

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: Smith, Javion District: Seaside SD 10 Annual IEP Meeting Date: 02/20/15

M F Home School: Seaside High School Revision date(s) to annual IEP (if needed): _____

Date of Birth (mm/dd/yy): 12/03/1997 Attending School/District: Seaside High School Reevaluation Due: 02/21/17

Grade: 11 Case Manager: Amy Rider

Secure Student Identifier (SSID): 15562131 Disability Code: 90(p)

* IEP Meeting Participants:		
Nikita Smith	Javion Smith	Carolyn Ramey, School Guidance Counselor
Parent(s):	Student:	Other:
Amy L. Rider, Special Education Teacher	Joel Dierickx, General Education Teacher (excused)	
Special Education Teacher / Provider:	Regular Education Teacher:	Other:
Jeff Roberts, Assistant Principal, SHS	Amy L. Rider, Special Education Teacher	
District Representative	Individual Interpreting Evaluations:	Other:

* 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.

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.

Strengths:

Javion is an excellent artist and has very nice handwriting. Academically, his strength is in his writing according to his Language Arts teacher at his

former school in Beaverton. He is also active in athletics and enjoys several different sports, including basketball, football and track. He transferred to Seaside High School in February and is doing very well so far, both academically as well as socially.

Parent Concerns: At this time Mr. Smith has no specific concerns about Javion's progress.

Present Level of Academic Performance:

OAKS Testing:

Reading: 4/19/12 Grade 7: 223 (passing is 229, nearly met); 4/15/13 Grade 8: 212 (passing is 234, did not meet)

As a sophomore, Javion is not required to take state assessments through the duration of this IEP.

Present level of developmental and functional performance:

Woodcock-Johnson III Tests of Achievement (2/19/2014):

Broad Reading 82

Letter-Word Identification 90

Reading Fluency 87

Passage Comprehension 72

Broad Math 75

Calculation 70

Math Fluency 85

Applied Problems 86

Broad Written Language 91

Spelling 99

Writing Fluency 79

Writing Samples 98

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

Javion has a learning disability in the areas of reading comprehension and math calculation. His difficulty with reading comprehension makes completing general education read/answer question assignments more difficult, especially if it is material that has not been previously discussed in class. Javion's difficulty with math calculation makes learning and remember algebra concepts difficult.

Student preferences, needs, and interests:

Javion performs better in his classes if information is presented visually. He understands much better when he sees a concept visually as well as hears it. He also learns better when given visual examples he can follow, especially in math, until he remembers the steps he must follow to find a solution. Given him a set format to follow in most academic classes will benefit his greatly.

Transition:

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

Within one year after graduation, Javion will be enrolled in college studying art and writing.

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

Courses required for graduation, college preparatory courses, art and writing courses

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.

none

Graduation:

Anticipated graduation date: 06/12/17

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 02/20/15

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 _____). If yes, describe participation decisions below:

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

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 <i>State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.</i>	Accommodations
Assessment: Grades administered: <input type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		
Assessment: Grades administered: <input type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		
Assessment: Grades administered: <input type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		
Assessment: Grades administered: <input type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		

Student: Smith, Javion (15562131)

Date: 02/20/15

Rev Date:

District: Seaside SD 10

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:	When progress will be reported to parents:
	Criteria	Evaluation Procedures	Written Progress Reports	Three times a year with report cards: Dec, March, and June
Reading: Given a variety of literary and informational texts, Javion will demonstrate comprehension of key ideas and details, answering literal and inferential comprehension questions with an average of 80% accuracy.	80% accuracy on reading comprehension assessments/assignments	In-class assessments/assignments and informal assessments	6/11/2015 (AR): Javion continues to make significant progress toward this goal. 3/2015 (AR): Javion continues to make progress toward this goal	
Math: In the general education classroom, Javion will solve a variety of equations and inequalities, demonstrating proficiency on assessments with 75% accuracy.	75% accuracy on assessments	In-class assessments/assignments and informal assessments	6/11/2015 (AR): Javion continues to make significant progress toward this goal. 3/2015 (AR): Javion continues to make progress toward this goal	
Study/Organization: Javion will demonstrate the ability to complete and hand in assigned work and prepare for tests, as evidenced by consistently earning a grade of C or better in his core classes each term.	C or better in core classes	Assignments/assessments	6/11/2015 (AR): Javion continues to make significant progress toward this goal. 3/2015 (AR): Javion continues to make progress toward this goal	

Measurable annual goals page: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

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 Goal:	Progress will be measured as indicated below:		How progress will be reported to parents:	When progress will be reported to parents:	
	Criteria	Evaluation Procedures			
Measurable Short-Term Objectives				Student's Progress Toward Goal	

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
Reading Comprehension	100 minutes/week	Resource Class	02/20/15	02/19/16	LEA
Math Calculation	100 minutes/week	Resource Class	02/20/15	02/19/16	LEA
Study/Organization	100 minutes/week	Resource Class	02/20/15	02/19/16	LEA
Related Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
None Needed					
Supplementary Aids/Services; Modifications; Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
Extended time on long assignments	Long-term assignments	All Classes	02/20/15	02/19/16	LEA
Extended time on assessments	Assessments	All Classes	02/20/15	02/19/16	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?

Yes No

If yes, document the amount/ extent of the removal: Javion will be removed from general education classes one period per day (20% removal)

If yes, provide explanation justifying the removal: Due to deficits in reading comprehension and math calculation, Javion requires specially designed instruction in these areas, which is provided in resource class.

Extended School Year (ESY) Services

ESY services will be provided for this student:

Yes ESY services to be provided are described on Services Summary Page No To be considered: Will meet to consider ESY by (date)