

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: Robinson, Arissa	District: Portland SD 1J	Annual IEP Meeting Date: 11/05/14
M ☐ F ☒	Home School: Franklin H.S.	Revision date(s) to annual IEP (if needed):
Date of Birth (mm/dd/yy): 07/02/2000	Attending School/District: Franklin H.S.	Reevaluation Due: 11/14/16
Grade: 09	Case Manager: Matt Manley	
Secure Student Identifier (SSID): 10013482 Disability Code: 60(p)		

* IEP Meeting Participants:	
Bessie Brewer, Foster Parent (Did Not Attend)	Arissa Robinson (Did Not Attend)
Parent(s): Matt Manley, SPED Teacher	Student: Clare Cook, Computer Apps
Special Education Teacher / Provider: Matt Manley, SPED Teacher	Regular Education Teacher: Deb Dombroski, School Psych
District Representative	Individual Interpreting Evaluations:
<i>* 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.</i>	

☒ 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.

- The strengths of the student:
Arissa is social and well liked by her peers. You can usually find Arissa with smile on her face. Arissa is very savvy and sees real world problems at a depth that many of her same age peers do not.
- The concerns of the parents for enhancing the education of their child:
Guardian was not at meeting.
- The present level of academic performance, including the student's most recent performance on State or district-wide assessments:
Arissa is currently passing 6/8 classes. Arissa most recent state testing was as a 7th grader and scored the following: Math 222 (232 Meets), and Reading 224 (229 Meets).
- In 2013, Arissa was reassessed for Special Education Services. Arissa was given the Kaufman Test of Educational Achievement, Second Edition (KTEA-II) Brief and the results are as follows:
 - Reading - Standardized Score of 106. Grade Equivalency of 9.2.
 - Writing - Standardized Score of 114. Grade Equivalency of 12.8.
 - Mathematics - Standardized Score of 96. Grade Equivalency of 7.1.
- The present level of developmental and functional performance (including the results of the initial or most recent evaluation):
Arissa is developmentally behind her peers with respect to emotional stability. In 2013 on the Conners 3, Arissa earned Very Elevated scores in the areas of Inattention, Hyperactivity/Impulsivity, and Defiance/Aggression. On the BES 3, she earned an Atypical score on the subscale scale of Inappropriate Behavior. She earned Average scores on the other subscales: Learning Problems, Interpersonal Difficulty, Unhappiness/Depression, Physical Symptoms/Fears.
- How the student's disability affects involvement and progress in the general education curriculum:
Arissa qualifies for services through Emotional Disturbance (ED). Arissa's ED leads to behavior that inhibits her educational progress and requires emotional support from school staff.
- The student's preferences, needs, interests, and the results of age-appropriate transition assessments.
Arissa wants to seek employment after high school.

Transition:

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

Arissa wants to seek employment after high school. She will need to take some surveys to get information about her future wants.

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

Arissa will pursue a standard diploma at FHS.

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 at this time.

Graduation:

Anticipated graduation date: 06/15/18

☒ 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 HS). 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		multiple test sessions, breaks when needed, extended time to complete test
Mathematics: 3, 4, 5, 6, 7, 8, and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Administration		multiple test sessions, breaks when needed, extended time to complete test
Writing: 4,7 and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Administration		multiple test sessions, breaks when needed, extended time to complete test
Science: 5, 8 and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Administration		multiple test sessions, breaks when needed, extended time to complete test

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☐ No, Statewide Assessment not conducted at student's grade level (at time of testing)

☒ Yes (student's grade level at time of testing HS). 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
Reading/Literature: 3, 4, 5, 6, 7, 8, and HS/1 ☒ Standard (may include accommodations)	* Extended Assessment ☐ Standard Administration ☒ Scaffold Administration		multiple test sessions, breaks when needed, extended time to complete test
Mathematics: 3, 4, 5, 6, 7, 8, and HS/1 ☒ Standard (may include accommodations)	* Extended Assessment ☐ Standard Administration ☒ Scaffold Administration		multiple test sessions, breaks when needed, extended time to complete test
Writing: 4,7 and HS/1 ☒ Standard (may include accommodations)	* Extended Assessment ☐ Standard Administration ☒ Scaffold Administration		multiple test sessions, breaks when needed, extended time to complete test
Science: 5, 8 and HS/1 ☒ Standard (may include accommodations)	* Extended Assessment ☐ Standard Administration ☒ Scaffold Administration		multiple test sessions, breaks when needed, extended time to complete test

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: Progress Notes	When progress will be reported to parents: Quarterly
	Criteria	Evaluation Procedures		
Social/Emotional: Arissa will improve her social (positive peer interactions, appropriate language and boundaries with peers, managing frustrations and anxiety) and academic (on task, completing assignments, and following school rules) while in the school setting.	80%		Q1-Q4 2014/2015: Arissa has had struggles this year, but has made a vast improvement in her pro-social behavior in this second semester.	
Mathematics: Given a grade level math prompt, Arissa will answer the question and achieve a score of 4 in all areas as measured by the State Score Rubric.	4 or higher	State Scoring Rubric	Q1-Q4 2014/2015: Arissa has made math a priority this semester and earned a B in Algebra while also earning credit for the first semester.	

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
Social Emotional	30 min/week	Gen Ed/Special Ed.	11/05/14	11/04/15	LEA
Mathematics	30 min/week	Gen Ed/Special Ed.	11/05/14	11/04/15	LEA

Related Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
None Needed					

Supplementary Aids/Services; Modifications; Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
Access to trust adult for problem solving	As needed	Gen Ed/Special Ed	11/05/14	11/04/15	LEA
Allow breaks when needed	As needed	Gen Ed/Special Ed	11/05/14	11/04/15	LEA
Access to small snack to regulate blood sugar	As needed	Gen Ed/Special Ed	11/05/14	11/04/15	LEA
Safe place to go for coping with stress/anger	As needed.	Gen Ed/Special Ed	11/05/14	11/04/15	LEA

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: 2 of 8 periods in the school day.

If yes, provide explanation justifying the removal: Arissa requires specially designed instruction for deficiencies in math and support with her social/emotional needs.

Yes ☒ No ☐

Extended School Year (ESY) Services

ESY services will be provided for this student:

☐ Yes ☒ No ☐ To be considered: Will meet to consider ESY by (date)