

# 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:** Simina, Ericson **District:** Portland SD 1J **Annual IEP Meeting Date:** 11/12/14

☒ **M** ☐ **F** **Home School:** Madison H.S. **Revision date(s) to annual IEP (if needed):**

**Date of Birth (mm/dd/yy):** 10/03/1998 **Attending School/District:** Madison H.S. **Reevaluation Due:** 03/19/17

**Grade:** 10 **Case Manager:** Joseph Martin

**Secure Student Identifier (SSID):** 9110712 **Disability Code:** 90(p),50

* IEP Meeting Participants:		
Griffin Efram	Ericson Simina	Mago Weston (SLP)
<b>Parent(s):</b>	<b>Student:</b>	<b>Other:</b>
Joe Martin	see written agreement	Mario Servellon (Probation Officer)
<b>Special Education Teacher / Provider:</b>	<b>Regular Education Teacher:</b>	<b>Other:</b>
Joe Martin	Joe Martin	Juan Ramirez (Volunteers of America)
<b>District Representative</b>	<b>Individual Interpreting Evaluations:</b>	<b>Other:</b>
<i>* 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.</i>		

☒ 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**

Ericson has great ideas and is able to discuss topics with small groups. He is a great communicator, though he often needs guidance to stay on track with discussions. When given specific directions and topics for writing, Ericson is able to write extended paragraphs to support a point.

**Parent Concerns**

Ericson's father is concerned about Ericson's relationships with his teachers. He feels it is hard for Ericson to do work in a class if the teacher/student relationship is not good. He mentioned concerns with Ericson's Spanish teacher. Other concerns include communication about homework and completing work, passing classes, and tracking homework.

**Present Level of Academics****Reading**

Ericson reads at an instructional sixth grade level with 70% comprehension of what he reads. This means, he is able to learn at this level with support. He struggles with some of the vocabulary leading to misunderstanding and comprehension errors. At the fifth grade level, however, his comprehension goes up to 95%. He can read independently at the fifth grade level and understand almost everything on his own.

**Writing**

Ericson is an emerging writer. He is able to write at length on given topics, though relies on teacher support and redirection to finish assignments. He has great ideas, and can link them together in a semi-organized manner. He is still working on conventions and editing.

**Math**

Ericson is not meeting Algebra learning targets at this time.

**Present Level of Functional Performance**

Ericson is a personable young man that is friendly and socially appropriate. He can easily fly under the radar and appear to be doing all the right things. However, Ericson tends to show up late to class, missing important information which leads to confusion and work avoidance. Ericson is not completing class work or turning much in at this time. His teachers are concerned that he will not pass their classes.

**How Disability affects**

Ericson's reading level makes it hard for him to understand grade level curriculum. In addition, his study and organizational skills make it extremely hard for him to be successful in school

**Student's preferences**

03/2013

**BACKGROUND**

Ericson is a 9th grader at Madison High School. His family is bilingual (Chuukese-English), with his primary language being English. Prior to attending Madison, Ericson attended Open Meadow Middle School and Faubion Elementary.

**STRENGTHS**

Ericson is social, gets along with peers, and usually has a smile on his face. He is reportedly good at basketball, football, and rugby.

**CONCERNS OF PARENTS**

Parents did not attend the meeting.

**PRESENT LEVEL OF ACADEMIC PERFORMANCE**

Grades, teachers' reports, and past academic testing shows...

Ericson is currently failing all of his classes. Very poor attendance has had a major impact on his ability to be successful.

**PRESENT LEVEL OF FUNCTIONAL PERFORMANCE**

Teachers are concerned about Ericson's lack of engagement and focus on classwork. While he can communicate face to face, he has very low productivity in class. He is interested in socializing to the point where he refuses to work on assignments, especially anything involved in reading and writing. He does gravitate toward math work, and willingly attempts to complete his math worksheets. However, he often seems to be avoiding school work, not attending to the teacher during instruction, and getting in to side conversations with friends. Due to avoidance behaviors and excessive socializing, what Ericson can truly do academically and functionally is not easy to determine.

**EFFECT OF DISABILITY:** Ericson needs extra help with clarification of directions as well as support for staying focused and organized with classwork. Graphic organizers and breaking assignments into small chunks has helped him in the past.

**STUDENT PREFERENCES/INTERESTS**

During an interview with the speech-language pathologist last month, Ericson mentioned that he might want to pursue a job in construction or the trades. His short term goal is reportedly to graduate from high school.

**COMMUNICATION**

When Ericson was tested in 2011, his speech and language skills were determined to be mildly delayed to low average (CELF-4 Core Language score = 79; Receptive Language = 81; Expressive Language = 75; Language Memory = 84). On single word vocabulary, his standard score was 90 on the Receptive and 88 on the Expressive One-Word Picture Vocabulary Test. With 85-115 being average, Ericson's language abilities can be considered fairly strong for a student with a bilingual/bicultural background. In 2011, Ericson's eligibility for Communication Disorder was based mostly on concern about him being delayed in his acquisition of English as a second language compared to other bilingual students, some concern about him using vague semantics (i.e., imprecise word choice), and his low academic performance. At this time, Ericson's attendance and participation are too low to gather more current information on language functioning. It is suggested that eligibility and services under Communication Disorder be continued while more data is gathered and reviewed at a later time. Ericson is a very friendly and likeable young man. When he is in the mood to participate, he is a joy to work with!

**Transition:**

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

1. Educationally, Ericson will attend college after high school.
2. Vocationally, Ericson will work in the automotive industry as a mechanic or technician.

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

Ericson is enrolled in Academic Skills classes to help him succeed in school and prepare for college and gain skills in study/organizational areas.

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: 06/09/17

☒ 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 \_\_\_\_\_ yes

Date student was informed \_\_\_\_\_

**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 10/11). If yes, describe participation decisions below:

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

**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: progress reports	When progress will be reported to parents: quarterly
	Criteria	Evaluation Procedures		
Mathematics: Algebra Ericson will pass all required proficiency tests to move on the next level of Algebra as measured by online grading and anecdotal data.	Pass all required math proficiency tests.	Learning target tests	01/2015 Little progress made in this area. Ericson has met one of his learning targets. He still needs to meet three learning targets.	
Study skills and classroom organization: Ericson will increase his attendance and on task behavior in class to 90% as measured by online grading data and teacher observations.	90% frequency	online grading and teacher data.	01/2015 Ericson is making slow progress in this skill area. He has some good days and some bad days. On good days, he is working hard to complete work. This is about 40% of the time.	
Reading In order to work toward the tenth grade state standard, to read fluently and proficiently at grade level, Ericson will work on the following goal: Ericson will read fluently at the seventh grade reading complexity with 90% accuracy, and demonstrate comprehension of short reading passages at this level with 80% accuracy across multiple settings, based on informal reading inventories and teacher observations, by September, 2015.	90% accuracy fluency; 80% accuracy comprehension	Informal Reading Inventories	01/2015 Ericson is reading at the 7th grade level with 90% accuracy in fluency, and understanding what he reads at this level with 70% accuracy. He will continue to work on improving his overall comprehension.	





**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

<b>Measurable Annual Goal:</b>	<b>Progress will be measured as indicated below:</b>		<b>How progress will be reported to parents:</b>	<b>When progress will be reported to parents:</b>
Semantics and Self Advocacy  Ericson will utilize strategies and supports to increase both his understanding of classroom curriculum and his ability to communicate ideas clearly and effectively.	<b>Criteria</b>  80% accuracy	<b>Evaluation Procedures</b>  SLP observation, data; teacher report; work samples	<b>Student's Progress Toward Goal</b>  6/13/2014: SLP support to Ericson has been limited due to his poor attendance. When he does attend school, teachers report that he has struggled in class with focus and effort. He has not demonstrated a willingness to use these strategies for improving his understanding of language.	at report card time
<b>Measurable Short-Term Objectives</b>  1. Ericson will identify unfamiliar words, phrases, concepts, and sentence constructions in written and spoken material. 2. Ericson will use strategies taught to increase understanding (e.g., use context cues, sentence structure cues, and internet resources; ask others for clarification or meaning, etc.). 3. Ericson will use a variety of visual/multimodal supports (e.g., graphic organizers, pictures, checklists, key words highlighted, manipulatives, realia, etc.) to brainstorm, summarize, and produce clear meaning, sequencing, and logical connections in oral and written work.			November 2014 An IEP was held this quarter. Please refer to goals and present level for most current information.  January 2015 Ericson has demonstrated that he is very capable of responding to and/or reflecting on classroom ideas/materials, yet Ericson often comes to study support classes unprepared and not necessarily tracking his own assignments. It is difficult to offer academic supports for Ericson when he does not offer his own level of commitment to his academic success. Ericson seems either distracted or unmotivated to complete classroom assignments. It would be helpful to find some motivators that might be used in order to encourage Ericson to heighten his level of commitment to his education.	

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

<b>Specially Designed Instruction</b>	<b>Anticipated Amount/Frequency</b>	<b>Anticipated Location</b>	<b>Starting Date</b>	<b>Ending Date</b>	<b>Provider e.g. LEA, ESD, Regional</b>
Math	150 min/wk	SpEd Classroom	11/12/14	11/11/15	LEA
Study Skills	150 min/wk	SpEd Classroom	11/12/14	11/11/15	LEA
Communication (Speech-Language)	60 min./month	Special Ed/General Ed	11/12/14	11/11/15	LEA
Reading	150 min/wk	SpEd Classroom	11/12/14	11/11/15	LEA

<b>Related Services</b>	<b>Anticipated Amount/Frequency</b>	<b>Anticipated Location</b>	<b>Starting Date</b>	<b>Ending Date</b>	<b>Provider e.g. LEA, ESD, Regional</b>
None Needed					

<b>Supplementary Aids/Services; Modifications; Accommodations</b>	<b>Anticipated Amount/Frequency</b>	<b>Anticipated Location</b>	<b>Starting Date</b>	<b>Ending Date</b>	<b>Provider e.g. LEA, ESD, Regional</b>
Extended time for assignment completion	when requested by Ericson	Special Ed/General Ed	11/12/14	11/11/15	LEA
Comprehension checks	After directions are given	Special Ed/General Ed	11/12/14	11/11/15	LEA
Preferential seating	All classes	Special Ed/General Ed	11/12/14	11/11/15	LEA
Graphic organizers for writing	For writing assignments longer than one paragraph	Special Ed/General Ed	11/12/14	11/11/15	LEA
Assignments broken down into chunks	For assignments with more than 3 steps	Special Ed/General Ed	11/12/14	11/11/15	LEA

<b>Supports for School Personnel</b>	<b>Anticipated Amount/Frequency</b>	<b>Anticipated Location</b>	<b>Starting Date</b>	<b>Ending Date</b>	<b>Provider e.g. LEA, ESD, Regional</b>
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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If yes, document the amount/ extent of the removal:	30% or less of the day		
If yes, provide explanation justifying the removal:	To provide extra learning center and speech-language support for success with general education workload.		

**Extended School Year (ESY) Services**

ESY services will be provided for this student:	
<input type="checkbox"/> Yes	ESY services to be provided are described on Services Summary Page <input checked="" type="checkbox"/> No <input type="checkbox"/> To be considered: Will meet to consider ESY by _____ (date)