

Individualized Education Program

Student Name: **Taylor, Hailey J.**Home Phone: **541-536-7621**Date: **04/20/2015**Date Of Birth: **05/04/2000**Home Address: **16489 Riley Dr**Student No.: **240205****La Pine, OR 97739**State Student ID: **9755586**

Age 14	Gender Female	Grade 09	Home School La Pine High School	Attending School La Pine High School
Ethnicity White			Phone 541-355-8400	Phone 541-355-8400
Primary Language - Date Determined English - 04/12/2011			Address 51633 Coach Rd	Address 51633 Coach Rd
Home Language - Date Determined English - 04/12/2011			La Pine, OR 97739	La Pine, OR 97739

Parent/Guardian

Name Andy Taylor	Home Phone 541-536-7621	Name Brandi Taylor	Home Phone 541-536-7621
Address 16489 Riley Dr	Work Phone 541-678-2169	Address 16489 Riley Dr	Work Phone

La Pine, OR 97739

Emergency Phone

La Pine, OR 97739

Emergency Phone

541-598-4364IEP Review Due Date : **04/19/2016** Re-evaluation Due Date: **04/27/2017**Eligibility(ies): **Other Health Impairment (OHI-80), Communication Disorder (CD-50)**Interpreter Needed: Yes No**Documentation of efforts to schedule the IEP Meeting:**

Date	Description
04/06/2015	Meeting notice mailed
04/10/2015	Reminder notice mailed
04/17/2015	Reminder notice mailed

B. IEP Team Members

<u>Names</u>	<u>Position</u>	<u>Present/Absent</u>
Taylor, Hailey J.	Student	Present
Taylor, Brandi	Mother	Present
Abrams, Scott R.	Special Ed Teacher	Present
Slater, Gary L.	General Ed Teacher	Present
Abrams, Scott R.	District Representative	Present
Wallis, Vanessa E.	Speech/Language Pathologist	Consulted
Abrams, Scott R.	Person Interpreting Evaluation Results	Present

* If required team member is excused, attach signed written agreement between parent and district before proceeding.

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C. SUMMARY OF PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Strengths of Student (Academic, Behavior, Learning characteristics, etc.)

Hailey has a lot of friends. She is confident and outgoing. She is very athletic and coordinated. She is writing some good paragraphs with accurate spelling, punctuation, grammar, etc. Hailey passed her first Freshman English class. She also has passed Choir and PE classes both of her first trimesters at La Pine High.

Concerns of the parent(s) for enhancing the education of the student

Hailey's parents want her to do her work, follow the rules and graduate from school. They want her to be successful. Brandi wants Hailey to show up on time and attend her classes.

Present level of academic performance, including the student's most recent performance on state or district-wide assessments

Results of state and district group assessment measures:

Test OAKS (ST)	Test Level 08	Test Date 05/09/2014
Subject	Score	Performance Level
Reading	203	Does Not Meet
Mathematics	212	Does Not Meet
Science	212	Does Not Meet
Writing		

Additional Present Levels

Hailey is a 9th grade student attending the La Pine High School. She qualifies for SPED services under the categories of OHI and COM and receives specially designed instruction in the areas of reading, writing, math, social skills, behavior skills and speech & language.

READING and WRITING: Hailey correctly answer 35 of 60 grade level vocabulary words in November and achieved 24 points of 30 on a narrative writing assignment in her freshman English class.

MATH: Hailey failed her Foundations of Algebra class this past autumn mainly due to poor attendance.

BEHAVIOR/SOCIAL SKILLS: According to her teachers Hailey's attitude improved during the 2nd trimester but her poor attendance made it difficult for her to achieve academic success.

COMMUNICATION: Hailey is working on expanding her expressive and receptive language skills.

Based on Hailey's current performance, she is on the track for a modified diploma.

Present level of developmental and functional performance (including results of initial or most recent evaluations)

Hailey has a medical statement dated 1-26-11 with a diagnosis of ADHD. She doesn't take medication for that medical condition. On 1-11-11, on the WISC-IV, she achieved a full scale standard score of 75 (average range 85-115).

Describe how student's disability affects involvement and progress in the general education curriculum

Hailey's health impairment (ADHD) and Communication Disorder impact her in all aspects of her education. She performs below grade level expectations in academics, behavior and speech/language. This impacts her across the curriculum and in her daily social opportunities, transitions, etc. at school. Communication: Hailey continues to struggle with receptive and expressive language. She has a difficult time retaining information that she has read or was read to her. This can have a negative affect on her academics.

E. TRANSFER OF RIGHTS

Will the student be age of majority, married, or legally emancipated while the current IEP is in effect?

The student and parent have been informed of rights under Part B of IDEA that will transfer to the student at the age of majority?

Yes No

Yes Date informed:
 Not-applicable

The district has provided written notice of the transfer of rights to the student and the parent?

Yes Date provided:
 Student has not reached age of majority

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H. SPECIAL FACTORS FOR IEP DEVELOPMENT

Check all factors that apply	Explanation
Does the student need assistive technology devices or services? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, services or devices must be addressed in the IEP	
Does the student have communication needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, needs must be addressed in the IEP	Goals for speech/language
Does the student exhibit behavior that impedes his/her learning or the learning of others? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, the IEP team must consider the use of strategies, positive behavioral interventions and supports to address the behavior(s)	Supports to include group counseling sessions by school counselor and a girls support group at the high school if provided.
Does the student have limited English proficiency? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Is the student blind or visually impaired? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, Braille needs must be addressed in the IEP, or evaluation of reading/writing needs has been completed and determined that Braille is not appropriate	
Is the student deaf or hard of hearing? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.	

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I. REQUIRED TESTING AND ASSESSMENTS

Statewide Assessments

Will the student participate in any Statewide Assessment?

Yes – assessment will be conducted while the current IEP is in effect.
 No – at the time of testing, assessment is not conducted at the student's grade level.

Districtwide Assessments

Will the student participate in any Districtwide Assessment?

Yes – assessment will be conducted while the current IEP is in effect.
 No – at the time of testing, assessment is not conducted at the student's grade level.

Testing Grade	Assessment Area	Administration Method	Assessment Participation	
			Explanation*	Accommodation
			<i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	
09	District ELA (6-10)	Standard with Accommodations	Hailey will get the standard accommodations allowed by the test	None needed
09	District Math (K-10)	Standard with Accommodations	Hailey will get the standard accommodations allowed by the test	None needed
09	District Summative (9,10)	Standard with Accommodations	Hailey will get the standard accommodations allowed by the test	None needed

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J. MEASURABLE ANNUAL GOALS

When will progress be reported to the parent? **Trimesterly** How will progress be reported? **With schools progress reports**

Anticipated Dates

Progress Period 1	06/12/2015
Progress Period 2	12/11/2015
Progress Period 3	03/18/2016

Category: Reading

Is the goal area related to alternate assessments aligned to alternative achievement standards?

Yes (If Yes, short-term objectives are required)
 No

By 4-19-16, given a grade level reading passage demonstrate grade level comprehension through a teacher based assessment in her 10th grade English class

Present Level:

Hailey scored 35 out of 60 on a comprehensive comprehension test in her 9th grade English class

Category: Writing

Is the goal area related to alternate assessments aligned to alternative achievement standards?

Yes (If Yes, short-term objectives are required)
 No

By 4-19-16, given a grade level writing prompt Hailey will receive 4's on all areas of the standard writing rubric

Present Level:

In her freshman English class Hailey received 24 out of 30 on her Narrative essay

Category: Mathematics

Is the goal area related to alternate assessments aligned to alternative achievement standards?

Yes (If Yes, short-term objectives are required)
 No

By 4-19-16, given a set of 1-step variable equations, Hailey will solve them with 80% accuracy as measured by teacher data.

Present Level:

During the Spring trimester Hailey was passing her Math strategies class but she failed her Foundations of Algebra test over 1 step variable equations in November.

Category: Behavioral Skills

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Is the goal area related to alternate assessments aligned to alternative achievement standards?

Yes (If Yes, short-term objectives are required)
 No

By 4-19-16, given instruction, practice & cues, Hailey will complete her assigned work, turn it in and follow school wide rules and expectations (safe, responsible, respectful), resulting in her receiving 0 office referrals and passing all of her classes, as measured by weekly data collection sheets, behavior reports and report cards

Present Level:

Hailey passed 6 of 10 of her classes during her first 2 trimesters at La Pine High

Category: Social Skills

Is the goal area related to alternate assessments aligned to alternative achievement standards?

Yes (If Yes, short-term objectives are required)
 No

By 4-19-16, given instruction & practice of skills and conflict situation with her peers, Hailey will resolve the situation appropriately (no physical or verbal threats; cooperatively) 4 out of 5 times.

Present Level:

According to her choir teacher Hailey's attitude improved during the 2nd trimester

Category: Speech/Language Skills

Is the goal area related to alternate assessments aligned to alternative achievement standards?

Yes (If Yes, short-term objectives are required)
 No

By 4-19-16, Given instruction, Hailey will demonstrate improved language skills by defining terms, describing, summarizing, comparing and contrasting items, events, etc., with 80% accuracy and minimal prompts as measured by teacher data.

Present Level:

Hailey is continuing to work on her expressive and receptive language skills. At this time she requires moderate prompting and support but is making slow gains.

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K. SERVICE SUMMARY

Specially Designed Instruction

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Reading	LEA (Local Education Agency)	General Ed Teacher	General Ed and Resource Room	30 Min	per week	04/20/2015	04/19/2016
Writing	LEA (Local Education Agency)	General Ed Teacher	General Ed and Resource Room	30 Min	per week	04/20/2015	04/19/2016
Mathematics	LEA (Local Education Agency)	General Ed Teacher	General Ed and Resource Room	60 Min	per week	04/20/2015	04/19/2016
Behavior Skill	LEA (Local Education Agency)	General Ed Teacher	General Ed and Resource Room	30 Min	per week	04/20/2015	04/19/2016
Social Skills	LEA (Local Education Agency)	General Ed Teacher	General Ed and Resource Room	30 Min	every trimester	04/20/2015	04/19/2016
Speech/Language Therapy	LEA (Local Education Agency)	Speech/Language Pathologist	Self-contained Class	30 Min	every trimester	04/20/2015	04/19/2016

Related Services

The team considered the need for related services and determined that the student is not in need of related services.

Yes No The team has determined the student requires Special Education transportation due to the disability and access to the program site.

Extended School Year Services (ESY)

- The team has determined the student DOES NOT require ESY services
- The team has determined that ESY services WILL be provided to this student
- The team will meet to determine whether ESY services are required

Supplementary Aids/Services; Modifications; Accommodations

The team considered the need for supplemental aids and services and determined that they are needed.

Description	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Cues for on task behavior, appropriate peer interaction, cooperative skills and respect	LEA (Local Education Agency)	General Ed Teacher	Regular classroom and resource room	10 Min	per day	04/20/2015	04/19/2016
Preferential seating, frequent breaks, accountability checks for work completion; checks for understanding; directions clarified	LEA (Local Education Agency)	General Ed Teacher	Regular classroom and resource room	20 Min	per day	04/20/2015	04/19/2016
Modified content area assignments	LEA (Local Education Agency)	Special Ed Teacher	Regular classroom and resource room	10 Min	per day	04/20/2015	04/19/2016

Supports for School Personnel

No program modifications or supports are required for the child to advance appropriately toward attaining annual goals.

Description of Supports	Provider	Role	Time	Frequency	Start Date	End Date

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L. STATEMENT OF NONPARTICIPATION JUSTIFICATION

The team has determined the student will need to be removed from participating with nondisabled students in order to receive specially designed instruction, related services, or supplementary aids or services.

Removal Area	Extent of Removal	Explanation and Justification
<input checked="" type="checkbox"/> From the regular classroom	Hailey will receive SPED services in the SLC for 1 period per day as well as on an as needed basis during the rest of her school day.	Hailey needs that level of support in order to be successful in the regular high school setting.
<input type="checkbox"/> During extracurricular activities		
<input type="checkbox"/> During nonacademic activities		