

Port Orford-Langlois School District #2CJ

P.O. Box 8, 45525 Hwy 101

Port Orford, OR 97465

(541) 348-2337

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

For students age 16 or older when IEP is in effect

Student's Name: Austin Brown Gender: M Date of Birth: 10/07/95 SSID: 0005601045

Grade: 12 District: Port Orford-Langlois School District #2CJ Home School: Pacific High School

Attending School/District: Pacific High School Case Manager: Chuck Mitchell

Primary Disability Code: 10 Secondary Disability: 20 30

Annual IEP Meeting Date: 05/11/15 Revision date(s) to annual IEP (if needed): 10-27-15 CM Reevaluation Due: 04/09/16

*** IEP Meeting Participants**

<u>W. F. Brown</u> Parent(s)	<u>AUSTIN BROWN</u> Student	<u>Bonnie Lee</u> Other
<u>Chuck Mitchell</u> Special Education Teacher / Provider	<u>Robert P. Brown</u> Regular Education Teacher	<u>Seresa Little</u> <u>VP</u> Other
<u>[Signature]</u> - Principal District Representative	<u>Xenia Jannina</u> <u>Speech Pathologist</u> Individual Interpreting Evaluations	<u>[Signature]</u> Other
<u>Naomi Pope (CCM-CM)</u> Other	<u>[Signature]</u> Other	<u>Shannon Wagner-IA</u> Other
<u>[Signature]</u> Other	<u>[Signature]</u> Other	<u>[Signature]</u> Other
<u>[Signature]</u> Other	<u>[Signature]</u> Other	<u>[Signature]</u> Other
<u>[Signature]</u> Other	<u>[Signature]</u> Other	<u>[Signature]</u> 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.

Student's Name: Austin Brown Date: 05/11/15 School District: Port Orford-Langlois School District

IEP: Special Factors

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

Calculator, word processor

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 addressed 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)

Student's Name: Austin Brown

Date: 05/11/15 School District: Port Orford-Langlois School District

Transition:

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

Within three months of graduation, Austin will receive necessary training to obtain employment at least part time. He says he would like to work with cows and chickens.

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

- *Austin will continue to accrue high school credits necessary for graduation.
- *Austin will participate in and pass core classes with necessary modifications.
- *Austin will take elective classes to expand his interests.
- *Austin will receive general living transition services from his county family support case manager.
- *Austin will explore job opportunities in the community through YTP.

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. Nanci Giovannetti from Community Living Case Management attended the meeting. Austin will be eligible to receive support for basic daily living needs including shopping and transportation. 05/11/15: Austin is on the K-Plan through CLCM.

Graduation:

Anticipated graduation date: 05/2015

☐ with regular diploma

☒ with alternate document (describe) modified

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 05/29/12

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.

Student's Name: Austin Brown

Date: 05/11/15 **School District:** Port Orford-Langlois School District

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
- For 16 & older only-The student's preferences, needs, interests, and the results of age-appropriate transition assessments.

**** SPECIAL NOTE:** Austin will graduate from high school on 05/30/15. This IEP is essentially the same as the previous IEP with only very minor updates and changes. This IEP will be in effect until 10/30/15 or until a new IEP is implemented should Austin's family choose to have him return in the fall.

****Student Strengths:** Austin says he is good at reading and English is his favorite academic class. Austin has a great sense of humor and enjoys interacting with his peers especially during his lunch break. He likes to tell jokes and play tricks on people. Austin has excellent decoding skills, and his comprehension continues to improve. He is always willing to attempt anything he is asked to.

****Hearing 2015:** Austin's last hearing evaluation was done on 8/28/14 at South Coast Education Service District. Pure tone testing showed a mild to moderate sensorineural hearing loss bilaterally. He is a consistent user of behind the ear hearing aids and uses a personal FM system at school. Austin has improved in advocating for his needs around his hearing loss. He is independently taking care of his hearing needs with the help of a daily check off sheet. Austin has also been working on sound discrimination of minimal pairs in background noise. He gets approximately 75-87 % correct.

****Parent Concerns:** None at this time.

****Present Level of Academic Performance:** In the spring of 2014, Austin was given the extended version of the state assessment tests in reading, writing, and mathematics. Austin scored 106 on the reading test which met the state standard. His score in mathematics was 96 which was in the nearly meets range. He was also in the nearly meets range on the writing assessment. Austin is successfully completing his classes using a highly modified curriculum. On April 2, 2013 Austin was given the WIATT-II achievement tests. On the reading tests Austin scored 73 in word reading which is in the borderline range, 58 on the reading comprehension which is in the extremely low range, and 84 on the pseudoword decoding test which is in the borderline range. His reading composite score was 70 which is in the Borderline range. The math test scores were 40 in numerical operations which is in the extremely low range and 43 in math reasoning which is also in the extremely low range. Austin scored 62 in spelling and 66 in written expression which are both in the extremely low range. His written language composite score was 57 which is also in the extremely low range. On the listening comprehension test Austin scored 58 and on the oral expression test he scored 49. Both are in the extremely low range. His oral language composite score was 45 which is in the extremely low range.

****Present Level of Developmental and Functional Performance:** Austin uses the restroom independently at school when prompted. However, he is improving at asking to go on his own. On 4/8/13 Austin was given the Wechsler Adult Intelligence Scale-4th Edition. His scores are as follows: verbal comprehension 63, perceptual reasoning 54, working memory 53, and processing speed 50. His full scale score was 49 which is in the extremely low range.

****Speech/Language:** Austin continues to have significant deficits in his speech and language. In his most recent standardized testing (March 2013), his overall oral language abilities were below the 1st percentile (Standard Score of 40) for his age. Although he can articulate all sounds within normal limits in single words, he is frequently difficult to understand because he "mumbles": he runs his words together and does not open his mouth sufficiently to clearly produce the sounds in words. There are times he "mumbles" a word when he is not sure of what the correct word is, which is due to vocabulary deficits, and his intelligibility is also affected by some grammar and sentence order errors.

****How the Student's Disability Affects Involvement and Progress in the General Education Curriculum:** Austin is willing to work hard; however, he is significantly below grade level. This makes participating in class with the same curriculum materials as his grade level peers very difficult. Austin does spend some time in all of the general education classes. However, he is generally working on material that is considerably modified or completely different than what the other students are doing. He currently participates in a regular education PE class and does very well.

****The Student's Preferences, Needs, Interests, and the Results of Age Appropriate Transition Assessments:** Austin says he likes cleaning his room and organizing his "stuff" and keeping everything neat at home. He says he likes doing the laundry, likes going to Grandma & Grandpa's house. Austin likes bowling and watching bull riders on TV and in person. He has been participating in Special Olympics track and bowling. Austin says he doesn't like listening to music except for the Wintons, Gary Allen and Jason Gray. At school he says PE is his favorite class. He likes to shoot hoops during lunch break. Austin says he washes his own clothes at home and he likes doing laundry. He enjoys taking care of animals. Austin scored low in the area of post secondary education on his age-appropriate transition assessment. However, concerns in this area are more appropriately addressed at a later date. A copy of the age-appropriate transition assessment is attached to this IEP.

Student's Name: Austin Brown

Date: 05/11/15

School District: Port Orford-Langlois School District

Measurable annual goals page:

Measurable Annual Goals:	How progress will be measured:		How progress will be reported to parents: Notes	When progress will be reported to parents: Quarterly
	Criteria	Evaluation Procedures	Student's Progress Toward Goal	
Social Communication: Without prompts, Austin will demonstrate appropriate eye contact and clear speech while initiating a conversation of 3 to 5 exchanges with peers about a topic of joint interest or a topic that is of interest to the peer.	4 of 5 opportunities	Observations, data collection	03/24/15: Austin continues to respond well in social situations. He still has difficulty initiating a conversation of mutual interest. He is making good progress.	
Community Instruction: With minimal assistance, Austin will purchase an item for \$5.00 or less from a grocery store or vending machine, will navigate a grocery store, locate items on a shopping list, and will complete a purchase transaction.	80% of opportunities	Observations, data collection	03/24/15: Austin continues to make excellent progress on this goal. He is able to make purchases independently and he can order from a restaurant menu with minimal assistance.	
Functional Reading Comprehension: With minimal support, Austin will answer questions about information he has read with 90% accuracy and will follow written directions to complete a task of up to five steps in 4 out of 5 trials.	90% (verbal) 4 out of 5 opportunities (task completion)	Observations, informal assessments, data collection	03/24/15: If the material is interesting to Austin he can meet the criteria of this goal. He is making very good progress.	
Functional Math: Austin will demonstrate functional math skills by comprehending store ads, determining the amount of money needed for a purchase, recognizing fractions, demonstrating simple measuring skills, using percentages related to consumer math and telling time with no more than one prompt.	90% of trials	Observations, informal assessments, data collection	03/24/15: Austin is making very good progress. He is working on math using store advertisements. His money counting skills continue to improve, but making change is still challenging for him.	

Student's Name: Austin Brown **Date:** 05/11/15 **School District:** Port Orford-Langlois School District

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 (LEA, ESD, Regional)
Speech/Language	90 mins./month	Special Ed Setting	05/11/15	10/31/15	ESD <u>5-10-16</u>
Social Communication	30 min/day	School/Community Settings	05/11/15	10/31/15	LEA <u>5-10-16</u>
Community Instruction	4 hrs/year	School/Community Setting	05/11/15	10/31/15	LEA <u>5-10-16</u>
Functional Math	30 min/day	School/Community Settings	05/11/15	10/31/15	LEA <u>5-10-16</u>
Functional Comprehension	30 min/day	School/Community Setting	05/11/15	10/31/15	LEA <u>5-10-16</u>
Related Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider (LEA, ESD, Regional)
YTP / Vocational	20 min/week	All School Settings	05/11/15	10/31/15	ESD
Audiology	1 hr/year	Special Ed Setting	05/11/15	10/31/15	ESD <u>5-10-16</u>
Audiologist Services	30 min. / week	Special Ed Setting	05/11/15	10/31/15	Regional <u>5-10-16</u>
Supplementary Aids/Services: Modifications/Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider (LEA, ESD, Regional)
Modified Curriculum	School Days	All School Settings	05/11/15	10/31/15	LEA <u>5-10-16</u>
Preferential seating	School Days	All School Settings	05/11/15	10/31/15	LEA <u>5-10-16</u>
FM System	School Days	All School Settings	05/11/15	10/31/15	LEA <u>5-10-16</u>
Visual Supports	School Days	All School Settings	05/11/15	10/31/15	LEA <u>5-10-16</u>
Calculator	When completing math tasks	General Ed / Resource Rm	05/11/15	10/31/15	LEA <u>5-10-16</u>
Computer / Word Processor	School Days	All School Settings	05/11/15	10/31/15	LEA <u>5-10-16</u>
Educational Assistant	All day each school day	All School Settings	05/11/15	10/31/15	LEA <u>5-10-16</u>
Frequent checks for understanding	School Days	All School Settings	05/11/15	10/31/15	LEA <u>5-10-16</u>
Repeat/simplify directions	School Days	All School Settings	05/11/15	10/31/15	LEA <u>5-10-16</u>
Wait/processing time	School Days	All School Settings	05/11/15	10/31/15	LEA <u>5-10-16</u>
Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider (LEA, ESD, Regional)
Down Syndrome Training by Oct 31	1 hr/year (specifically math)	ESD / Component School	05/11/15	10/31/15	ESD/LEA <u>5-10-16</u>
Consultation to teaching staff	15 min/month	All School Settings	05/11/15	10/31/15	LEA <u>5-10-16</u>
Staffing prior to 1st day of school	1 hr/year	All School Settings	05/11/15	10/31/15	LEA <u>5-10-16</u>

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: Austin will remain with his peers at least 70% of the school day.

If yes, provide explanation justifying the removal:

Austin needs a significantly modified curriculum & quiet to focus. High noise levels in large groups can cause stress.

He also needs time for speech language services outside of regular classes.

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
☐ To be considered: Will meet to consider ESY by _____ (date)

☒ No