

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: Williams, RiSean **District:** Tigard-Tualatin SD 23J **Annual IEP Meeting Date:** 11/18/14

M **F** **Home School:** Tualatin High School **Revision date(s) to annual IEP (if needed):** 01/27/15

Date of Birth (mm/dd/yy): 07/07/1999 **Attending School/District:** Tualatin High School **Reevaluation Due:** 11/28/15

Grade: 10 **Case Manager:** Jeff Prescott

Secure Student Identifier (SSID): 8655669 **Disability Code:** 90(p)

* IEP Meeting Participants:		
Andrea Thomas	RiSean Williams	Kirsten Kish, Transitions Teacher
Parent(s): Jeffrey Prescott	Student: Andrew Bonica, Social Studies Teacher	Other:
Special Education Teacher / Provider: Jeffrey Prescott, Learning Specialist	Regular Education Teacher: Jeffrey Prescott, Learning Specialist	Other:
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.

Ri'sean is a 10th grader at Tualatin High School. He has been identified as a student with a specific learning disability in reading, writing and math. He has a history of struggling with academic tasks, and this struggle is very hard for him emotionally. He is socially quite typical, and is frequently embarrassed about his academic skills and his need for specialized instruction. The 8th grade IEP team discussed at length the idea that Ri'Sean

should work toward a Modified Diploma, with anticipated graduation in June of 2017. His mom, Andrea and Ri'sean are opposed to the idea, because they would both like him to pursue post secondary education at a university, possibly playing football. They understand that the modified diploma decision needs to be finalized at least 2 years before his anticipated graduation date, and that teachers will have to hold Ri'Sean to the same ultimate standards as his non disabled peers, though with accommodations and specially designed instruction in reading, writing, and math.

Strengths:

Ri'Sean is a gifted athlete and is popular with his peers. He is an excellent self advocate, and is able to talk with trusted adults about his frustration with academics, his embarrassment over feeling "different" than his peers, and his services.

Parent Concerns: Andrea is concerned about Ri'Sean's credits and that he attains the necessary credit to earn a regular high school diploma. Andrea would also like Ri'Sean to stay very active in athletics and plans on having Ri'Sean play basketball to help keep him motivated to attend school.

Academics:

Reading - November 2013: Given one minute to read a passage written at the 6th grade level, Ri'sean reads an average of 187 words per minute. Ri'sean is a fast reader, but is working on pausing in between his sentences to make his oral reading fluency flow more smoothly. Ri'sean's class is also practicing creating essential reading skills work samples. Ri'sean is currently averaging a score of "2.5" in all three categories ("Demonstrate Understanding," "Develop an Interpretation," and "Analyze Text"). Ri'sean works hard to understand the material that he reads, but is currently doing so at an average rate of 50% accuracy.

Writing - November 2013: Given one minute to brainstorm about an assigned prompt and three minutes to write, Ri'sean writes an average of 65.7 words. During these writing prompts, Ri'sean records an average of 56.4 correct word sequences, giving him an average accuracy rate of 86%. Ri'sean's correct word sequences are mainly broken up by misspellings and the improper use of punctuation. During these prompts, he has been asked to compose both narrative/non-fiction writing and imaginative/fictional writing. Comparing the scores that he received for both writing genres does not demonstrate a personal preference at this point.

Ri'sean's Basic Reading/Writing/Math class is midway through a curriculum that covers basic writing/conventional skills. He will begin work on paragraph writing concurrently with this curriculum.

Math - November 2013: Given three minutes to complete 25 basic addition, subtraction, multiplication, and division problems, Ri'sean attempts an average of 16.2 problems. Ri'sean answers these problems with an average accuracy rate of 67%. Ri'sean shows strength in his ability to add multi-digit numbers, but is working to consistently utilize the "Bigger Bottom Borrow" strategy to recognize when to borrow numbers during multi-digit subtraction problems.

Note- Ri'sean's frequent absences and tardies has affected his ability to make solid gains thus far this school year. His attendance patterns have been as follows:

Period 1 - 16 absences, 3 tardies (Psychology of Achievement / Team Sports)

Period 2 - 16 absences 8 tardies (Basic Reading/Writing/Math)

Period 3 - 12 absences, 3 tardies (Advanced Basketball/Painting)

Period 4 - 16 absences, 0 tardies (Auto Tech / Weight Training)

Regarding attendance, Ri'sean and his mom state that this pattern of avoidance is due to his enrollment in a special education class for his academics, and that he would be more likely to attend school, if he did not feel so isolated and embarrassed.

OAKS -

Ri'sean has participated in both the standard OAKS assessment with modifications and accommodations, and the extended assessment which is written to be more accessible to students with serious academic skill deficits. His progress on these grade level standardized assessments has been slow, and he has not met the expected benchmark.

In 8th grade, his scores were as follows:

Reading - 215 (2nd percentile, did not meet benchmark)

Math - 211 (1st percentile, did not meet benchmark)

According to Ri'Sean's middle school team, it is important for teachers to check in with Risean frequently and have him sit close to instruction so that he may be more actively engaged. Help him to actively take responsibility for his work and keep communication open with his mother so that if he is not being successful she can help intervene. Encourage Risean to write down questions and ask teachers at a time when he will not feel embarrassed. When Risean is having difficulties it is important to communicate the difficulties with mom because Risean can misinterpret events. His feelings are easily hurt and he can become defensive and shut down. Typically if his mother is contacted and can communicate with teachers misunderstandings will be avoided.

Functional Performance:

Ri'Sean functions well in school, community, and home routines. He is independent and very typical for his age in day to day living skills.

Impact of Disability:

Ri'sean's Learning Disabilities impact him greatly in school. In academic settings where the expectations are grade level and higher, Ri'sean has demonstrated an inability to keep up with the curriculum, and has a pattern of shutting down and refusing to engage with the work so as not to give the appearance of low skills. In specially designed settings, Ri'sean does make progress in academics, but has a history so far this school year of resisting the instruction because of embarrassment and concern about what his non disabled peers may think or notice. All of these factors combine to impede Ri'sean's academic progress significantly.

Transition-At this time, Ri'Sean will attend a four year college of his choice and he will play football at his selected college when he graduates from Tualatin High School. Ri'Sean is very interested in becoming a plastic surgeon and will take courses related to this field while attending Tualatin High School.

Transition:

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

At this time, Ri'Sean will attend a four year college of his choice and he will play football at his selected college when he graduates from Tualatin High School. Ri'Sean is very interested in becoming a plastic surgeon and will take courses related to this field while attending Tualatin High School.

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

Ri'Sean will take courses at Tualatin High School in the alternative education department (Transitions, CE2) and he will take courses in his vocational area of interest while at Tualatin High School.

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: 06/16/18

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 _____

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). 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 checked="" type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		Test 1:1 at a time best for student
Mathematics: 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		Test 1:1 and have the questions read to him at time of day best for student
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 checked="" type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		Test 1:1 and have the questions read to him in a small group location with frequent breaks, and extra time.

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 10). 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: PLAN Grades administered: <input checked="" 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 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	Quarterly With Grades	Quarterly With Grades
Reading-When given a grade level reading passage, Ri'sean will demonstrate understanding of grade level material by citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	70% accuracy on teacher made formative and summative assessments of understanding. State/National testing score improvement.	Informal and formal Reading Assessments, State Assessment,	4/15-Ri'Sean is currently working on this goal in his Transitions class, Transitions will post grades and progress at the end of second semester. 6/15-Ri'Sean has made great progress with this goal in Transitions and has been reading aloud, which is showing improvement with his confidence level with reading.	
Writing-Ri'sean will write 75 correct word sequences on a 3 minute writing sample.	75 CWS	Informal Writing Assessments	4/15-Ri'Sean is currently working on this goal in his Transitions class, Transitions will post grades and progress at the end of second semester. 6/15-Ri'Sean has been working on completing this goal, Transitions grades will be reported after 6/10/15.	
Math-Ri'sean will meet Pre-Algebra level standards at a level of 70% or higher as measured by classroom level formative and summative assessments.	70% or higher on class assessments	teacher record	4/15-Ri'Sean is currently working on this goal in his Transitions class, Transitions will post grades and progress at the end of second semester. 6/15-Ri'Sean has been working on completing this goal, Transitions grades will be reported after 6/10/15.	

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 reports	When progress will be reported to parents: quarterly
	Criteria	Evaluation Procedures		
Behavior-Ri'sean will attend all classes daily and on time at 80% accuracy as measured by school-wide attendance reports.	4 out 5 opportunities given	Attendance Reports	4/15-Ri'Sean is currently working on this goal in his Transitions class, Transitions will post grades and progress at the end of second semester. 6/15-Ri'Sean has been working on completing this goal, Transitions grades will be reported after 6/10/15.	
Organization-Ri'sean will submit all assigned work to all teachers at 80% accuracy as measured by teacher created data tracking systems.	4 out 5 opportunities given	Teacher given data tracking systems	4/15-Ri'Sean is currently working on this goal in his Transitions class, Transitions will post grades and progress at the end of second semester. 6/15-Ri'Sean has been working on completing this goal, Transitions grades will be reported after 6/10/15.	

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	60 min/week	General Education	11/18/14	11/17/15	LEA
Writing	60 min/week	General Education	11/18/14	11/17/15	LEA
Mathematics	60 min/week	General Education	11/18/14	11/17/15	LEA
Organization	20 min/week	General Education	11/18/14	11/17/15	LEA
Behavior	20 Min/Week	General Education	11/18/14	11/17/15	LEA

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

Supplementary Aids/Services; Modifications; Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
teacher check in for understanding	Daily	regular classroom	11/18/14	11/17/15	LEA
hard copy of teacher notes	daily as assigned	regular classroom	11/18/14	11/17/15	LEA
novels and other long reading in recorded form	as assigned	regular classroom	11/18/14	11/17/15	LEA
access to computer for writing assignments longer than 1 paragraph	as assigned	regular classroom	11/18/14	11/17/15	LEA
Clarification of Written or Verbal Directions	Daily	regular classroom	11/18/14	11/17/15	LEA
tests in alternate location with extended time.	as assigned	regular classroom	11/18/14	11/17/15	LEA

Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
mainstream learning profile	1 per teacher per semester	School	11/18/14	11/17/15	LEA

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:

If yes, provide explanation justifying the removal:

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)