

Hermiston School District
Part B: 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: Morris, Tyrone D. Gender: Male Date of Birth (month/day/year): 2/13/1999 Grade: 10 Student ID Number: 8668949	District: Hermiston SD 8 Home School: Desert View Elementary School Attending School/District: Hermiston High School / Hermiston SD 8 Case Manager: Greenough, Kate Disability Code: 60-Emotional Disturbance	Annual IEP Meeting Date: 4/21/2015 Revision date(s) to annual IEP (if needed): Reevaluation Due: 2/11/2013
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IEP Meeting participants*:		
Parent(s): Morris, Lawrence	Student: Morris, Tyrone D.	Other:
Special Education Teacher/Provider: Greenough, Kate	Regular Education Teacher:	Other:
District Representative:	Individual Interpreting Evaluations:	Other:
<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> _____ Procedural Safeguards given to parents. _____ Please initial to indicate the IEP team discussed graduation options with you at the student's 5th grade IEP meeting.		

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 assessment.

Tyrone has recently transferred back to Hermiston School District from Arizona. He is a sophomore. Because he is so new to the district, his parents would like to keep his IEP as similar to as it was previously because he was having most success with it. He has transferred back into Hermiston with 7 weeks left in the 2014-2015 school year.

Tyrone is a social student who has reconnected with previous friends from before he has moved. He likes to hang out with friends and play basketball.

Tyrone has transferred with 1.5 COMM credits, 1.5 Math credits, 1.5 credits of Science, 1 credit of PE and 2.5 credits of electives.

In 2013, Tyrone took the WJ-III receiving a 88 in reading, a 96 in writing and a 69 in math (calculation was his most predominate weakness.)

In 2013, Tyrone took the OAKS state testing and received a 222 in reading, a 206 in math and 3's on his writing benchmark.

Student's Name: Morris, Tyrone D.

Date: 04/21/2015

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Previously, Tyrone has used a behavior support plan to follow and guide him through strategies if he needs to de-escalate when he is upset. Tyrone will continue to use a behavior support plan and the FOCUS room for any behavior support he may need through out the day. Tyrone's disability affects his education because it prevents him from adapting to change which increases his frustration and causes him to shut down.

Parents were not at the meeting to add additional concerns.

Transition:

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

Tyrone will attend a post-secondary institution within 6 months of graduation.

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

Tyrone needs to complete COMM 2, COMM 3, and COMM 4 to Language Arts requirements. He will also need to receive 1.5 additional credits of Math, 1.5 additional Science credits, 3 credits of Social Science credits and 3 additional elective credits.

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.

Graduation: Anticipated graduation date: 6/3/2017

☒ 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 4/21/2015

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 Assessments:**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: 11). 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		Adult monitor, frequent breaks
Mathematics: 3, 4, 5, 6, 7, 8, and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ *Standard Administration ☐ *Scaffold Administration		Adult read test aloud, frequent breaks
Writing 4, 7 and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ *Standard Administration ☐ *Scaffold Administration		
Science 5, 8 and HS/11 ☐ Standard (may include accommodations)	* Extended Assessment ☐ *Standard Administration ☐ *Scaffold Administration		Adult read test aloud, frequent breaks
ELPA: English Language Proficiency Assessment ☐ Standard (may include accommodations)	* Extended Assessment ☐ *Standard Administration ☐ *Scaffold Administration		

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 State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.	Accommodations
Assessment: _____ Grades administered: _____ ☐ Standard administration	☐ *District Alternate Assessment ☐ *Other: _____		
Assessment: _____ Grades administered: _____ ☐ Standard administration	☐ *District Alternate Assessment ☐ *Other: _____		
Assessment: _____ Grades administered: _____ ☐ Standard administration	☐ *District Alternate Assessment ☐ *Other: _____		
Assessment: _____ Grades administered: _____ ☐ Standard administration	☐ *District Alternate Assessment ☐ *Other: _____		

- instruction and/or related services
- community experiences
- employment and other post-school adult living objectives
- acquisition of daily living skills, if appropriate

Goals/Objectives*: FOR STUDENTS AGE 15 OR YOUNGER WHEN IEP IS IN EFFECT

*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:	2	Progress will be measured as indicated below:		How progress will be reported to parents:	When progress will be reported to parents:
		-100% accuracy	-Teacher observation	-With Report Cards	-At Report Card Time
		Student's Progress Toward Goal			
Measurable Short-Term Objectives:					
2.1	Tyrone will solve and strengthen basic skills including adding, subtracting, multiplying and dividing.				

Goals/Objectives*: FOR STUDENTS AGE 15 OR YOUNGER WHEN IEP IS IN EFFECT

*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: 3 : Tyrone will be able to write a 5 paragraph essay that reflects passing 4's on his work samples.	Progress will be measured as indicated below:		How progress will be reported to parents: -With Report Cards	When progress will be reported to parents: -At Report Card Time
	Criteria	Evaluation Procedures		
	-100% accuracy	-Teacher observation		
	Student's Progress Toward Goal			

Service Summary (continue on next page if necessary)

Specially Designed Instruction	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider: e.g. LEA, ESD, Regional
Social/Emotional	150 minutes per week	Special Ed Classroom	04/22/2015	04/21/2016	LEA

Related Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider: e.g. LEA, ESD, Regional
The team determined no related service necessary			04/22/2015	04/21/2016	

Supplementary Aids/Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider: e.g. LEA, ESD, Regional
Behavior Plan	Daily	School	04/22/2015	04/21/2016	LEA
Calculator available	When working on math concepts other than calculation	Classroom	04/22/2015	04/21/2016	LEA
Double checking for understanding and comprehension.	Daily.	General Ed Classroom	04/22/2015	04/21/2016	LEA
Efficiency grading in all core classes.	Daily.	General Ed Classroom	04/22/2015	04/21/2016	LEA

Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider: e.g. LEA, ESD, Regional

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:

150 minutes a week.

If yes, provide explanation justifying the removal:

To receive Specially Designed Instruction in social and emotional skills.

Student's Name: Morris, Tyrone D.

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Extended School Year (ESY Services):

ESY services will be provided for this student:

☐ Yes - ESY services to be provided described on Services Summary Page

☒ No

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

Special Education Placement Determination

Placement Team (name and title):	
Person Knowledgeable About the Child:	Person Knowledgeable About Evaluation Data:
Person Knowledgeable About Placement Options:	
Parent:	Other:
	Other:

This placement is based on:

- ☐ the attached IEP, dated: 4/21/2015
☐ 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
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Placement: 30-Regular Class (more than 80% reg class) **Federal Placement Code (SECC)** ☐ Parent provided with copy of placement determination