

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

For students age 16 or older when IEP is in effect

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

Student's Name: Owen, Charles	District: Seaside SD 10	Annual IEP Meeting Date: 10/22/14	
☒ M ☐ F	Home School: Seaside High School	Revision date(s) to annual IEP (if needed):	
Date of Birth (mm/dd/yy): 09/28/1997	Attending School/District: Seaside High School	Reevaluation Due: 10/21/17	
Grade: 11	Case Manager: Tina Hess		
Secure Student Identifier (SSID): 8087989	Disability Code: 90(p)		

* IEP Meeting Participants:			
Kathrin Owen, Steve Owen	Charles Connor Owen	Tina Hess <i>Travis Gave, counselor</i>	
Parent(s):	Student:	Other:	
Tina Hess, SPED	Mitch Ward, math teacher (in writing)	Susan Baertlein, English Teacher (in writing)	
Special Education Teacher / Provider:	Regular Education Teacher:	Other:	
<i>Tina Hess SPED</i>	<i>Carolyn Gavey</i> Joyce Baines <i>school psychologist</i>		
District Representative	Individual Interpreting Evaluations:		
* If a required participant participates through written input or is excused from all or part of the IEP meeting, attach documentation of parents' and district agreement to participation by written input or excuse.			

☒ The parent has received a copy of the Notice of Procedural Safeguards.

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The IEP team must consider these factors as part of IEP development:

A. Does the student need assistive technology devices or services?

Yes, services/devices addressed in IEP ☒ No ☐

B. Does the student have communication needs?

Yes, addressed in IEP ☒ No ☐

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

Yes ☒ No ☐
(if yes, the IEP Team must consider the use of strategies, positive behavioral interventions, and supports to address the behavior(s))

D. Does the student have limited English proficiency?

Yes ☒ No ☐
(if yes, the IEP Team must consider the language needs of the student as those needs relate to the IEP)

E. Is the student blind or visually impaired?

Yes ☒ No ☐
(if yes, Braille needs are addressed in the IEP, or evaluation of reading/writing needs is completed and a determination is made that Braille is not appropriate)

F. Is the student deaf or hard of hearing?

Yes ☒ No ☐
(if yes, the IEP addresses the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode).

Present Levels of Academic Achievement and Functional Performance

The Present Levels of Academic Achievement and Functional Performance must include specific information addressing:

- The strengths of the student;
- The concerns of the parents for enhancing the education of their child;
- The present level of academic performance, including the student's most recent performance on State or district-wide assessments;
- The present level of developmental and functional performance (including the results of the initial or most recent evaluation);
- How the student's disability affects involvement and progress in the general education curriculum; and,
- The student's preferences, needs, interests, and the results of age-appropriate transition assessments.

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The strengths of the student and the present level of academic performance: When tested in 2011, with Woodcock-Johnson III, (WJ III) Achievement tests, by Edwards, SPED: Connor scored: Broad reading SS 97 (average), Broad math SS 86 (low average) and Broad writing SS 98 (average). Math calculation sub score was SS 84 which is in the low average range. These scores do not indicate a low skill level but his current rate of failing 5 classes (or 1 term out of 3) indicates poor skills and or work habits. Academically reading and writing are his strengths. He also participates in sports.

The student's most recent performance on State assessments and present level of developmental and functional performance (including the results of the initial or most recent evaluation):

Oaks state testing 10th grade Reading 240 met

Math	217	not met	236	is passing
Math	211	not met	234	was passing
Writing	30	not met	40	was passing

Math teacher input: Connor is working with peers in geometry class. He is working well within the group and should continue this strategy. English teacher input: Connor requires the teacher to check for frequently for understanding; he also requires reminders about class assignments or deadlines. He tends to start tasks but not finish them. His classroom behavior is fine but often he seems apathetic about the need to complete and or turn in work. He is currently not passing English. The teacher has concerns about his abilities in reading comprehension and writing skills.

He was observed in math class. Connor was required to complete written seat-work and was placed in the front right of the classroom. He was on-task for 90% of the observation. His behavior was not significantly different from the peers in the classroom.

While the student demonstrates average scores academically, he has not demonstrated grade level proficiency in math or writing and will be required to do so to earn a standard diploma. His 8th and 10th grade math testing and classroom scores indicate his math performance is inconsistent in application of concepts and or procedures. He will need to increase his skill level to be expected to demonstrate grade level proficiency through testing or work samples. For example, in Algebra 1B he completed 18% of the work. Connor will need to commit to increase his work completion to develop skills or the team needs to change the diploma option, and or timeline for graduation.

In 2011, the BASC-2 was administered by Ms. Balint, school psychologist and it was determined that Connor demonstrated clinically significant withdrawal, anxiety and depression. This information should be reviewed to see if it plays a role in Connor's lack of work completion.

How the student's disability affects involvement and progress in the general education curriculum: While Connor is currently identified as having low average skills in math calculation, many students with the same level of skills access their mainstream curriculum. He also did not pass English 10 A or B and failed credit recovery indicating work completion difficulties. His goals should include addressing his inability to complete work in all settings as well as providing instruction in how to access his math curricula with vocabulary and fluency building activities.

The student's preferences, needs, interests, and the results of age-appropriate transition assessments.

military (National Guard)

The concerns of the parents for enhancing the education of their child;

own skills and work completion

wants to do

build his confidence in his

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Transition:

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

When asked Connor states that one year after high school, he plans to: go into military

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

standard diploma

(consider contracting Cave/Carliss for ~~next~~ information.)
Pre college for 1 year community college can prepare student

Agency Participation:

If the representative from any other agency likely to be responsible for providing or paying for transition services did not attend, document the information received for consideration in planning transition services.

Graduation:

Anticipated graduation date: 06/06/16

☒ with regular diploma

_____ with alternate document (describe) _____

Transfer of Rights:

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

☒ yes

Date student was informed 11/07/12

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Statewide Assessment

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

☐ No, Statewide Assessment not conducted at student's grade level (at time of testing)
☒ Yes (student's grade level at time of testing 11/12). If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	* Explanation State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.	Accommodations
Reading/Literature: 3, 4, 5, 6, 7, 8, and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Administration		Oaks 240 met
Mathematics: 3, 4, 5, 6, 7, 8, and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Administration		SBAC breaks, multiplication chart, math tools, calculator when allowed, alternative test site
Writing: 4,7 and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Administration		SBAC breaks, spell check, writing tools
Science: 5, 8 and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Administration		SBAC breaks, calculator when allowed

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Districtwide Assessment

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

☒ No, Districtwide Assessment not conducted at student's grade level (at time of testing)

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

Regular Assessment	Alternate Assessment	* Explanation State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.	Accommodations
Assessment: ☒ No, Districtwide Assessment not conducted at student's grade level (at time of testing) ☐ Yes (student's grade level at time of testing _____). If yes, describe participation decisions below:	☐ * District Alternate Assessment ☐ * Other		
Grades administered: ☐ Standard administration			
Assessment: ☐ No, Districtwide Assessment not conducted at student's grade level (at time of testing) ☐ Yes (student's grade level at time of testing _____). If yes, describe participation decisions below:	☐ * District Alternate Assessment ☐ * Other		
Grades administered: ☐ Standard administration			
Assessment: ☐ No, Districtwide Assessment not conducted at student's grade level (at time of testing) ☐ Yes (student's grade level at time of testing _____). If yes, describe participation decisions below:	☐ * District Alternate Assessment ☐ * Other		
Grades administered: ☐ Standard administration			
Assessment: ☐ No, Districtwide Assessment not conducted at student's grade level (at time of testing) ☐ Yes (student's grade level at time of testing _____). If yes, describe participation decisions below:	☐ * District Alternate Assessment ☐ * Other		
Grades administered: ☐ Standard administration			

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Measurable annual goals page:

The IEP team must consider the students needs relating to:

- instruction and/or related services
- community experiences
- employment and other post-school adult living objectives
- acquisition of daily living skills, if appropriate

Measurable Annual Goals:	How progress will be measured:		How progress will be reported to parents: written summary of student/staff progress review conferences	When progress will be reported to parents: Oct. Dec., Jan. March, May, June
	Criteria	Evaluation Procedures		
Math: Conner will be able to: A.REI.1 explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	80% or better on math vocabulary post test, work completion in mainstream and on skill building activities in LRC	work samples, work completion data		
Behavior: work completion Conner will learn and apply time management skills to: (CS.PM.02) Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.	80% or more work completion in all settings	work samples, teacher records		
Transition: Conner will learn and apply career development skills in planning for post high school experiences. (CS.CD.04) Monitor and evaluate educational and career goals: i.e. create graduation plan, make sure his gpa is sport's eligible.	create plan with assistance, monitor progress 2 x per term	plan, notes from monitoring meetings, transcript		

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Service Summary (this section may be continued on additional page(s), if necessary)

Specially Designed Instruction	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
math	20 minutes per week	LRC	10/22/14	10/21/15	LEA
behavior: work completion	10 minutes daily	LRC	10/22/14	10/21/15	LEA
transition	20 minutes per week	LRC	10/22/14	10/21/15	LEA

Related Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
00 - No Related Services					

Supplementary Aids/Services; Modifications; Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
can access LRC for help/testing	daily	mainstream	10/22/14	10/21/15	LEA
check for comprehension	daily	mainstream	10/22/14	10/21/15	LEA
if not working: redirect	daily	mainstream	10/22/14	10/21/15	LEA

Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
None Needed					

Nonparticipation Justification

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

If yes, document the amount/ extent of the removal: 1 period out of 5; 20%

If yes, provide explanation justifying the removal:

to provide specialized instruction in math and work completion applicable in mainstream setting but not taught at this grade level

Yes ☒ No ☐

Extended School Year (ESY) Services

ESY services will be provided for this student:

☐ Yes ☒ No ☐ To be considered: Will meet to consider ESY by (date)

Special Education Placement Determination

Student's Name: Owen, Charles

ID# 8087989

Date: 10/22/14

Placement Team (name and title) Person Knowledgeable About the Child <i>Hester Owen</i> Parent	Person Knowledgeable About Evaluation Data <i>Andrew Sawyer</i>	Person Knowledgeable About Placement Options <i>Jia Wang</i> SLP
Other	Other	Other

This placement is based on:

- ☒ the attached IEP, dated 10/22/14
☐ attached evaluation information
☐ other:

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

Placement Option(s) Considered	Benefits	Possible Harmful Effects on the Child and/or the Services to be Provided	Modifications/Supplementary Aids & Services Considered	Indicate Whether Option is Selected and Reason(s) Rejected or Selected
1 period out of 5 for specialized instruction	allows student skill building activities and instruction in work completion	student has performed worse since in SPED program, natural consequences may be more beneficial to student	LRC will monitor progress and discuss with team	☒ Selected ☐ Rejected not least restrictive environment
				☐ Selected ☐ Rejected
				☐ Selected ☐ Rejected
				☐ Selected ☐ Rejected

Federal Placement Code (SECC)

☒ Parent provided with copy of placement determination.

9069

PRIOR NOTICE OF SPECIAL EDUCATION ACTION

Dear: Kathryn and Steve Owen

Date:

10/22/14
MM/DD/YY

This notice informs you of the following action:

Charles Connor Owen continues to perform below grade level in math and work completion. He continues to qualify for specialized instruction to teach him the skills necessary to access mainstream curricula.

which is a ☒ proposal ☐ refusal to ☒ initiate ☐ change

the following aspect of Owen, Charles (8087989) s special education:

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

This action is proposed because:

Connor did not pass English 10A, 10B, or Algebra 1B. His state testing results for math indicate he does not demonstrate proficiency in the essential skills required to earn a standard diploma. His work completion rate in the math classroom do not indicate that changing performance evaluation tools will change his performance level and further skill building is required.

This action is based on the following evaluation procedures, tests, records or reports:

transcript, student, parent input, testing, state of Oregon diploma requirements

Other options we considered were:

student not be served in special education

We rejected these options because:

though student performed better academically prior to being placed in special education, specialized instruction will be required for him to increase his skills in math and work completion to complete a program.

Any other factors considered by the team:

student enjoys football

Sincerely,

Name/Title Tina Hess/SPED teacher

Phone (503) 738-5586

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

Elizabeth Friedman

Director of Special Services

Phone (503) 738-5591

SPED Meeting Notes

Date: 10-22-14 Student: Charles Carter Owen
Page: 1
Attending: Ms. Mess SPED
Name and Title: Ms. Baerthlein, English/Literacy
Mr. Ward, Math

Ms. Baerthlein, school psychologist
Mr. Carter, Counselor
Kathrin Owen, State Area Parents

Type of Meeting
☐ Staffing
☒ IEP-Team-Eligibility (Initial)
☒ IEP-Team-Eligibility (3 year)
☐ IEP Team-IEP Development
☐ IEP Team-Review
☐ IEP Team-Evaluation
☐ IEP Team-Eligibility (Secondary)
☐ IEP Team-Eligibility
☐ IEP Team-Placement
☐ Behavior/Discipline

☒ Teachers excluded
☒ IEP introductions
☒ Parent Rights offered/taken or refused

☒ Proposed IEP reviewed (including Placement) ☐ IEP/Placement signed
☒ Copies of IEP/other paperwork provided to parent or sent home w/student
☒ Testing results reviewed (see reports) ☒ Eligibility signed

Parent email: stvkt88@gmail.com

Can go to her soon on days normally
sick to address maybe side-avoidance

day
Wed. and SAT. options for credit
recovery (homework) discussed
for college

SEASIDE SD 10

NOTICE OF TEAM MEETING

Date: 09/12/14

Dear Kathryn Owen, Steve Owen and Charles Connor Owen

(Parent)

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

You are invited to a meeting for Owen, Charles SSID: 8087989

At this meeting we will:

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

The meeting is scheduled for Monday 10/20/14 at 2:00 (Time)

The meeting will be held at Seaside High School Principals Conference Room (Location)

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

Tina Hess at (503) 738-5586 by (Name) (Phone) (Date)

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

The individuals required to attend are:	Other individuals invited to attend are:
Tina Hess, SPED teacher and or D Rep.	Travis Cave, School Counselor
Mitch Ward, math teacher in writing	Joyce Ballint, school psychologist
Susan Boorstein, English teacher in writing	Jeff Roberts, Vice Principal

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

Sincerely,

Tina Hess, SPED

Signature/Title

Phone

(503) 738-5586

emailed
called mess 3X
sent w/ student