED] at e-mail [REDACTED]

Notice of Procedural Safeguards for Special Education Students and Their Families has been provided to parents/guardians.