

Lincoln County SD - (541)265-9211  
459 SW Coast Hwy., Newport, OR 97365

**Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM**  
**For students age 16 and older when IEP is in effect**

<b>Student's Name:</b>	Caleb Alexander Galicia		<b>Resident District:</b>	Lincoln County SD	<b>IEP Meet Date:</b>	04/16/2015
<b>Gender:</b>	Male	<b>Resident School:</b>	Siletz Valley Early College Academy	<b>Revision date (s) to annual IEP (if needed):</b>		
<b>Date of Birth:</b>	05/20/1999	<b>Attending District:</b>	Lincoln County SD	<b>Primary Eligibility Code:</b>	80	
<b>Grade:</b>	09	<b>Attending School:</b>	Siletz Valley Early College Academy	<b>Current Eligibility Date:</b>	05/29/2012	
<b>District Student ID:</b>	0221089	<b>Case Manager:</b>	Tiffany Stuart	<b>Re-evaluation Due:</b>	05/29/2015	
<b>SSID #:</b>	0008989311					
<b>Secondary Code(s):</b>						
<b>Secondary Dates:</b>						
<b>*IEP Meeting Participants:</b>						
Rebecca Goreham <b>Parent</b>		Braulio Huerta <b>Parent</b>				
Caleb Alexander Galicia <b>Student</b>						
Tiffany Stuart <b>Special Education Teacher/Provider</b>						
Tiffany Stuart <b>District Representative</b>						
Tiffany Stuart <b>Individual Interpreting Evaluations</b>						
<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>						
<b>Procedural Safeguards</b> A copy of the Notice of Procedural Safeguards has been given to the parent.						

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4/2007: Oregon Standard IEP for students age 16 and older when IEP is in effect

**Student Name:** Caleb Alexander Galicia    **Date:** 04/16/2015    **District:** Lincoln County SD

### Considerations and Present Levels

**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 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.

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## 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); and,
- How the student's disability affects involvement and progress in the general education curriculum.
- The student's preferences, needs, interests, and the results of age-appropriate transition assessments.

\* **Student's strengths:** Caleb enjoys hanging out with his friends. He is liked by his peers. Caleb wants to please and is willing to help.

\* **Parent's concerns:** Parents are concerned with anything to help him at school. The team talked about how going to credit recovery will help him earn credits he missed or failed in the last 2 years.

**\* Level of academic performance, including most recent State or district-wide assessments results:**

**Math** EasyCBM 8th grade

(all scores are below the 10th percentile)

6/16 Algebra

7/16 Data Analysis Numbers Operations and Algebra

5/16 Geometry and Measurement

**Writing**

On a recent writing prompt Caleb scored the following on the 6 point scale

2- Ideas/Content, 2- Organization, 3- Voice, 3- Word Choice, 2- Sentence Fluency and 3-Conventions

**Reading** EasyCBM 8th Grade

100 Correct words per minute (CWPM) 163 CWPM is the benchmark for 8th grade

**Reading Group** in the Learning Center/ SPED Group

80% of comprehension question Caleb is able to answer

100% of his reading is correct when asked to read out loud

At this time the team has determined he does not need a reading goal.

**2014- state testing** (He will not take state testing until 11 grade. The new Smarter Balance test is only testing 11th grade for high school.)

Caleb's reading score of 214 (236 meets) reflects Caleb's lack of effort on that assessment; he just rushed through and guessed on many questions. His highest area was in developing an interpretations and his weak areas were in vocabulary and reading to perform a task. His math of 220 (236 meets) may also reflect lack of effort. Math strength was in data analysis and weakness was in algorithms.

**The present level of developmental and functional performance (including the results of the initial or most recent evaluation):**

Caleb enrolled in Toledo High School in January. Then he stopped going to school. Then he enrolled in Siletz in April. He has a new re entry plan. Caleb was being written up and sent to the office daily before he left Siletz. He would use in appropriate language and was inappropriate in class. A meeting was in place to have a behavior plan but he left school. At this time he has a contract with the school. See the meeting notes for all the details. The team determined a separate behavior plan would not be needed.

He is completing courses online with Barbara Sutherland. His behavior has been respectful with Barb. This is his second week back.

Algebra I is 53% complete  
English 2 is 31% complete  
Health is 30% complete

There is concern with mental health. His grandma died last year and he is taking it really hard. April 20 is his next doctors appointment. Tiffany will follow up with mom on the appointment.

*WJ III Tests of Achievement* Date of Testing: 05/01/2012

When compared to others at his age level, Caleb's performance is low in broad reading (SS 75), written language (SS 76), and written expression (SS 79). Caleb was pleasant and cooperative throughout the testing session. He appeared to be making an effort. He does work very slowly and sometimes requires prompting to begin a task.

**\* How student's disability affects involvement/progress in general education curriculum:** Caleb remains significantly below grade level and needs direct instruction in reading and writing. Many times he requires extra help from teachers and peers but he usually refuses help. ADHD also increases amount of off-task behavior, lack of organization, and poor task completion.

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## Transition

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

After graduating from high school, Caleb will work a labor job and live at home.

**Course of Study:**

(designed to assist the student in reaching the post-secondary goals.)

Caleb is on a plan to have modified diploma. He will need to complete 24 credits. 3 English/Language Arts, 2 Math, 2 Science, 2 Social Sciences, 1 Physical Education, 1 health, 3 Second Language/The Arts/Career/Technical Education, 12 Electives.

He is completing online classes freshman year are Algebra 1, English 2, and Health. Also, he is enrolled in study skills to receive special education services.

**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:** 06/01/2018

- with regular diploma
- with alternate document (describe)

**Transfer of Rights:**

**The student has been informed of his rights under Part B of IDEA that will transfer to the student at the age of majority.  yes**

**Date student was informed:** 04/16/2015

***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.***

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**Student Name:** Caleb Alexander Galicia    **Date:** 04/16/2015    **District:** Lincoln County SD

### 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 9th (last OAKS try before Smarter Balanced). 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
<b>Reading/Literature:</b> <b>3, 4, 5, 6, 7, 8, and HS/11</b> <input type="checkbox"/> Standard (may include accommodations)	*Extended Assessment <input type="checkbox"/> *Standard Administration <input type="checkbox"/> *Scaffold Administration		
<b>Mathematics:</b> <b>3, 4, 5, 6, 7, 8, and HS/11</b> <input type="checkbox"/> Standard (may include accommodations)	*Extended Assessment <input type="checkbox"/> *Standard Administration <input type="checkbox"/> *Scaffold Administration		
<b>Writing:</b> <b>4, 7, and HS/11</b> <input type="checkbox"/> Standard (may include accommodations)	*Extended Assessment <input type="checkbox"/> *Standard Administration <input type="checkbox"/> *Scaffold Administration		
<b>Science:</b> <b>5, 8, and HS/11</b> <input type="checkbox"/> Standard (may include accommodations)	*Extended Assessment <input type="checkbox"/> *Standard Administration <input type="checkbox"/> *Scaffold Administration		

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### Districtwide Assessment

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

- No, District 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 <i>State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.</i>	Accommodations

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**Student Name:** Caleb Alexander  
**Galicia**

**District:** Lincoln County SD

**IEP Meet Date:** 04/16/2015

### Measurable Annual Goals/Objectives

(Objectives required for students taking alternate assessments aligned to alternate achievement standards)

<b>Content Area</b>		Writing							
<b>Measurable Annual Goal</b>									
When given a writing prompt he will score 3s in Conventions, Ideas/Content, Organization, Voice, Word Choice, and Sentence Fluency.									
<b>Progress will be measured as indicated below:</b>									
Criteria	Evaluation Procedures	How progress will be reported to parents:	When progress will be reported to parents:						
3s on the 6 trait writing rubric	6 trait writing rubric on student work samples	Written report	June, October, January and annual review						
<b>Measurable Short-Term Objectives</b>									
<table border="1"> <tr> <th>Progress Toward Goal</th> <th>Date</th> <th>Code</th> </tr> <tr> <td>Progress Report 1:</td> <td>11/06/2015</td> <td>Making Progress</td> </tr> </table>				Progress Toward Goal	Date	Code	Progress Report 1:	11/06/2015	Making Progress
Progress Toward Goal	Date	Code							
Progress Report 1:	11/06/2015	Making Progress							
<b>Comments:</b> Caleb is doing much better getting his assignments done. He is making progress with writing skills.									

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**Galicia**

**District:** Lincoln County SD

**IEP Meet Date:** 04/16/2015

### Measurable Annual Goals/Objectives

(Objectives required for students taking alternate assessments aligned to alternate achievement standards)

<b>Content Area</b>	Behavior		
<b>Measurable Annual Goal</b>			
Caleb will be able to ask for help, take an appropriate break, follow directions, use respectful language, complete work/task, use respectful actions, and stay on task for 80% of the class.			
<b>Progress will be measured as indicated below:</b>			
Criteria	Evaluation Procedures	How progress will be reported to parents:	When progress will be reported to parents:
80%	teacher checklist, check in with Caleb once a week	Written progress	June, October, January, annual review
<b>Measurable Short-Term Objectives</b>			
Progress Toward Goal	Date	Code	
Progress Report 1:	11/06/2015	Satisfactory	
<b>Comments:</b> Caleb had a difficult start to this year but has turned it around. He is following directions most of the time, using respectful language and actions most of the time. He got a class grade score of 'F' for food science.			

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### Measurable Annual Goals/Objectives

(Objectives required for students taking alternate assessments aligned to alternate achievement standards)

<b>Content Area</b>	Math		
<b>Measurable Annual Goal</b>			
Caleb will be able to complete 80% of 8th grade math problems.			
<b>Progress will be measured as indicated below:</b>			
Criteria	Evaluation Procedures	How progress will be reported to parents:	When progress will be reported to parents:
80%	curriculum based measurement	written progress	January

### Measurable Short-Term Objectives

1	Caleb will be able to find the mean, median, and mode 4 out 5 times.		
2	Caleb will be able to solve problems for algebraic expressions 4 out of 5 times (i.e. Where does do the two lines intersect? What is the y intercept? What is the slope?)		
3	Caleb will be able to solve geometry and measurements problems 4 out 5 times.		
<b>Progress Toward Goal</b>			
<b>Progress Report 1:</b>		11/06/2015	Making Progress

**Comments:** According to STAR assessments: 10/01/2015 score 545- this score is below grade level. He is taking Algebra 1 and has a class grade of "C". Good job Caleb!!!

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Date: 04/16/2015

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**Service Summary**

Specially Designed Instruction	Anticipated Amount	Freq	Anticipated Location	Start Date	End Date	Provider
Language Arts	60 minutes	Weekly	Gen Ed & Sp Ed Classroom	04/17/2015	04/15/2016	LEA
Behavior	20 minutes	Weekly	Gen Ed & Sp Ed Classroom	04/17/2015	04/15/2016	LEA
Math	60 minutes	Weekly	Gen Ed & Sp Ed Classroom	04/17/2015	04/15/2016	LEA

Related Services	Anticipated Amount	Freq	Anticipated Location	Start Date	End Date	Provider
Team determined not needed				04/17/2015	04/15/2016	LEA

Supplementary Aids/Services; Modifications & Accommodations	Anticipated Amount/Frequency	Anticipated Location	Start Date	End Date	Provider
Instructional materials: Extra time for completion	On lengthy or difficult assignments	Gen Ed & Sp Ed Classroom	04/17/2015	04/15/2016	LEA
Teaching mode: Check for comprehension	Daily during instruction	Gen Ed & Sp Ed Classroom	04/17/2015	04/15/2016	LEA
Instructional materials: Reduce amount of work	On lengthy or difficult assignments	Gen Ed & Sp Ed Classroom	04/17/2015	04/15/2016	LEA
School setting: Preferential seating	During academic presentation	Gen Ed & Sp Ed Classroom	04/17/2015	04/15/2016	LEA
Instructional materials: Copy of notes provided	When required course activity	Gen Ed & Sp Ed Classroom	04/17/2015	04/15/2016	LEA
Teaching mode: Clarification of Directions	On assignments given in class	Gen Ed & Sp Ed Classroom	04/17/2015	04/15/2016	LEA
Behavior Plan and incentive plan	When following directions/completing assignments are required	Gen Ed & Sp Ed Classroom	04/17/2015	04/15/2016	LEA
Quiet space to complete work (such as the Learning Center)	each period in high school	Gen Ed & Sp Ed Classroom	04/17/2015	04/15/2016	LEA
Refocus or break time (in refocus room or learning center)	each period in high school	Gen Ed & Sp Ed Classroom	04/17/2015	04/15/2016	LEA

			Start Date	End Date	Provider

Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location			
Consultation: To teaching staff	2 hours per year	School Site	04/17/2015	04/15/2016	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:** 140 minutes per week

**If yes, provide explanation justifying the removal:** Caleb will benefit from specially designed instruction in the areas of behavior, math and language arts. The Learning Center provides a quiet, small group environment.

### 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

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### Special Education Placement Determination

<b>Student Name:</b> Caleb Alexander Galicia		<b>SSID #:</b> 0008989311	<b>Date:</b> 04/16/2015
<b>Placement Team</b>			
Name	Position/Title		
Caleb Galicia	Student	<input checked="" type="checkbox"/> Did <input type="checkbox"/> Did not attend meeting	
Rebecca Goreham	Parent	<input checked="" type="checkbox"/> Did <input type="checkbox"/> Did not attend meeting	
Braulio Huerta	Parent	<input checked="" type="checkbox"/> Did <input type="checkbox"/> Did not attend meeting	
Barbara Sutherland	Regular Education Teacher	Person Knowledgeable about the student	
Tiffany Stuart	Special Education Teacher	Person Knowledgeable About the Evaluation	
Tiffany Stuart	Special Education Teacher	Person Knowledgeable About the Placement	
<b>This placement is based on:</b> <input checked="" type="checkbox"/> the attached IEP dated: 04/16/2015 <input type="checkbox"/> attached evaluation information <input type="checkbox"/> Other (150 max char):			

**Below, document discussions regarding placement option(s), and indicate selected placement.**

<b>Placement Option Considered</b>	Regular class (e.g. regular class with in class support, regular class with consultation) *80% or more of day in regular class		
Benefits	Possible Harmful Effects on the Student and/or the Services to be Provided	Modifications/Supplementary Aids & Services Considered	Indicate Whether Option is Selected and Reason(s) Rejected or Selected
small group, individualized instruction targeting IEP goals	loss of time in elective classes and with typical peers	care in planning his schedule to minimize amount of time lost away from General Education curriculum	<input checked="" type="checkbox"/> Selected <input type="checkbox"/> Rejected This has been selected as sufficient support for his IEP needs.

**Census Data**

<b>Federal Placement Code (SECC)</b>	30 - 80% or more of day in regular class
<b>Federal Placement Code Comment:</b> (250 max char):	

Parent provided with copy of placement determination.

Form 581-5138b-P (Rev. 6/07)