

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: Crews, Tanner **District:** Portland SD 1J **Annual IEP Meeting Date:** 05/04/15

M **F** **Home School:** Roosevelt H.S. **Revision date(s) to annual IEP (if needed):** _____

Date of Birth (mm/dd/yy): 07/12/1999 **Attending School/District:** Roosevelt H.S. **Reevaluation Due:** 05/04/18

Grade: 09 **Case Manager:** Lucy Hinds

Secure Student Identifier (SSID): 8302650 **Disability Code:** 60(p)

* IEP Meeting Participants:		
Andrea Crews	Tanner Crews	Beth Lawler, Itinerant Teacher Deaf/Hard of Hearing
Parent(s): Lucy J. Hinds, SLP, Case Manager	Student: Clair Pople, Freshman Inquiry Teacher	Other:
Special Education Teacher / Provider: Lucy J. Hinds, SLP, Case Manager	Regular Education Teacher: Lucy J. Hinds, SLP, Case Manager	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.

Tanner is a 9th grade student. He was previously eligible for Special Education under the categories of Disturbance of Emotions and Other Health Impairment until November 2014, when he was found not eligible in both categories. Due to a documented hearing loss and increased struggles accessing education, Tanner was found eligible for Hearing Impairment on 5/4/15. Tanner has normal hearing in the low frequencies, with a

"notched" hearing loss at 2000 Hz in the moderate hearing loss range, rising to mild loss in the high frequencies. His hearing loss is a permanent sensorineural loss. He has not worn hearing aids for over 2 years, but is interested in wearing hearing aids again. Audiology services with Columbia Regional Program are an option available to the family to pursue receipt of new hearing aids.

Concerns of the Parent: Tanner's mother expressed concern about Tanner being able to get caught up and the stress related to being behind. She also has significant concerns about not being able to access information about Tanner's assignments from his teachers.

Tanner's U.S. History teacher reports the following:

Strengths: Tanner is a generally good-natured student that outwardly manifests optimism and patience. He is polite, eager to learn, and warm towards others. He helps create a positive learning environment for his peers. As far as hard academic skills, his strengths are in the foundational skills like identifying central ideas and finding strong evidence in a text.

Struggles: While Tanner is generally pleasant, he is also pretty detached from any social network. Other students acknowledge him, check in with him, but I can't see any evidence of authentic friendship within my class. He can often keep to himself in class and often opts to complete work on his own. As far as skills go, he struggles with more complex things like analysis or synthesis. Attendance has proven to be a major factor in my ability to get a solid snapshot of his skills because this keeps him from being able to submit work.

As of the first semester of his 9th grade year, Tanner had earned 2 our of 24 credits needed to graduate (a total of 4 credits would be possible).

As of 5/4/15 Tanner second semester grades were:

Fnd of Physics & Chem 2: F (0.0)

US History 2: C (2.5)

Intro to Engineering 2: F (1.9)

Freshman Inquiry: F (32.50)

English 2: C (2.5)

Physical Education 2: F (42)

Results of Statewide Testing:

MAP Testing Scores (8th grade):

Reading: 216, passing is 229 Math: 217, passing is 232

Tanner was administered the Woodcock Johnson III Test of Academic Achievement in October 2011. A brief summary of his scores are as follows: Broad Reading - 79 Standard Score (SS), Broad Math- 64 SS, and Broad Written Language - 55 SS. Standard Scores 85-115 are considered to be in the average range for typically developing students. Because Tanner is a student with a hearing impairment, scores are reported for descriptive purposes only.

Present Level of Development and Functional Performance:

(See Deaf and Hard of Hearing Services Report 5/4/15 for more detailed information.)

-Tanner's self-image of his academic capabilities is high, but he states that his ability to communicate well is an area of weakness. Tanner believes he knows what to do to get information that he needs throughout the school day. He recognizes that visual access plays a key role in his ability to listen. Accommodations that he views as helpful to him include teacher communication and assistive technology (i.e. hearing aids). Tanner does not consider a specific listening situation as particularly difficult for him, but recognizes that he rarely advocates for his listening needs.

-A measure of school performance designed to sift out students who are potentially at risk for struggles related to their hearing loss was completed by his regular education teachers. This measure uses a rating scale to assess academics, attention, communication, participation and social behavior in relation to the student's peers. Tanner's attention and behavior were rated high among all 4 core teachers. His teachers rated his

academic skills in the marginal area. His areas of weakness were class participation and communication. [Academics 63%, Attention 83%, Classroom Communication 56%, Participation 53%, Social Behavior 75%]

-Both clear and unclear directions were given to Tanner to test his ability to use clarification strategies given 6 different types of directions. Tanner demonstrated a total self-advocacy score of 50% accuracy, suggesting needed support in the area of asking for clarification, especially of unfamiliar and lengthy directions. Tanner was more likely to guess or wait for the teacher to notice that he was stuck than ask a question to get help.

[Clarification of Unreasonable Directions 50%, Distorted 75%, Vague 100%, Unfamiliar 0%, Lengthy 0%, Unknown 75%]

-At a close range in quiet, Tanner was able to discriminate sounds with 100% accuracy. His accuracy only dropped to 80% when noise was added and he was unable to view the speaker. This supports the need for strategic seating with close proximity to instruction and visual access to see the whole class.

In an informal transition assessment conducted 5/5/15 Tanner identified that he would like to attend college after high school. Possible areas of study/careers of interest include engineering, aviation, and police work.

How the student's disability affects involvement and progress in the general education curriculum:

A notched hearing loss has the potential to cause difficulty understanding in certain situations. The degree of difficulty experienced in school will depend upon noise level in the classroom and distance from the teacher. A 25–40 dB degree of loss in the low to mid-frequency range may cause Tanner to miss approximately 30% of speech information, if unamplified; some consonant and vowel sounds may be heard inconsistently, especially when background noise is present. Students with this type of hearing loss may appear inattentive or distractible and are at risk for educational difficulties. Tanner's challenge in the area of typical hearing performance may impede his participation in the general-education curriculum and he will benefit from specialized service and accommodations in that area at this time.

Transition:

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

Tanner is interested in attending a four year college, possibly Oregon State University, and studying engineering. He would like to work in the sciences, in aviation, or possibly as a police officer.

Tanner will enroll in a four-year university.

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

Tanner will pursue a standard diploma, possibly including studies in Forensics, Engineering, and Technology.

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.

Graduation:

Anticipated graduation date: 06/14/18

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 10th). If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	* <u>Explanation</u> <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		breaks; separate setting; auditory amplification device (If Tanner has hearing aids, a loaner use of an adaptive headset for listening components will be necessary)
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		breaks; separate setting
Writing: 4,7 and HS/11 <input checked="" type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		breaks; separate setting
Science: 5, 8 and HS/11 <input type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		breaks; separate setting

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 10th). 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: AP, ACT, PSAT, SAT Grades administered: 10, 11, 12 <input checked="" type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		breaks; separate setting; auditory amplification device (If Tanner has hearing aids, a loaner use of an adaptive headset for listening components will be necessary)
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	Progress notes	With report cards
Speaking and Listening: When asked about his hearing loss needs relative to an activity or subject, Tanner will name an accommodation to help increase his access to instruction and email teachers on a monthly basis to check in, referencing at least 1 accommodation that is helping or that could help him to better hear/comprehend auditory information.	Completion of monthly emails to teachers	Teacher observation and data; evidence of emails sent	June 2015: IEP goals created recently. Please see PLEP dated 5/4/15.	
Self-Advocacy/School Skills: Tanner will improve his ability to advocate for his learning needs by: identifying when he needs assistance or clarification, requesting help from a peer or staff member, -accessing available supports (teacher office hours, Saturday School, Writing Center, tutoring, academic support) to maintain passing grades in all of his classes.	In 80% of opportunities with staff support.	Teacher observation and report.	June 2015: IEP goals created recently. Please see PLEP dated 5/4/15.	
Attendance/School Skills: Tanner will improve his attendance to average class attendance of 80%.	80% attendance per class.	Attendance records	June 2015: IEP goals created recently. Please see PLEP dated 5/4/15.	

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
Speaking and Listening	30 min/month	School site	05/04/15	05/03/16	Regional
Attendance	10 min/week	Special Education	05/04/15	05/03/16	LEA
Self-Advocacy/School skills	30 min/week	SpEd	05/04/15	05/03/16	LEA
Related Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
21 - Audiology Service	2 hours/year	Off-site	05/04/15	05/03/16	Regional/LEA
17 - Psychological Services	30 min/month	School site	05/04/15	05/03/16	LEA
Supplementary Aids/Services; Modifications; Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
strategic seating with close proximity to instruction and visual access to see the whole class	All instructional/academic time	GenEd/SPED	05/04/15	05/03/16	LEA
Additional time on tests	Once per week, per class	GenEd/SPED	05/04/15	05/03/16	LEA
Staff to clarify instruc./diff. concepts	Twice per class period	GenEd/SPED	05/04/15	05/03/16	LEA
teacher to initiate check-in	Once per class period	GenEd/SPED	05/04/15	05/03/16	LEA
Loaner use of adaptive headset for use with hearing aids	Once per week (for testing, if student has hearing aids)	GenEd/SpEd	05/04/15	05/03/16	Regional/LEA
Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
Consultation to staff from hearing specialist	120 minutes/year	School-wide	05/04/15	05/03/16	Regional
SLP Consult	3 hr/ year	School-wide	05/04/15	05/03/16	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: 12.5% of class time

If yes, provide explanation justifying the removal:

Tanner's challenge in the area of typical hearing performance may impede his participation in the general-education curriculum and he may benefit from specialized service and accommodations to increase his access to instruction.

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)