

Part B: Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM
For students 15 and younger when IEP is in effect

* DRAFT *

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

Demographics/General Information

Student's Name: Johnny Stevenson	District: Reynolds School District 7	District Student ID: 659683
Gender: <input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	Home School: Reynolds High School	Annual IEP Meeting Date: 10/15/2012
Date of Birth (mm/dd/yyyy): 03/03/1998	Attending School/District: Reynolds High School/Reynolds School District 7	Reevaluation Due: 12/01/2013
Grade: 09	Case Manager: Zeman, Jeff	Revision date(s) to annual IEP (if needed):
Secure Student Identifier (SSID): 13498916	Disability Code(s): 80-OHI	

IEP Meeting Participants*

*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.

Parent(s):	Regular Education Teacher:	Other Participants:
Special Education Teacher/Provider:	Student:	
District Representative:	Individual Interpreting Evaluations:	

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 levels of academic performance, including the student's most recent performance on State or district-wide assessments;
- The present levels 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,
- **For students age 16 or older when the IEP is in effect**, the student's preferences, needs, interests, and the results of age-appropriate transition assessments.

Johnny is an 9th grade student at Reynolds High School. He is currently receiving services under the category of Other Health Impairment (OHI). His mother says he has a processing disorder and he was diagnosed with ADHD in 1st grade. This disability sometimes makes it difficult for Johnny to be successful in the general education curriculum. According to his mother, even though Johnny seems like he is attentive and on task, he sometimes may just be acting like he's understanding the lessons and not actually "getting it."

Johnny has begun this year in algebra intervention and mainstream classes, and so far, has been able to manage relatively

Present Levels of Academic Achievement and Functional Performance

successfully.

PRESENT LEVELS OF ACADEMIC PERFORMANCE:

Math- Johnny's math teacher reports that he can sometimes seem off task, but that he is doing his assigned work and currently has a grade of "C" (70%). She sees no reason why if he continues on his current path that he wouldn't get at least a B or C in math. His first two assessments averaged 63% this year. Johnny's most recent math assessment was in April of 2012, when he scored a 223. In order to meet state requirements, Johnny will need to score a 236 on his state assessment sometime prior to graduation.

Language Arts- At the time of this IEP, Johnny is receiving an "A" in language arts. So far, he is managing this area successfully, even though he has struggled in the past. His most recent state reading assessments show him with scores of 224 on 2-24-12, and 216 on 5-11-12. In order to meet state requirements, Johnny will need to score a 236 on this state assessment sometime prior to graduation. Johnny scored a "30" on his most recent state writing assessment, scored in early 2011. He will need to score "40" or better to meet state requirements for graduation in writing.

Behavior- Johnny has had no incidents so far this year. His most recent referral was last spring for tardiness. Teachers report they have seen no behavior issues with Johnny, other than he occasionally can be a little social and off task. His behavior seems to be much improved since 2010.

CONCERNS OF THE PARENT:

Rochelle is concerned that Johnny presents as a student who is socially able, and can sometimes hide the fact that he doesn't understand the curriculum. She is worried that much of what is being taught is going above his head, and that he won't ask for help.

PRESENT LEVELS OF DEVELOPMENTAL PERFORMANCE

WJIII - 09/27/2010

Broad Reading = 83 (Letter-Word = 84, Reading Fluency = 91, Passage Comp = 82)

Broad Math = 85 (Calculation = 92, Fluency = 94, Applied Problems = 83)

Broad Written = 76 (Spelling = 77, Fluency = 79, Writing Samples = 86)

Present Levels of Academic Achievement and Functional Performance

WISCIV - 09/2010

Full Scale IQ - 73

Verbal Comprehension - 79

Perceptual Reasoning - 96

Working Memory - 94

Processing Speed - 97

Johnny will take the OAKS statewide assessments with standard administration.

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 9). If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	* <u>Explanation:</u> 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 10/CIM <input checked="" type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Assessment		
Mathematics 3,4,5,6,7,8 and 10/CIM <input checked="" type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Assessment		
Writing 4,7, and 10/CIM <input checked="" type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Assessment		
Science 5,8, and 10/CIM <input type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Assessment		

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: _____ 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: _____		

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

Measurable Annual Goal: Reading Johnny will score a 236 or better on his state reading assessments, meeting state graduation requirements.	Progress will be measured as indicated below:		How progress will be reported to parents: With school's regular written reporting	When progress will be reported to parents: Each semester/at IEP
Measurable Short-Term Objectives: Johnny will complete 95% of his assigned work. Johnny will earn a grade of C or better in his reading class.	Criteria See measurable annual goal	Evaluation Procedures Formal Assessment	Student's Progress Toward Goal January 2013- Johnny's state reading assessment score in 2013 has not yet been posted. His most recent score was from 5-11-12, when he scored a 216. A score of 236 will be needed to meet state graduation requirements. Johnny earned a D in his language arts class first semester, completing 67% of his assigned work. June 2013 There is no state reading test score on record for Johnny. This means that he has not taken the reading test this year. Johnny has been frequently absent and he may have missed the opportunity to take the state test in reading when other students in his grade took the test. There is no data with which to report on this goal. Britta Blucher Modern World History/SPED Teacher	

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

Measurable Annual Goal: Writing Johnny will pass his state writing assessment with a score of 40 or better to meet state graduation requirements.	Progress will be measured as indicated below:		How progress will be reported to parents: With school's regular written reporting	When progress will be reported to parents: Each semester/ At IEP
Measurable Short-Term Objectives: Johnny will complete 95% of his assigned work. Johnny will earn a grade of C or better in his Language Arts class.	Criteria See measurable annual goal	Evaluation Procedures Formal Assessment	Student's Progress Toward Goal January 2013- Johnny's has not taken his state writing assessment yet. A score of 40 will be needed to meet state graduation requirements. Johnny earned a D in his language arts class first semester, completing 67% of his assigned work. June 2013 There is no data with which to report on this goal. On that day that Johnny's Modern World History class had an opportunity to produce a secure writing work sample scored by the state standards, Johnny was absent. Britta Blucher Modern World History/SPED Teacher	

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

Measurable Annual Goal: Mathematics Johnny will earn a score of 236 or better on his state math assessments, meeting state graduation requirements in this area,	Progress will be measured as indicated below:		How progress will be reported to parents: With school's regular written reporting	When progress will be reported to parents: Each semester/at IEP
Measurable Short-Term Objectives: Johnny will complete 95% of his assigned work. Johnny will earn a grade of C or better in his math class.	Criteria See measurable annual goal	Evaluation Procedures Formal Assessment	Student's Progress Toward Goal January 2013- Johnny's state math assessment score in 2013 has not yet been posted. His most recent score was from 4-10-12, when he scored a 223. A score of 236 will be needed to meet state graduation requirements. Johnny earned a D in his math class first semester, completing about 90% of his assigned work. June 2013- Johnny did not take a state math assessment this year; he has missed approximately 28 days of school, significantly impacting the progress he could have made in this area. Johnny finished at approximately 31% in algebra; he did not take the final exam. He scored a 58% on his prior assessment.	

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

Specialty Designed Instruction	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider: e.g. LEA, ESD, Regional
Written Language	50 min - per Week	School Wide	10/15/2012	10/14/2013	LEA
Mathematics	50 min - per Week	School Wide	10/15/2012	10/14/2013	LEA
Related Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:
No related services	per Year	School Wide	10/15/2012	10/14/2013	LEA
Supplementary Aids/Services; Modifications; Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:
Preferential seating near teacher	As needed/ 5 min per week	School Wide	10/15/2012	10/14/2013	LEA
Extended time on grade level assignments	49 per class/ as needed	School Wide	10/15/2012	10/14/2013	LEA
Break down large or difficult assignments into manageable steps	As needed	School Wide	10/15/2012	10/14/2013	LEA
Use of calculator in gen-ed math classes	49 per class/as needed	School Wide	10/15/2012	10/14/2013	LEA
Frequent reminders to stay on task	5 min per session	School Wide	10/15/2012	10/14/2013	LEA
Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:
Consultation	30 min - per Month	School Wide	10/15/2012	10/14/2013	LEA

Nonparticipation Justification

Does the student need to be removed from participating with nondisabled students in 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: Not removed for more than 20% of school day

If yes, provide explanation justifying the removal: Johnny needs specifically designed instruction in his goal areas, which allows him to work in the general education curriculum and work towards earning a high school diploma.

Extended School Year (ESY) Services

ESY services will be provided for this student:

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

Special Education Placement Determination

Placement Team (name and title):

Person Knowledgeable about the Child

Person Knowledgeable About Evaluation Data

Person Knowledgeable About Placement Options

Parent

Other

Other

This placement is based on:

- ☒ the attached IEP, dated: 15-OCT-12
- ☐ attached evaluation information
- ☐ evaluation information listed here: _____

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 to Reduce Harmful Effects	Indicate Whether Option is Selected and Reason(s) Rejected or Selected
General education with special education consultation	Continue to work on academic skills, opportunity to take mainstream classes, opportunity for regular diploma. Will receive more intensive individualized instruction.	Student would not be included in all general education classroom activities.	Other Accomodation	
General Education with push-in/pull-out for specially designed instruction	Will receive small group/individualized instruction. Continue to work on academic skills. Opportunity to take mainstream class.	Limited social interaction with typically developing peers.	Other Accomodation	