

# 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: Webster, Vinton                                  | District: Portland SD 1J                | Annual IEP Meeting Date: 11/19/14                    |
| <input checked="" type="checkbox"/> M <input type="checkbox"/> F | Home School: Madison H.S.               | Revision date(s) to annual IEP (if needed): 04/08/15 |
| Date of Birth (mm/dd/yy): 05/21/1999                             | Attending School/District: Madison H.S. | Reevaluation Due: 05/20/15                           |
| Grade: 10  | Case Manager: Joseph Martin             |  |
| Secure Student Identifier (SSID): 9090150                        | Disability Code: 80(p)                  |  |

### \* IEP Meeting Participants:

|                                       |                                      |                                       |
|---------------------------------------|--------------------------------------|---------------------------------------|
| Traci Minner                          |                                      | Lynn Haxton, family attorney          |
| Parent(s):                            | Student:                             | Other:                                |
| Joe Martin                            | Ian Mandis, math teacher             | Larry Fritz, juvenile court counselor |
| Special Education Teacher / Provider: | Regular Education Teacher:           | Other:                                |
| Chrystal Grey-Watros, administrator   | Cuong Hoang, school psychologist     | Kelly Shelton, counselor              |
| District Representative               | Individual Interpreting Evaluations: | 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.

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.

Vinton is a tenth grade student at Madison High School. He is eligible for special education services under Other Health Impairment.

**STUDENT STRENGTHS:**

Vinton is a strong reader, able to read at grade level with over 90% fluency. He reads aloud with clarity and confidence. Vinton is artistic and plays multiple instruments. He has relative strengths in mathematics. At times, he can be hard working and persist with difficult academic tasks.

**PARENTAL CONCERNS:**

Vinton's mother is concerned with his lack of engagement in school, work completion and low grades. She is also concerned about Vinton associating himself with gangs.

Previous concerns include Vinton's ability to stand up for himself and his ability to cope with difficult situations.

**PRESENT LEVEL OF ACADEMIC PERFORMANCE:**

Vinton is passing US History: 69%; Sculpture: 93%; Algebra: 79%; Academic Skills: 70% He is failing English: 35%; Fnd of Physics & Chemistry: 56%

Vinton's IEP team is still gathering new information regarding his Writing and Math skills, two areas in which he has goals in. Previous progress in these areas are as follows:

**Writing:**

Vinton has completed several writing pieces. His writing demonstrates the ability to organize ideas into paragraphs and provide appropriate supporting details in the majority of his paragraphs. Vinton is showing good control over both basic and more advanced use of conventions, such as comma usage and dialogue punctuation. When assigning writing to Vinton it is important to give explicit details about the amount of writing, specific expectations and modeling. He will often write with insufficient evidence or analysis.

**Math**

Vinton passed his Math OAKS test his 8th grade year. He is meeting grade level expectations;.

Vinton's IEP team proposes dropping his math goal.

**PRESENT LEVEL OF FUNCTIONAL PERFORMANCE:**

Vinton's school skills are hit and miss. His teachers report that some days he is able to complete work on time and work hard in class and other days he is unwilling to work. This leads to him missing a lot of assignments. The team has notices a downward trend from the beginning of the year.

Vinton is showing some negative behaviors at home and school, including apathetic responses, frustration, and defiance. He is also self-reporting that he is in a gang and sometimes dresses as if he is supporting a gang.

**Previous progress/concerns:05/2013**

Vinton has made gains in his ability to complete and turn in work, however he requires one on one support to maintain proficiency. Vinton has had some significant incidents of sexual nature this year that demonstrated the need for support with social skills and a behavior support plan. Some aspects of his support plan have been relaxed due improving behavior. Last year he had two referrals for inappropriate language.

**EDUCATIONAL IMPACT**

Vinton's skills in the areas of writing, and study/organizational skills are at or below 7th grade. His social/emotional skills are lower. This affects his

ability to respond to questions in writing in an efficient and comprehensive manner. Vinton struggles to complete and turn in work. He struggles to maintain appropriate social interactions. This all makes it difficult for him to access his general education curriculum.

**STUDENT INTERESTS**

Vinton is interested in sports, music and art. He plays several instruments and enjoys ceramics. He completes on Madison sports teams throughout the year.

**Transition:**

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

Based upon informal interviews with Vinton, his post secondary goals are as follows:

Educationally, Vinton will enroll in the arts institute.

Vocationally, Vinton will work as an artist, specifically painting.

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

Vinton is enrolled in core Sophomore class such as US History, English, and Algebra, in addition to his Academic Skills classes to help him succeed and pursue post-secondary goals.

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: 06/09/17

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 10th/11th). If yes, describe participation decisions below:

| Regular Assessment   | Alternate Assessment  | <b>* Explanation</b><br><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><br>3, 4, 5, 6, 7, 8, and HS/11<br><input checked="" type="checkbox"/> Standard (may include accommodations) | * Extended Assessment<br><input type="checkbox"/> * Standard Administration<br><input type="checkbox"/> * Scaffold Administration |  |                |
| <b>Mathematics:</b><br>3, 4, 5, 6, 7, 8, and HS/11<br><input checked="" type="checkbox"/> Standard (may include accommodations)        | * Extended Assessment<br><input type="checkbox"/> * Standard Administration<br><input type="checkbox"/> * Scaffold Administration |  |                |
| <b>Writing:</b><br>4,7 and HS/11<br><input checked="" type="checkbox"/> Standard (may include accommodations)                          | * Extended Assessment<br><input type="checkbox"/> * Standard Administration<br><input type="checkbox"/> * Scaffold Administration |  |                |
| <b>Science:</b><br>5, 8 and HS/11<br><input type="checkbox"/> Standard (may include accommodations)                                    | * Extended Assessment<br><input type="checkbox"/> * Standard Administration<br><input type="checkbox"/> * 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<br><i>State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.</i> | Accommodations |
|--|--|---|----------------|
| <b>Assessment:</b><br>Grades administered:<br><input type="checkbox"/> Standard administration | <input type="checkbox"/> * District Alternate Assessment<br><input type="checkbox"/> * Other |   |                |
| <b>Assessment:</b><br>Grades administered:<br><input type="checkbox"/> Standard administration | <input type="checkbox"/> * District Alternate Assessment<br><input type="checkbox"/> * Other |   |                |
| <b>Assessment:</b><br>Grades administered:<br><input type="checkbox"/> Standard administration | <input type="checkbox"/> * District Alternate Assessment<br><input type="checkbox"/> * Other |   |                |
| <b>Assessment:</b><br>Grades administered:<br><input type="checkbox"/> Standard administration | <input type="checkbox"/> * District Alternate Assessment<br><input type="checkbox"/> * Other |   |                |

**Student:** Webster, Vinton (9090150)

**Date:** 11/19/14

**Rev Date:** 04/08/15

**District:** Portland SD 1J

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**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

| <b>Measurable Annual Goals:</b>   | <b>How progress will be measured:</b> |                              | <b>How progress will be reported to parents:</b>  | <b>When progress will be reported to parents:</b> |
|---|---------------------------------------|------------------------------|---|---|
|   | <b>Criteria</b>                       | <b>Evaluation Procedures</b> | In writing  | Quarterly   |
| Writing<br>In order to work toward grade level state standard, Vinton will write arguments to support claims with an analysis of topics, using sufficient evidence with 80% accuracy, as measured by number of sentences on topic, including evidence, and in support of his claim, tracked by ongoing in class assignments, by November, 2015. | 80% accuracy                          | In class assignments         | 01/2015<br>Vinton's writing is improving. He is not completing many writing assignments, so it is hard to measure progress on this skill.<br><br>04/2015<br>Vinton is writing short paragraphs with little evidence. When working one on one with prompts to add evidence and analysis, he can come close to meeting the criteria of this goal. His use of evidence is about 60%. He typically writes short sentences to analyze evidence. He is working on going deeper with his analysis. He is about 60% accurate with his analysis.   |   |
| Study Skills<br>Given instruction in organizational strategies, Vinton will complete and turn in work with 80% accuracy, as measured by percentage of assignment turned in, by November, 2015.  | 80% turned in                         | Assignments                  | 01/2015<br>Vinton is completing and turning in work with 65% accuracy.<br><br>04/2015<br>Vinton has mixed results depending on the class. In History and Fundamentals of Physics and Chemistry, he is about 50% with this goal. In Algebra, he is more close to 75%. In English, he is on track to meet this goal, about 80%.   |   |
| Social Skills<br>Given instruction and modeling of appropriate behavior, Vinton will use appropriate language with peers and identify how his actions/words affect others for 90% of observed opportunities, as measured by teacher reporting data, by November, 2015.  | 90% Observed opportunities            | Data tracking                | 01/2015<br>Making slow progress on this goal. Vinton has had two instances where he did not interpret the effects of his words/actions on others. He has been observed using appropriate language with peers and adults on five occasions. 70% with this skill<br><br>04/2015<br>Vinton's slow progress with this goal is an area of concern. The team will consider strategies to help him get back on track to meet this goal. Right now, he is about 60-70% with this goal. He is interpreting information inconsistently. With phrases or words with multiple meanings, he often does not choose the correct meaning. |   |

**Measurable annual goals page:** (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
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- acquisition of daily living skills, if appropriate

| Measurable Annual Goal:  | Progress will be measured as indicated below: |  | How progress will be reported to parents: | When progress will be reported to parents: |
|--|---|--|---|--|
| Measurable Short-Term Objectives   | Criteria                                      | Evaluation Procedures                                    | Student's Progress Toward Goal            |  |
| <p>Writing</p> <p>In order to work toward grade level state standard, Vinton will write arguments to support claims with an analysis of topics, using sufficient evidence with 80% accuracy, as measured by number of sentences on topic, including evidence, and in support of his claim, tracked by ongoing in class assignments, by November, 2015.</p> | <p>Criteria</p> <p>80% accuracy</p>           | <p>Evaluation Procedures</p> <p>In class assignments</p> |   |  |

**Measurable annual goals page:** (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
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- acquisition of daily living skills, if appropriate

| <b>Measurable Annual Goal:</b><br><br>Study Skills<br>Given instruction in organizational strategies, Vinton will complete and turn in work with 80% accuracy, as measured by percentage of assignment turned in, by November, 2015.   | <b>Progress will be measured as indicated below:</b> |   | <b>How progress will be reported to parents:</b><br>In Writing | <b>When progress will be reported to parents:</b><br>Quarterly |
|--|--|---|--|--|
|  | <b>Criteria</b><br>80% accuracy                      | <b>Evaluation Procedures</b><br>Data tracking | <b>Student's Progress Toward Goal</b>                          |  |
| <b>Measurable Short-Term Objectives</b><br><br>1. Given a check in with a designated staff, Vinton will identify missing assignments from each class with 80% accuracy, as measured by data tracking.<br><br>2. Given participation in the academic setting, Vinton will complete 80% of assigned classwork and turn in work in a timely manner, as measured by teacher data tracking. |  |   |  |  |

**Measurable annual goals page:** (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

| <b>Measurable Annual Goal:</b><br><br>Social Skills<br>Given instruction and modeling of appropriate behavior, Vinton will use appropriate language with peers and identify how his actions/words affect other for 90% of observed opportunities, as measured by teacher reporting data, by November, 2015.  | <b>Progress will be measured as indicated below:</b> |   | <b>How progress will be reported to parents:</b><br>In Writing | <b>When progress will be reported to parents:</b><br>Quarterly |  |
|--|--|---|--|--|--|
|  | <b>Criteria</b><br>90% Observed opportunities        | <b>Evaluation Procedures</b><br>Data tracking |  |  |  |
| <b>Student's Progress Toward Goal</b>  |  |   |  |  |  |
| <b>Measurable Short-Term Objectives</b>  |  |   |  |  |  |
| <p>1. Given sentence frames, (i.e. When I do _____ others feel _____.) Vinton will accurately identify how his behaviors/words affect others, for 90% of observed opportunities.</p> <p>2. Given modeling and clear expectations, Vinton will use appropriate language with peers for 90% of observed opportunities.</p> <p>3. Given a situation (story, role play, video, etc.) Vinton will determine whether interactions between the participants are teasing, bullying, or appropriately interacting by identifying if all parties are enjoying the interaction or if some are uncomfortable for 90% of observed opportunities.</p> <p>4. Vinton will identify 3 ways in which he can advocate for himself when he perceives he is being teased, or otherwise treated inappropriately.</p> |  |   |  |  |  |

## 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 |
|--|--|----------------------|---------------|-------------|----------------------------------|
| Writing  | 120 min/wk   | Sped Classroom       | 11/19/14      | 11/18/15    | LEA                              |
| Behavior   | 120 min/wk   | Sped Classroom       | 11/19/14      | 11/18/15    | LEA                              |
| Study Skills   | 120 min/wk   | Sped Classroom       | 11/19/14      | 11/18/15    | 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 |
| Break assignments into chunks                              | Assignments more than 3 steps  | Gen Ed Classroom     | 11/19/14      | 11/18/15    | LEA                              |
| Extended time for assignments                              | Up to an extra week time   | Gen Ed Classroom     | 11/19/14      | 11/18/15    | LEA                              |
| Preferential seating near front of classroom               | All classes  | Gen Ed Classroom     | 11/19/14      | 11/18/15    | LEA                              |
| Alternate options to show proficiency                      | All classes, most assignments, arranged between Vinnie and the teacher | Gen Ed classroom     | 04/09/15      | 11/18/15    | LEA                              |
| Sentence frames graphic organizers for writing             | For writing assignments longer than 5 sentences                        | Gen Ed Classroom     | 04/09/15      | 11/18/15    | LEA                              |
| Clear/concise/literal language                             | For all instruction or conversation with Vinton                        | Gen Ed Classroom     | 04/09/15      | 11/18/15    | 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?

Yes  No

If yes, document the amount/ extent of the removal: 25%

If yes, provide explanation justifying the removal: To provide social/emotional/behavioral support and academic support in writing.

## 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 (date)