

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: Juarez-Hurtado, Yasmin

District: Hillsboro SD 1J

Annual IEP Meeting Date: 04/13/15

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Date of Birth (mmddyy): 08/10/2000

Home School: Glencoe High School

Revision date(s) to annual
IEP (if needed):

Grade: 09

Attending School/District: Glencoe High School

Reevaluation Due: 03/11/18

Secure Student Identifier (SSID): 9736239

Case Manager: James Leslie

Disability Code(s): 80(p)

*** IEP Meeting Participants:**

Tracy Hurtado

Yasmin Juarez-Hurtado

Parent(s):

Student:

Mai Leslie

Other:

Special Education Teacher / Provider:

Eric Peterson

Matt Steele

Regular Education Teacher:

Other:

District Representative:

Mai Leslie

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's 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.

Yasmin is a 9th grade student in her first year at Glencoe High School. She was recently determined eligible for special education services under category 80-Other Health Impairment for ADHD. She was previously eligible for services, but was determined not eligible during an evaluation in middle school. Yasmin's anticipated graduation date is June of 2018.

—**STRENGTHS:** Yasmin is a very strong-willed student who knows exactly what she wants and can be very driven in getting her needs met.

—**PARENT INPUT:** Yasmin's mother expressed that she was content with the IEP being re-established and would be happy to work with the school staff to help improve Yasmin's performance in school.

—**PRESENT LEVELS OF FUNCTIONAL & ACADEMIC PERFORMANCE:** In pursuit of the standard Oregon diploma, Yasmin will need to complete 24 credits that include 4 years of English Language Arts, 3 years of Math that include Algebra, Geometry, and Algebra 2 or equivalent, 3 years of Science and Social Studies, 8 elective credits, and other graduation requirements, such as a job shadow and senior seminar.

Additionally, Yasmin will need to demonstrate proficiency in reading, writing, and math. Historically, she has met or nearly met in most areas on the Oregon Assessment of Knowledge and Skills (OAKS). In reading, she has always met or been borderline and her most recent score from 8th grade was a 230 (232 needed to meet). In writing, she only took the assessment in 4th grade and scored a 32 (40 needed to meet). Math has been historically more challenging, but she has been closer to meeting in some years than others. In 7th grade, she was moderately close with a 227 (232 needed), then her score was lower in 8th grade with a 216 (234 needed). From observations during her most recent Woodcock Johnson Achievement test, however, she has been uncooperative and borderline hostile during attempts at testing her, which could have influenced downward spikes in historical testing data.

—**Recent Testing:** During this recent evaluation period, Yasmin was assessed using the Academic Performance Rating Scale and the Woodcock Johnson Test of Achievement. According to the teacher reports in the Academic Performance Rating Scale, all reporters stated that she learns new material "slowly" and that she often needs additional assistance to complete assignments. Teachers also reported that she comes to school unprepared most of the time and is often missing required materials (paper, pencils, etc.). When she does work, it is usually complete hastily and is only occasionally turned in.

On the Woodcock Johnson Achievement Test, Yasmin received standard scores of 94 (average) in Basic Reading, 79 (below average) in Reading Comprehension, 100 (average) in Reading Fluency, 67 (extremely low) in Math Calculation, 62 (extremely low) in Math Problem Solving, and 83 (below average) in Written Expression.

During classroom observations, Yasmin demonstrated impulsive behavior, general confusion with directions, and difficulty remaining on track with the rest of the class. Often she appeared uninterested in the material and most of the class period, she was not engaged in the work attended by the rest of the students in class.

—**Progress in school:** As of this IEP, Yasmin has C's in Choir and PE, D's in Biology and World Studies, and F's in Algebra and English Language Arts. At the end of Semester 1, she received an A in Choir, D's in Biology, World Studies, and English, and F's in Child's World and Algebra. Attendance is 95% this school year, which is an improvement over 8th grade where she attended with 87%.

—**SPECIALLY DESIGNED INSTRUCTION:** The team determined that the most effective focus for annual goal setting for Yasmin at this time will be to develop her organization skills and work on catching up her progress in math, which is an area in which she has suffered greatly due to her difficulty staying on task.

—**Organization:** The most frequent concerns for Yasmin at this time are her lack of preparedness and difficulty completing and turning in assignments. The team determined that the most appropriate course of action at this time is to have Yasmin work on showing up to class prepared with the required tools, record and track assignments, and turn in all assignments within appropriate deadlines.

—**Math:** Yasmin struggles in math more than other subjects. The team determined that the most appropriate course of action at this time is for her to focus on developing some of her basic math skills to support her progress in school. To recuperate her skills, the team determined that the best course of action would be for her to work on applying properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients (7.E.E.1) and solving multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically (7.EE.3).

—Functionally, Yasmin struggles as well. She has great difficulty organizing her materials and thoughts to complete assignments. The team will work with her on organization and the accommodations are focused on providing the classroom supports she needs to successfully make some work.

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progress in school. She navigates the school environment well, but she does not always make good choices in activities and occasionally skips class to be with friends. Because she only recently started on an IEP, the team determined that a behavior support plan is not necessary at this time, but if the skipping behavior worsens or does not improve after getting Yasmin into support classes in the 2015-2016 school year, the team may determine that a behavior support plan is necessary to help Yasmin make better choices at school.

-ACADEMIC IMPACT: Most of Yasmin's needs can be met in the general education classroom to support her progress in general education. However, she does require some specially designed instruction in the special education classroom to support her progress in general education.

-TRANSITION (PREFERENCES, NEEDS, INTERESTS): At this point, Yasmin is not very forthcoming with what she wants to do with her life. She has stated that she wants some form of post-secondary training after leaving school age services, but she is not sure exactly what she needs. The most likely place of employment for her will be in a retail setting in some form, but the team will need to continue working with her to determine more precise needs and career desires. Additionally, she would benefit greatly from getting her driver license and will need to obtain the license at some point before leaving school so she can have greater mobility to access broader career options as an adult.

Transition:

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

After leaving school age services, Yasmin will live independently with a roommate while attending community college in pursuit of a two-year degree or certificate. Upon graduation, she will obtain entry level employment in retail. Yasmin will access her local community via private transportation.

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

In addition to the standard array of courses needed for graduation, Yasmin will take electives focused on determining more precisely what she wants to do with her life and career choices.

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.

No agency participation at this time.

Graduation:

Anticipated graduation date: 06/09/18

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 _____ yes
majority.

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 _____). 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	<input type="checkbox"/> Standard Administration <input type="checkbox"/> Extended Administration <input type="checkbox"/> Scaffold Administration		
Mathematics: 3, 4, 5, 6, 7, 8, and HS/11	<input type="checkbox"/> Standard Administration <input type="checkbox"/> Extended Administration <input type="checkbox"/> Scaffold Administration		
Writing: 4,7 and HS/11	<input type="checkbox"/> Standard Administration <input type="checkbox"/> Extended Administration <input type="checkbox"/> Scaffold Administration		
Science: 5, 8 and HS/11	<input type="checkbox"/> Standard Administration <input type="checkbox"/> Extended Administration <input type="checkbox"/> Scaffold Administration		

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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	Accommodations
Assessment: Interim Assessment	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other	State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.	
Grades administered: <input type="checkbox"/> 9/10 <input checked="" type="checkbox"/> Standard administration			
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		

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(9736239)

Date: 04/13/15 Rev Date:

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Measurable annual goals page: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

The IEP team must consider the student's 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:

ORGANIZATION: Using a planner or calendar and any other organization tools needed, Yasmin will track assignment parameters and due dates, arrive to class prepared with all tools required, and turn in assignments within the appropriately allotted time frames.

Progress will be measured as indicated below:		How progress will be reported to parents:	When progress will be reported to parents:
Criteria	Evaluation Procedures	Progress reports	At grading periods in which credit is issued
Assignments tracked with 90% accuracy on 3 out of 4 material checks; 90% prepared for class; 90% of assignments turned in on time on 3 out of 4 material checks	Material checks	Student's Progress Toward Goal	

Measurable Short-Term Objectives:

- 1) Using a planner or calendar and any other organization tools needed, Yasmin will track assignment parameters and due dates with 90% accuracy on 3 out of 4 material checks.
- 2) Using a planner or calendar and any other organization tools needed, Yasmin will arrive to class prepared with all tools required on 90% of material checks.
- 3) Using a planner or calendar and any other organization tools needed, Yasmin will turn in 90% of assignments within the appropriately allotted time frames on 3 out of 4 material checks.

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(9738239)

Date: 04/13/15 Rev Date: _____

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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:		
	Criteria	Evaluation Procedures	How progress will be reported to parents:
MATH: Given real world math problems, Yasmin will apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients (7.E.E.1) and solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically (7.EE.3).	80% accuracy on 3 out of 4 assessments	Assessments	When progress will be reported to parents: At grading periods in which credit is issued

Measurable Short-Term Objectives

- Given real world math problems, Yasmin will apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients with 80% accuracy on 3 out of 4 assessments.
- Given real world math problems, Yasmin will solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically, with 80% accuracy on 3 out of 4 assessments.

Student: Juarez-Hurtado, Yasmine Date: 4/13/2015 Rev Date: _____ District: Hillsboro SD 1J
Service Summary (this section may be continued on additional pages, if necessary)

Specially Designed Instruction		Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
Organization	Math	60 minutes per week	Classroom setting	04/13/15	04/12/16	
Related Services		60 minutes per week	Classroom setting	04/13/15	04/12/16	
Supplementary Aids/Services; Modifications; Accommodations		Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
Strategic seating		All courses during the school day	All classroom settings	04/13/15	04/12/16	
Planner/calendar		All courses during the school day	All classroom settings	04/13/15	04/12/16	
Extended time on tests & assignments (up to 2x normal time)		All courses during the school day	All classroom settings	04/13/15	04/12/16	
Frequent check-ins for understanding		All courses during the school day	All classroom settings	04/13/15	04/12/16	
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?						
If yes, document the amount/ extent of the removal: 21% (2 out of 8 classes in a 2 day, block schedule)						
If yes, provide explanation justifying the removal: Most of Yasmine's academic needs can be met in the general education curriculum. However, she does require some specially designed instruction in the special education environment in order to support her progress in general education. During the 2015-2016 school year, she will take Content Strategies to support her organization and Math Development to support her progress in math.						
Extended School Year (ESY) Services						
ESY services will be provided for this student:						
<input checked="" type="checkbox"/> Yes ESY services to be provided are described on Services Summary Page <input checked="" type="checkbox"/> No <input type="checkbox"/> To be considered: Will meet to consider ESY by (date)						

Special Education Placement Determination

Student's Name: Juarez-Hurtado, Yasmine

ID# 5736239

Date: 06/13/15

Placement Team (name and title)	Mat Leslie	Jason Doritch
Person Knowledgeable About the Child	Yasmine Juarez-Hurtado	Person Knowledgeable About Placement Options
Tracy Hurtado		
Parent	Other	Other

This placement is based on:

the attached IEP, dated 06/13/15
 attached evaluation information
 other:

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	Indicate Whether Option is Selected and Reason(s) Rejected or Selected
General education curriculum	Provides access to same age, non-disabled peers the general education curriculum	Does not provide specially designed instruction	Curriculum modification	<input type="checkbox"/> Selected <input checked="" type="checkbox"/> Rejected Most of Yasmine's needs can be met in the general education curriculum with appropriate accommodations. However, she does require some organizational structures provided in the special education classroom in order to support her progress in general education.
General education curriculum with access to the special education classroom	Provides access to same age, non-disabled peers and the general education curriculum while still allowing access to the special education classroom	Provides slightly less than 100% access to the general education curriculum	Curriculum modification	<input checked="" type="checkbox"/> Selected <input type="checkbox"/> Rejected Most of Yasmine's needs can be met in the general education curriculum with appropriate accommodations. However, she does require some organizational structures provided in the special education classroom in order to support her progress in general education.
				<input type="checkbox"/> Selected <input checked="" type="checkbox"/> Rejected Most of Yasmine's needs can be met in the general education curriculum with appropriate accommodations. However, she does require some organizational structures provided in the special education classroom in order to support her progress in general education.
				<input type="checkbox"/> Selected <input checked="" type="checkbox"/> Rejected Most of Yasmine's needs can be met in the general education curriculum with appropriate accommodations. However, she does require some organizational structures provided in the special education classroom in order to support her progress in general education.
				<input type="checkbox"/> Selected <input checked="" type="checkbox"/> Rejected Most of Yasmine's needs can be met in the general education curriculum with appropriate accommodations. However, she does require some organizational structures provided in the special education classroom in order to support her progress in general education.

PA 110412

Parent provided with copy of placement determination.

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