

Morrow-County School District
Part B: 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: Chavez, Edgar A. Gender: Male Date of Birth (month/day/year): 1/10/1997 Grade: 11 Student ID Number: 6589936	District: Morrow SD 1 Home School: Irrigon Junior/Senior High School Attending School/District: Irrigon Junior/Senior High School / Morrow SD 1 Case Manager: Allport, Rosemary Disability Code: 90-Specific Learning Disability	Annual IEP Meeting Date: 2/4/2015 Revision date(s) to annual IEP (if needed): Reevaluation Due: 2/12/2017
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IEP Meeting participants*: <i>first meeting asked to hold student forgot - shared next</i> Parent(s): <i>meeting without them</i> Student: <i>day of</i>	
<i>Rosemary (Lynn) Allport</i> Special Education Teacher/Provider: Allport, Rosemary <i>[Signature]</i> District Representative:	<i>[Signature]</i> Regular Education Teacher: Byers, Aaron Individual Interpreting Evaluations: Other: Bensen, Craig - Principal Other: Rodriguez, Angelica - Other
Other: Osborne, Richole - Regular Education Teacher Other: Joyce, Tina - Vice Principal	Other: Johnson, Clarissa - Regular Education Teacher Other: Miller, Sarah - Regular Education Teacher Other: Meyer, Erin - Regular Education Teacher Other: Johns, Jack - Team Member 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.

_____(initial) Procedural Safeguards Notice Given to Parents

Mailed both Spanish & English versions

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 assessment.

Edgar is an 18 year high school junior attending Irrigon Junior/Senior High School. He is identified as a student with specific learning disabilities. During his early childhood years, he experienced seizures. Since entering Irrigon Junior/Senior High School he has not had any seizure but now experiences migraine headaches. His home language is Spanish. While he has taken English Language Development classes in the past, he is no longer enrolled in that class.

The strengths of the student; Edgar is usually the center of an active group of students in the classroom or during unsupervised times. Edgar strongest skills are visual and spatial processing.

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; Edgar has not met his essential skills requirement for graduation. While Edgar improve in math and science with OAKS. Math he had a 217 and improved to 224; science 222 to a 224. However his reading scored dropped. Edgar is enrolled in the READ180 class. In class he completes an assessment to determine his reading level. He improved over last year's Lexile score by 219 to a 548. However, it should be noted that this score indicates that his reading ability and comprehension in at the beginning level of a third grade student. In order to meet his essential skills Edgar will need to pass one of the following assessment methods: Smarter Balance, Work Keys, PSAT or work samples. Edgar is scheduled to graduate with a modified diploma, therefore the team should set a base line score for Work Keys and work samples then develop a target score

which Edgar will need to meet. In addition to meeting essential skills, Edgar will need 24 credits, as a second semester junior, Edgar should have 17.5 credits, he has 13 credits. In order to graduate on time, Edgar will need to pass all of his classes from this point on, he will also need to pass ALL three years of language arts, he has past one semester.

The present level of developmental and functional performance (including the results of the initial or most recent evaluation); Edgar struggles with long term retrieval and short term memory; therefore, participating in classroom discussions and activities will be a challenge for Edgar. Edgar will do well in areas requiring physical movement and visual processing.

How the student's disability affects involvement and progress in the general education curriculum; Due to processing and recall challenges, Edgar will lag in class room discussions and verbal participation. Edgar will struggle with textbook reading and comprehension of material that is presented at grade level causing further difficulties in participating in classroom activities.

The student's preferences, needs, interests, and the results of age-appropriate transition assessments Post Secondary Career Assessment: Career Scope results indicate that careers in the physical performance, mechanical or protective would match Edgar's interest, ability and aptitude.

Los niveles presentes:

Edgar es un joven de 18 años y asiste a la Junior/Senior High School de Irigon. Es identificado como un estudiante con ciertas discapacidades en aprender. En su niñez sufrió ataques. Desde su tiempo en la Junior/Senior High School de Irigon, no ha tenido ningún ataque pero sí ha sufrido jaquecas. Su lengua en casa es el español. Aun que ha tomado clases para desarrollo del inglés en años pasados, ahora no está matriculado en esa clase.

Sus puntos fuertes como estudiante son: Edgar típicamente esta al centro de grupos activos de estudiantes en la clase o durante tiempos sin supervisión. Además, sus habilidades más fuertes son el procesamiento visual y espacial.

Estos son las preocupaciones de los padres para mejorar la educación de su hijo:

El nivel presente de su rendimiento académico, incluyendo el más reciente rendimiento en sus exámenes del distrito y del estado; Edgar no ha cumplido el requisito de habilidades esenciales para graduarse. Aun así Edgar mejoró en las matemáticas y las ciencias con OAKS. En las matemáticas tenía un 217 y mejoró a un 224; en las ciencias tenía un 222 y mejoró a un 224. Sin embargo su nota en la lectura bajó. Edgar está matriculado en la clase de READ180. En la clase, Edgar completa un examen para determinar su nivel de leer. En el examen de Lexile del año pasado mejoró su nota de un 219 and un 548. Sin embargo, se debe de notar que su nota en este examen indica que su habilidad en la lectura y comprensión está a un nivel de inicio de un estudiante del tercer grado. Para cumplir sus habilidades esenciales Edgar necesita pasar uno de los siguientes exámenes: Smarter Balance, Work Keys, PSAT o una muestra de trabajo. Edgar está previsto para graduarse con una diploma modificada, entonces el equipo debe asignar una base para la nota en el Work Keys y muestras de trabajos y luego desarrollar un una nota como objetivo que necesitará cumplir Edgar. Además de cumplir sus habilidades esenciales, Edgar necesitará 24 créditos. Como un estudiante en su segundo semestre de su tercer año de la secundaria, Edgar debe de tener 17.5 créditos, pero solamente tiene 13 créditos. Para graduarse a tiempo, Edgar necesitará aprobar todas sus clases desde este punto y necesitará aprobar los tres años del arte de lenguaje. Solamente ha aprobado un semestre.

El nivel presente del rendimiento del desarrollo y funcional (incluyendo los resultados de la evaluación inicial o más reciente); Edgar lucha con su recuperación a largo plazo y con la memoria a corto plazo; así que participando en las discusiones y actividades de clase serán un reto para Edgar. Edgar tendrá éxito en áreas que requieren movimiento físico o el procesamiento visual.

Como la incapacidad del estudiante afecta su involucramiento y progreso en el plan de estudios para la educación general: Debido a sus retos en el procesamiento y recuperación, Edgar estará atrasado en discusiones y participaciones verbales en clase. Edgar luchará con lecturas del libro y la comprensión de la materia presentada al nivel de su grado, lo cual causará más dificultades en su participación en las actividades de clase.

Las preferencias, necesidades, intereses y resultados de los exámenes transitorios a post secundaria para su edad: Los resultados de Career Scope indican que carreras con rendimiento físico, mecánico o de protección serian el mejor partido para los intereses, habilidades y aptitudes de Edgar.

Transition:

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

Within six months of graduation, Edgar will be enrolled in a training program for Edgar will either obtain his driver's license or learn how to arrange transportation including reading bus schedules, call a transportation company (cab, bus, etc.) and information and connections.

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

Language Arts 1 - 1 semester, Language Arts 2, Language Arts 3, .5 social science (US History), 1 fine arts/CTE and 7 electives.

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.

None known

Graduation: Anticipated graduation date: 5/5/2016

☐ with regular diploma

☒ with alternate document (describe) Modified course work and essential skills scores.

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 2/4/2015

The district must also provide written notice of the transfer of rights to the student and the parent when the student reaches the age of majority.

Statewide Assessments:

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: 11th). 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
Reading/Literature: 3, 4, 5, 6, 7, 8, and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ *Standard Administration ☐ *Scaffold Administration		Separate location, student may sub-vocalize passage to proctor.
Mathematics: 3, 4, 5, 6, 7, 8, and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ *Standard Administration ☐ *Scaffold Administration		separate location
Writing 4, 7 and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ *Standard Administration ☐ *Scaffold Administration		separate location
Science 5, 8 and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ *Standard Administration ☐ *Scaffold Administration		Test read to student, frequent breaks, test in chunks
ELPA: English Language Proficiency Assessment ☒ Standard (may include accommodations)	* Extended Assessment ☐ *Standard Administration ☐ *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: 11-12). 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: <u>Work Keys</u> Grades administered: <u>10-12</u> ☒ Standard administration	☐ *District Alternate Assessment ☐ *Other: _____		
Assessment: <u>Work Samples</u> Grades administered: <u>11-12th</u> ☒ Standard administration	☐ *District Alternate Assessment ☐ *Other: _____		
Assessment: <u>Scholastic Reading Inventory</u> Grades administered: <u>8</u> ☒ Standard administration	☐ *District Alternate Assessment ☐ *Other: _____		
Assessment: _____ Grades administered: _____ ☐ Standard administration	☐ *District Alternate Assessment ☐ *Other: _____		

Goals/Objectives*/Activities/Strategies: FOR STUDENTS AGE 16 OR OLDER WHEN IEP IS IN EFFECT

*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: 1		Progress will be measured as indicated below:		How progress will be reported to parents:	When progress will be reported to parents:
		Criteria	Evaluation Procedures	-With Report Cards	-Quarterly
English: Edgar will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. W.11.10		-To a rating of 4 or better.	-Work sample -State Scoring Guide	Student's Progress Toward Goal	
Edgar rutinariamente escribirá sobre márgenes de tiempo extendidos (tiempo para investigación, reflexión y revisión) y márgenes de tiempo más cortos (en un solo día o dos días) para un rango de tareas y objetivos. Objec.11.10					
Measurable Short-Term Objectives:					
1.01	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
	Producir escritura clara y coherente en la cual el desarrollo, organización y estilo son apropiados para la tarea, el objetivo y la audiencia.				
1.02	Develop and revise writing by planning, revising, editing, rewriting, or trying a new approach.				
	Desarrollar y revisar lo escrito por medio de planear, revisar, redacción, reescribir o intentando un nuevo planteamiento.				
1.03	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.				
	Mostrar dominio en las convenciones de la puntuación y ortografía del inglés cuando escribe.				

Goals/Objectives*/Activities/Strategies: FOR STUDENTS AGE 16 OR OLDER WHEN IEP IS IN EFFECT

*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:	2	Progress will be measured as indicated below:		How progress will be reported to parents: -With Report Cards -Written reports	When progress will be reported to parents: -Quarterly
		Criteria	Evaluation Procedures		
		-80% accuracy	-Work sample -Teacher Assessment		
Student's Progress Toward Goal					
Mathematics Readiness: Edgar will solve volume problems using formulas for cylinders, pyramids, cones and spheres. Edgar resolverá problemas de volumen utilizando fórmulas para los cilindros, pirámides, conos y esferas.					
Measurable Short-Term Objectives:					
2.01 Define what the problem is asking. Definir que pide el problema.					
2.02 Determine which strategy and operations are needed to solve the problem. Determinar cuál estrategia y cuales operaciones son necesarias para resolver el problema.					

Goals/Objectives*/Activities/Strategies: FOR STUDENTS AGE 16 OR OLDER WHEN IEP IS IN EFFECT

*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:	3	Progress will be measured as indicated below:		How progress will be reported to parents: -Progress Reports -Written report	When progress will be reported to parents: -At Report Card Time
		Criteria	Evaluation Procedures		
		English/Language Arts: Edgar will by the end of grade 12, read and comprehend literary nonfiction in grades 12-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. Para el final del grado 12, Edgar podrá leer y comprender proficientemente la literatura de no ficción en grados 12-CCR texto complejo, con andamiaje en el rango más avanzado cuando sea necesario.		-RIT score of 227	-State Assessment

Goals/Objectives*/Activities/Strategies: FOR STUDENTS AGE 16 OR OLDER WHEN IEP IS IN EFFECT

*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: 6	Progress will be measured as indicated below:		How progress will be reported to parents: -Written report	When progress will be reported to parents: -At Report Card Time
	Criteria	Evaluation Procedures		
	Social/Behavioral: Edgar will improve the following behavior: Is tardy, and/or skips consequences for referrals. Edgar will be on time to class or assigned consequences 90% as demonstrated by disciplinary records. El estudiante mejorará su comportamiento en estas áreas: Llegar tarde y/o consecuencias por no ir a clase. Edgar irá a clase a tiempo o le asignarán las consecuencias 90% mostrado por los registros de la disciplina.	-90% accuracy	-Data collection -Data collection, teacher/staff observation, parent report	

Goals/Objectives*/Activities/Strategies: FOR STUDENTS AGE 16 OR OLDER WHEN IEP IS IN EFFECT

*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:	7	Progress will be measured as indicated below:		How progress will be reported to parents:	When progress will be reported to parents:
		Criteria	Evaluation Procedures		
: Edgar will research a career comparing his interests, abilities and aptitudes. He will note the educational path needed for that career including any post high school training needed; wages; working conditions; career ladder and related careers. Edgar will a written report regarding his career choice. Edgar investigará una carrera comparando sus intereses, habilidades y aptitudes. Notará los caminos educacionales necesarios para esa carrera, incluyendo cualquier entrenamiento post secundario que sea necesario; salarios; condiciones del trabajo; la escalera de la carrera y carreras relacionadas. Edgar escribirá un reporte escrito en respeto a su carrera elegida.		-To a rating of 3 or better.	-Work sample -Writing sample	Student's Progress Toward Goal	-At Report Card Time

Service Summary (continue on next page if necessary)

Specialty Designed Instruction	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider: e.g. LEA, ESD, Regional
Math	120 minutes per week	Special Ed Classroom	02/05/2015	02/04/2016	LEA
Reading	120 minutes per week	General Ed Classroom	02/05/2015	02/04/2016	LEA
Writing	120 minutes per week	General Ed Classroom	02/05/2015	02/04/2016	LEA
Related Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider: e.g. LEA, ESD, Regional
The team determined no related service necessary					
			02/05/2015	02/04/2016	

Supplementary Aids/Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider: e.g. LEA, ESD, Regional
Access to special education room for assistance	As needed for assistance on assignments and tests approximately 1.0 hours per day	General Ed Classroom	02/05/2015	02/04/2016	LEA
Extended time for work completion	Up to 3 days before reduction in points	General Ed/Special Ed Classroom	02/05/2015	02/04/2016	LEA
Guided notes	35 minutes per day	General Ed Classroom	02/05/2015	02/04/2016	LEA
Modified assignments	2.0 hours per day	All Environments	02/05/2015	02/04/2016	LEA
Peer or adult assistance reading grade level text.	35 minutes per day	General Ed Classroom	02/05/2015	02/04/2016	LEA
Preferential seating	5.0 hours per day	General Ed/Special Ed Classroom	02/05/2015	02/04/2016	LEA
Small Group or Individual Testing	30 minutes per week	General Ed Classroom	02/05/2015	02/04/2016	LEA
Visual Cues	30 minutes per day	General Ed/Special Ed Classroom	02/05/2015	02/04/2016	LEA
Visual Manipulatives	30 minutes per day	General Ed/Special Ed Classroom	02/05/2015	02/04/2016	LEA
Written Instructions	30 minutes/per day	General Ed/Special Ed Classroom	02/05/2015	02/04/2016	LEA
Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider: e.g. LEA, ESD, Regional
Consult teaching staff	30 Minutes per quarter	All School Settings	02/05/2015	02/04/2016	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:

Student's Name: Chavez, Edgar A.

Date: 02/04/2015

School District: Morrow SD 1

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 _____

Special Education Placement Determination

Placement Team (name and title): <i>Rosemary Chavez, Allport</i>	Person Knowledgeable About Evaluation Data: Joyce, Tina <i>Jana Miller</i>	Person Knowledgeable About Placement Options: Johns, Jack <i>Clarissa Johnson</i>
Parent: <i>Meeting any way</i>	Other: Miller, Sarah <i>Clarissa Johnson</i>	Other: Johnson, Clarissa

This placement is based on:

- ☒ the attached IEP, dated: 2/4/2015
☐ 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
+80 Regular class	-The student will * Be among typical peers serving as models; * Develop natural friendships within the home community; * Participate in a flexible curriculum and adapted instructional system delivered by a highly qualified teacher.	* The amount of direct instruction the student needs may be hindered by peers; * The setting may not be the most beneficially helpful for the student to achieve their goal(s); * The regular classroom facilities may not be conducive for the support the student's learning;	* Adapted and/or modified class work and assignments; * Extended time to complete a task, assignment, or test; * Provide preferential seating in the classroom; and * Differentiated instruction.	<i>Selected as least Restrictive</i>
-31-Resource Room (40-79% Reg Class)	* The amount of direct instruction the student: * The setting may be the most beneficially helpful for the student to achieve their goal(s); * The resource room facilities may be the most supportive for the student's learning; * Provides help where needed while allowing the student to remain generally with the mainstream.	-The student will not * Be among typical peers serving as models; * Participate in a flexible curriculum and adapted instructional system delivered by a highly qualified teacher within a regular education classroom setting.	-The student will be given equal opportunity to participate in nonacademic social and extracurricular activities that are appropriate for them such as: * Sports; * Performing arts such as band and choral groups; and * Student Clubs and Committees.	<i>Rejected</i>

Placement: 30-Regular Class(more than 80% reg ed)

Federal Placement Code (SECC)

☒ Parent provided with copy of placement determination