

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

For students age 15 and younger when IEP is in effect

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

Student's Name: Brown, Dylan District: Portland SD 1J Annual IEP Meeting Date: 05/30/13

☒ M ☐ F Date of Birth (mm/dd/yy): 01/21/1999 Home School: Cleveland H.S. Revision date(s) to annual IEP (if needed): 10/24/13

Attending School/District: Cleveland H.S. Reevaluation Due: 05/29/16

Grade: 09 Case Manager: Lurena Weesner

Secure Student Identifier (SSID): 8933855 Disability Code: 90(p)

* IEP Meeting Participants:			
Kim Carbrerra	Did not attend	J. Van Kopp/School Counselor	
Parent(s):	Student:	Other:	
Lurena Weesner/ Learning Center teacher	L Owen Cooper	W. Harris/Coach	
Special Education Teacher / Provider:	Regular Education Teacher:	Other:	
Lurena Weesner/ Learning Center teacher	Lurena Weesner/ Learning Center teacher	Penny Bartemus/Advocate	
District Representative	Individual Interpreting Evaluations:	Other:	
<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.

Parent concerns: Kim is concerned with Dylan's abilities and math skills. She wants to be sure what he struggles in gets supported with Special Education support.

Academic Performance:

Math: On the Woodcock Johnson academic achievement subtests, Dylan's math scores are as follows:

Calculation- 72
Math Fluency-73
Applied Problems-73
Quantitative Concepts- 63
Broad Math Score, 66

His fluency scores were 97% accurate, but considered low due to the amount he did in 3 minutes (58 total). He demonstrated knowledge of multiplying and dividing basic facts, and multiplying 2 digits by one digit accurately. He subtract double digits by double digits correctly 50% of the time because no matter the number's position, he would subtract from the big one. In his core Math class, he scores 'F's on his homework assignments and his class tests, but attempted 83% of his assignments. Dylan will benefit from specially designed instruction in math to increase missing remedial skills, like the rules in subtracting, as well as explicit instruction in grade level concepts.

Writing: On the WJ-III Dylan's writing scores are as follows:

Writing Fluency- 77
Writing Samples- 86
Spelling- 89
Broad Written Score, 70

Dylan exhibits knowledge of how to write complete sentences, but requires extended time to start and then complete grade level writing assignments. He will benefit from specially designed instruction in writing that supports both mechanics and fluency.

Reading: On the WJ-III Dylan's reading scores are as follows:

Basic Rdg Skills- 85
Rdg Comp Skills- 81
Letter-Word Identification-84
Rdg fluency- 82
Passage Comp- 77
Rdg Vocabulary- 89

Dylan's reading scores are low to low average. The team would like to see him receive support in reading fluency to build his phonemic awareness, and in reading comprehension to increase his level of understanding passages that he reads.

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
Math	100 min/week	Sped/Gen Ed	05/31/13	05/30/14	LEA
Reading	100 minutes/week	Sped/ Gen Ed	05/31/13	05/30/14	LEA
Writing	100 min/week	Sped/ Gen Ed	05/31/13	05/30/14	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
Frequent checks for understanding	All classes	Sped/ Gen Ed	10/24/13	05/30/14	LEA
Testing in alternate location	As needed for tests	Sped/ Gen Ed	10/24/13	10/23/14	LEA
Clarify all directions	Daily	Sped/ Gen Ed	10/24/13	10/23/14	LEA
Extended time on assignments and tests	All assignments as arranged with teachers	Sped/ Gen Ed	10/24/13	10/23/14	LEA
Option to test orally	As needed for tests	Sped/ Gen Ed	10/24/13	10/23/14	LEA
Break down all large assignments into small chunks	All large assignments as needed	Sped/ Gen Ed	10/24/13	10/23/14	LEA
Preferential seating- close to teacher	All classes	Sped/ Gen Ed	10/24/13	10/23/14	LEA
Option to have test read aloud	As needed for tests	Sped/ Gen Ed	10/24/13	10/23/14	LEA
Weekly binder check	Weekly	Sped/ Gen Ed	10/24/13	10/23/14	LEA
Option to type all writing assignments	All written assignments	Sped/ Gen Ed	10/24/13	10/23/14	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: 3/8 (37.5%) class periods in a typical two day high school block schedule

If yes, provide explanation justifying the removal: Dylan will be removed from General Education for 3/8 class periods in order to provide specially designed instruction in the areas of math, reading, and writing

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)