

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

DEMOGRAPHICS

Student's Name: HENRY, JARED PALMER

District: Dayton School District

IEP Meeting Date: 11/10/2015

Gender: Male

Home School: Dayton High School

Annual IEP Review Date: 11/9/2016

Date of Birth (mm/dd/yy): 02/25/1999

Attending District: Dayton School District

Amendment Date:

Grade: 11

Attending School: Dayton Jr High

Most Recent (re)Evaluation Date: 4/30/2015

Secure Student Identifier (SSID): 9870644

Case Manager: Stahl, Mandy

Reevaluation Due: 4/29/2018

Primary Disability Code & Category: 80-Other Health
Impairment

Secondary Disability Code & Category -

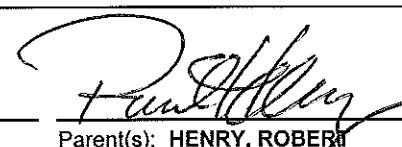
OPTIONAL:

MEETING PARTICIPANTS:

invited

Student: HENRY, JARED PALMER

Parent(s): HENRY, DONNA


Parent(s): HENRY, ROBERT



Special Education Teacher/Provider: Stahl, Mandy

Special Education Teacher/Provider:


District Representative Stahl, Mandy

Excused for agreement

General Education Teacher: Wilson, Darcy

General Education Teacher:


Individual Interpreting Evaluations: Stahl, Mandy

Agency Representative, if appropriate:

Other:

Other:

NOTE: If required team member participates through written input or is excused from all or part of the IEP meeting, attach documentation of parent's and district's agreement to participate by written input or excuse.

A district provided interpreter was used for this meeting: Yes No Name: Not Needed

PROCEDURAL SAFEGUARD NOTIFICATION 34 CFR 300.504(a)

Parent was provided the special education procedural safeguards in his/her native language or other mode of communication

YES NO

If student is of transition age, he/she was provided the special education procedural safeguards in his/her native language or other mode of communication

YES NO N/A

SPECIAL FACTORS

In developing each student's IEP, the IEP team must consider (34 CFR 300.324):

A. Does the student exhibit behavior that impedes his/her learning or the learning of others?	34 CFR 300.324(a)(2)(i)
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <i>If YES, the IEP addresses the use of positive behavioral interventions and supports, and other strategies, to address that behavior(s).</i>	
B. Does the student have limited English Proficiency?	34 CFR 300.324(a)(2)(ii)
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO English Language Proficiency Level: _____ <i>If YES, the IEP team must consider the language needs of the student as those needs relate to the student's IEP.</i>	
C. Is the student blind or visually impaired?	34 CFR 300.324(a)(2)(iii)
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <i>If YES, Braille needs are addressed in the IEP, or an evaluation of reading/writing needs is completed and a determination is made that Braille is not appropriate.</i>	
D. Does the student have communication needs?	34 CFR 300.324(a)(2)(iv)
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <i>If YES, the IEP addresses communication supports, services, and/or instruction.</i>	
E. Is the student deaf or hard of hearing?	34 CFR 300.324(a)(2)(iv)
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <i>If YES, the IEP addresses the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student'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.</i>	
F. Does the student need assistive technology devices or services?	34 CFR 300.324(a)(2)(v)
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <i>If YES, the IEP addresses assistive technology devices or services.</i>	

G. Does the student require one or more specialized formats (braille, large print, audio, and/or digital text) of educational materials because blindness or other disability prevents effective use of standard print materials?

34 CFR 300.210(b)(3); 300.172(b)(4)

YES NO

If YES, alternate format(s) is/are identified in the IEP.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

In developing each student's IEP, the IEP team must consider (34CFR 300.324):

Student's overall strengths, interests, and preferences:

34 CFR 300.324 (a)(1)(i)

Jared is a friendly young man with a kind heart. He likes to help other people. He is athletic and is part of the varsity wrestling team at Dayton. In the wrestling room he mentors younger wrestlers and challenges stronger competitors to do their best. He also volunteers with the Dayton Matt Club wrestling. During his free time he enjoys to Freestyle and Greco wrestling. Jared is very artistic and does has an eye for drawing. His science teacher also reports that he has good science brain and asks good in depth questions.

Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child:

34 CFR 300.324(a)(1)(ii)

Donna and Rob are worried about Jared's mental health and how it is impacting him at school. They are concerned about the amount of time Jared misses for doctors appointments and mental health reasons. When Jared misses school his anxiety rises, because he is lost when he comes back into the classroom. To address these concerns the IEP team has decided to shorten his day to include classes that he will be able to work with teachers on work that he is missed and not feel overwhelmed.

Present level of academic achievement (i.e. reading, writing, mathematics, etc.), including most recent performance on State or district-wide assessments:

34 CFR 300.324(a)(1)(ii)

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

Strengths/Needs of Student:

Jared is a bright student, who has an artistic mind. He does a great job in fine arts. Jared is struggling with some mental health issues and needs to have a flexible schedule that accommodates this. Communication between the school, Jared, and his parents are crucial to helping Jared through this time. The IEP team has decided that an altered schedule of four classes is what best fits Jared's needs at this time.

State Testing:

Jared will participate in the Smarter Balance as a Junior this year with accommodations.

Previous State Previous:

OAKS - Oregon State Assessments

2013-14 Literacy 235 Nearly Meets

2012-13 Math - 228 Does Not Meet, Literacy - 226 Does Not Meet, Science - 226 Does Not Meet

Reading:

Informal Reading Inventory

4/2/15 10th grade level 147 words per minute, 100% word recognition, 100% comprehension

Teacher Input:

Jared has difficulty with attendance. He is a nice student with great potential. He soaks up information and is able to apply a deep meaning to it. He needs accommodations to fit his absences. He has difficulty asking for help, but is receptive to it when approached. It is sometimes difficult to know when he does or does not need assistance.

Academic Performance:

Woodcock Johnson Tests of Achievement III

Standard Score Grade Equivalent Classification

Letter/Word Identification 111

Passage Comprehension 93

Reading Fluency 68

Broad Reading 94 6.8 Average

Calculation 104

Applied Problems 94

Math Fluency 86

Broad Mathematics 95 7.0 Average

Spelling 99

Writing Samples 108

Writing Fluency 109

Broad Written Language 106 9.7 Average

Story Recall 92

Understanding Directions	110
Oral Language	104
	10.8
	Average

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

Jared has been diagnosed with ADD, Major Depression, and Generalized Anxiety Disorder. He continues to see doctors/counselors on a routine basis, usually one time or more a week. Due to Jared's mental health issues it is impacting his attendance, which limits his contact with teachers and curriculum. Jared is missing school due to his doctor appointments and the impact of his disability. He has difficulty asking for help and feels he is failing to meet expectations due to his absences. He has difficulty breaking down assignments and tracking work in classes. He is getting overwhelmed with school, which causes his disability to be even more impacting. In order to help with this the IEP team has decided at this time it is best for Jared to concentrate on four classes. At the end of the semester the team will meet again to discuss what his schedule will look like for semester 2. Jared is currently on track to graduate and to keep him on track the team has discussed summer school. At this time the IEP team has set up a good plan that is helping Jared continue to get the most out of his academics, as well as get his mental health in a manageable state.

Present level of functional performance (not limited to, but may include communication, social skills, behavior, organization, fine/gross motor skills, self-care, self-direction, etc.), including the results of initial or most recent formal or informal assessments/observations:

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

34 CFR 300.320(a)(1)

Jared's present level of functional performance is typical for his age.

TRANSITION PLANNING

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include: 34 CFR 300.320(b)

Results of age-appropriate transition assessments, including student's preferences, interests, needs and strengths (PINS)	34 CFR 300.320(b)(1); 34 CFR 300.43(a)(2)
Jared participated in an informal interview for his transition assessment. He would like to attend college and wrestle. He has a strength in working with other people. He is a very tactile learner and does well with visual hands on approach.	
Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments	34 CFR 300.320(b)(1)
Training	
Education	
One year after high school Jared will be enrolled in college.	
Employment	
One year after high school Jared will be employed at an electronics store part time.	
Independent living skills (where appropriate)	
One year after high school Jared will be living on a college campus.	
Transition Services/Activities: Transition Services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.	34 CFR 300.43
None at this time	
Course of Study: (designed to assist the student in reaching the post-secondary goals)	34 CFR 300.320(b)(2)
Jared will participate in a careers class to help him look at job options in the future. He will also participate in wrestling to help him reach his post secondary goals.	

Agency Participation: To the extent appropriate, with consent of the parents or adult student, the school district must invite a representative of any participating agency likely to be responsible for providing or paying for transition services.

34 CFR 300.321(b)(3)

None at this time

Graduation

34 CFR 300.102(a)(3)(I)-(III)

Anticipated Graduation Date: 6/3/2017

- With Regular Diploma
- With Modified Diploma
- With Extended Diploma
- With Alternative Certificate

Transfer of Rights

34 CFR 300.320(c), 300.520

The student and parent were 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: 11/10/2015
- Date anticipated transfer will occur: 2/25/2017

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 ASSESSMENT 34 CFR 300.320(a)(6)

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:

Standard Assessment or Alternate Assessment (select one)	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Modified Cut Scores (Only available for standard assessment with or without accommodations)	*Explanation State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.
<input checked="" type="checkbox"/> Standard: English Language Arts / Literacy <input type="checkbox"/> Without accessibility supports <input checked="" type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*	-Separate Setting		
<input checked="" type="checkbox"/> Standard: Mathematics <input type="checkbox"/> Without accessibility supports <input checked="" type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*	-Separate Setting		
<input checked="" type="checkbox"/> Standard: Science <input type="checkbox"/> Without accessibility supports <input checked="" type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*	-Separate Setting		
<input type="checkbox"/> Standard: Social Sciences <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*			

Standard Assessment	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Exemption Decisions (Identify appropriate domains) Due to the nature of some students' disabilities, an IEP team might exempt the student from responding to a particular domain	*Explanation State why student cannot participate in select domains
<input type="checkbox"/> English Language Proficiency Assessment (ELPA) <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		<input type="checkbox"/> *Listening <input type="checkbox"/> *Reading <input type="checkbox"/> *Writing <input type="checkbox"/> *Speaking	
<input type="checkbox"/> Kindergarten Assessment (KA) <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		<input type="checkbox"/> *Early Literacy <input type="checkbox"/> *Early Math <input type="checkbox"/> *Approaches to Learning	

DISTRICT-WIDE ASSESSMENT**District-wide Assessment:**

Will the student participate in any District-wide Assessment during this IEP period?

- No, District-wide 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 or Alternate Assessment (select one)	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	*Explanation: State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.
<input type="checkbox"/> Standard District Assessment <hr/> <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate District Assessment <hr/> <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		
<input type="checkbox"/> Standard District Assessment <hr/> <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate District Assessment <hr/> <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		

<input type="checkbox"/> Standard District Assessment <hr/> <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate District Assessment <hr/> <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		
<input type="checkbox"/> Standard District Assessment <hr/> <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate District Assessment <hr/> <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		

ANNUAL ACADEMIC AND FUNCTIONAL GOALS AND OBJECTIVES

Goal Area:	34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency):	1
Study Skills: Given the need to turn in assignments Jared will be able to identify the work that he needs to complete in classes and back chain the amount of time needed to turn assignments in on time with 80% accuracy. This will be measured by semester grades.	
Objectives (if needed):	
1.1 Jared will identify a calendar system that works for him to chart his schedule with 80% accuracy measured by course grades and projects/assessment completion.	
Related Content Standard(s), if applicable:	
How progress will be measured:	How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i)
-With written reports	-Once each semester

ANNUAL ACADEMIC AND FUNCTIONAL GOALS AND OBJECTIVES

Goal Area:	34 CFR 300.320(a)(2)(i)	
Annual Measurable Goal (including conditions and frequency):	2	
Study Skills: Given the need to connect with and help organize his classroom materials Jared will meet 3 out of the 5 times he has an appointment with an adult mentor. This will be measured by teacher observation.		
Related Content Standard(s), if applicable:		
How progress will be measured:	How progress will be reported, including frequency:	34 CFR 300.320(a)(3)(i)
-With written reports	-Once each semester	

SERVICES (this section may be continued on additional page(s), if necessary)

Specially Designed Instruction <i>34 CFR 300.39</i>	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Social Emotional	10 minutes a week	General Ed/Special Ed Classroom	11/11/2015	11/10/2016	LEA	Case Manager
Study Skills	30 minutes monthly	General Ed/Special Ed Classroom	11/11/2015	11/10/2016	LEA	Classroom Teacher
Related Services <i>34 CFR 300.34</i>	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Supplementary Aids/Services; Accommodations <i>34 CFR 300.320(a)(4)(I)-(III)</i>	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Adult mentor for check ins	30 minutes monthly	General Ed/Special Ed Classroom	11/11/2015	11/10/2016	LEA	Case Manager
Alternative testing location	60 minutes per test	General Ed/Special Ed Classroom	11/11/2015	11/10/2016	LEA	Classroom Teacher
Assistance with breaking up large assignments	30 minutes monthly	General Ed/Special Ed Classroom	11/11/2015	11/10/2016	LEA	Classroom Teacher
Extended time for tests	30 minutes plus for exam time	General Ed/Special Ed Classroom	11/11/2015	11/10/2016	LEA	Classroom Teacher
Location for sensory breaks	15 minutes per week	General Ed/Special Ed Classroom	11/11/2015	11/10/2016	LEA	Case Manager
Oral testing (when writing is not being assessed)	once per class per exam	General Ed/Special Ed Classroom	11/11/2015	11/10/2016	LEA	Classroom Teacher
Preferred scheduling	twice per year	General Ed/Special Ed Classroom	11/11/2015	11/10/2016	LEA	Counselor
Preferred seating	Once per class period	General Ed/Special Ed Classroom	11/11/2015	11/10/2016	LEA	Classroom Teacher

Supplementary Aids/Services; Modifications <i>34 CFR 300.320(a)(4)(I)-(III)</i>	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Program Modifications/Supports for School Personnel <i>34 CFR 300.320(a)(4)(I)-(III)</i>	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Behavior/Behavior Consultation Service	30 minutes monthly	General Ed/Special Ed Classroom	11/11/2015	11/10/2016	LEA	Counselor
Consultation for special education teacher	30 minutes per semester	General Ed/Special Ed Classroom	11/11/2015	11/10/2016	LEA	Case Manager
Staff working with Jared will have access to his IEP	Once per semester	General Ed/Special Ed Classroom	11/11/2015	11/10/2016	LEA	Case Manager

NONPARTICIPATION JUSTIFICATION 34 CFR 300.320(a)(6)

Describe the extent (including amount), if any, to which the child will not participate with nondisabled children in the regular classroom and in extracurricular and other nonacademic activities:

Jared will not be removed from his regular education classes for special education classes during a typical school day. He will have pull out/push in supports.

Provide explanation justifying the removal, if any:

EXTENDED SCHOOL YEAR (ESY) SERVICES 34 CFR 300.106; OAR 581-015-2065Criteria/Inquiry:

Does the student experience regression on his/her IEP goals and objectives?

Yes No More information needed

Explanation:

Does the student experience a prolonged recoupment period of time to relearn previously learned skills?

Yes No More information needed

Explanation:

Other factors considered by the team: None at this time						
<u>Decision:</u> Does the student require ESY services? <input type="checkbox"/> Yes (described below, including goals to be addressed) <input checked="" type="checkbox"/> No <input type="checkbox"/> To be determined by _____						
Specially Designed Instruction <small>34 CFR 300.39</small>	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring

Special Education Placement Determination

Placement Team (name and title):		
Person Knowledgeable About the Child: Wilson, Darcy	Person Knowledgeable About Evaluation Data: Stahl, Mandy	Person Knowledgeable About Placement Options: Stahl, Mandy
Parent: HENRY, ROBERT HENRY, DONNA	Other:	Other:

This placement is based on:

- the attached IEP, dated: 11/10/2015
 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
Code 30 - Push in/Pull out support and/or one special education class per day	Time to work on IEP Goals and get additional support for regular education classes	Removal from regular education classes	All IEP Accommodations and access to LRC and SpEd Staff	Selected - Meets student current needs
Code 31 - two or more special education classes per school day	Additional support to work on IEP goals, organization, and advocating skills.	Removal from regular education for two or more periods a day. More restrictive environment.	All IEP Accommodations and access to LRC and SpEd Staff	Rejected - Does not meet student needs at this time

Placement: 30-Regular Class(More than 80% reg class)

Federal Placement Code (SECC)

Parent provided with copy of placement determination