

**CONFIDENTIAL**

## IEP Confidential Information Sheet

☒ Behavior/Safety Plan      ☐ Medical Plan      ☐ Seizure Protocol

[illegible]

Student's Name: Garrett Padgett Date: 11/22/13 School District: Myrtle Point School District #41

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### 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
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Student Strengths: Garrett is a funny kid who enjoys making people laugh. He is bright and inquisitive and can bring great detail to a discussion. He enjoys reading.

Parent Concerns: Mom wants the best for Garrett. She wants him to be successful in school and enjoy it. She realizes that Garrett is not finding success in his current school setting.

Present levels of Educational Performance:

Garrett is in the 8th grade this year and has returned to a full-day schedule, after being on a reduced schedule for the latter part of his 7th grade year. At recent progress reports, Garrett was failing all of his classes and has completed very little school work this year. His inability to pay attention gets in the way of his learning and completing work. He has also received 18 referrals for disruptive behavior, defiance and fighting so far this school year. He is currently seeing a counselor, and has recently (just a few days ago) began taking a new medication for his ADHD.

Garrett has difficulty developing detailed sentences and using correct mechanics. He can tell you his sentences, but has trouble connecting the sentences on paper when forming a story. His sentences tend to be more simple than complex. In recent Easy CBM assessments, Garrett scored in the average range for reading and math as compared to his peers.

OAKS State Test (7th grade, Spring 2013)

Reading 232 Meets

Math 225 Nearly Meets

Present Level of developmental and functional performance:

Most recent evaluation: WJ III 2-26-13 90 Broad Reading: 90 Broad Math: 87 Broad Written Language: Full Scale IQ 109. The average range is between 85 and 115. Tested date 12/8/09

2-13 BASC 2 Behavior Rating Scales: Clinically significant for hyperactivity and Agression

. Connors 3 (geared towards ADHD tendencies) Very Elevated

Impact of Disability on Educational Performance:

Garrett's behavior issues, including being disruptive in class and physically aggressive to his peers, has also affected his performance in the general education classroom because it gets in the way of him completing his work and paying attention to instruction or directions. He has documented ADHD and has completed very little school work this year. He does not exhibit independent work habits. He angers easily when asked to do non preferred activities. Garrett's difficulties in behavior have impacted his performance in the general 8th grade curriculum. He needs to find strategies to help him be more successful in school.

Student's Name: Garrett PadgettDate: 11/22/13 School District: Myrtle Point School District #41**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 8th. 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
<b>Reading/Literature:</b> 3, 4, 5, 6, 7, 8 and HS/11  <input checked="" type="checkbox"/> Standard (may include accommodations)	*Extended Assessment <input type="checkbox"/> *Standard Administration <input type="checkbox"/> *Scaffold Administration		quite setting, extended time, and frequent breaks
<b>Mathematics:</b> 3, 4, 5, 6, 7, 8 and HS/11  <input checked="" type="checkbox"/> Standard (may include accommodations)	*Extended Assessment <input type="checkbox"/> *Standard Administration <input type="checkbox"/> *Scaffold Administration		quite setting, extended time, test read, and frequent breaks
<b>Writing:</b> 4, 7 and HS/11  <input type="checkbox"/> Standard (may include accommodations)	*Extended Assessment <input type="checkbox"/> *Standard Administration <input type="checkbox"/> *Scaffold Administration		
<b>Science:</b> 5, 8 and HS/11  <input checked="" type="checkbox"/> Standard (may include accommodations)	*Extended Assessment <input type="checkbox"/> *Standard Administration <input type="checkbox"/> *Scaffold Administration		Quiet setting, extended time, and frequent breaks

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Measurable Annual Goals/Objectives: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

Measurable Annual Goal: Garrett will develop the appropriate behavior for learning and interacting, work independently, and accept responsibility for his behavior.	Progress will be measured as indicated below:		How progress will be reported to parents:	When progress will be reported to parents:
	Criteria	Evaluation Procedures	written	3 times a year at progress reports
	50 percent accuracy	work samples and or informal or formal assessments	Student's Progress Toward Goal	
Measurable Short-Term Objectives				
Garrett will demonstrate the ability to accept responsibility for his behavior choices 50 percent of the time by accepting redirection from a teacher or school personal in a positive way, deal frustrations or disappointment positively, and accepting consequences of a negative behavior in a positive way.				
Garrett will work independently as measured by remaining in his seat, work without distracting others, continue working through normal distractions, and seeking the teacher's attention appropriately.				
Garrett will refrain from having physical contact with peers that is hurtful or rough, both inside and outside of classrooms and during free time.				