

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:
<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.

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

Student: Webster, Vinton (9090150)

Date: 11/19/14

Rev Date: 04/08/15

District: Portland SD 1J

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:	When progress will be reported to parents:
	Criteria	Evaluation Procedures	In writing	Quarterly
Writing 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 Vinton's writing is improving. He is not completing many writing assignments, so it is hard to measure progress on this skill. 04/2015 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 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 Vinton is completing and turning in work with 65% accuracy. 04/2015 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 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.	90% Observed opportunities	Data tracking	01/2015 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 04/2015 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
- community experiences
- employment and other post-school adult living objectives
- acquisition of daily living skills, if appropriate

Measurable Annual Goal: Writing 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.	Progress will be measured as indicated below:		How progress will be reported to parents: In Writing	When progress will be reported to parents: Quarterly
	Criteria 80% accuracy	Evaluation Procedures In class assignments	Student's Progress Toward Goal	
Measurable Short-Term Objectives 1. Given graphic organizers, modeling and instruction in using evidence, Vinton will use 2 pieces of evidence to support a claim in 3/5 opportunities, as measured by teacher probes. 2. Given graphic organizers, modeling and instruction in analyzing evidence, Vinton will analyze a piece of evidence with 80% accuracy as measured by number and quality of sentences in support of evidence, measured by teacher probes. 3. Given an editing checklist, Vinton will revise his work to improve the overall quality and clarity with 80% accuracy, as measured by teacher probes.				

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

Measurable Annual Goal: Study Skills 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.	Progress will be measured as indicated below:		How progress will be reported to parents: In Writing	When progress will be reported to parents: Quarterly
Measurable Short-Term Objectives 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. 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.	Criteria 80% accuracy	Evaluation Procedures Data tracking	Student's Progress Toward Goal	

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

Measurable Annual Goal: Social Skills 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.	Progress will be measured as indicated below:		How progress will be reported to parents: In Writing	When progress will be reported to parents: Quarterly
Measurable Short-Term Objectives 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. 2. Given modeling and clear expectations, Vinton will use appropriate language with peers for 90% of observed opportunities. 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. 4. Vinton will identify 3 ways in which he can advocate for himself when he perceives he is being teased, or otherwise treated inappropriately.	Criteria 90% Observed opportunities	Evaluation Procedures Data tracking	Student's Progress Toward Goal	

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

Specialty 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)