

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

DEMOGRAPHICS

Fern, Zachary	Tillamook SD 9	12/14/2015
Student	Resident District	IEP Meeting Date
Gender: ☒ M ☐ F	Tillamook SD 9	12/13/2016
Grade 10	Attending District	Annual IEP Review Date
3/28/1999	Tillamook High School	
Date of Birth (mm/dd/yy)	Attending School	Amendment Date
	Kevin Kacmarsky	3/13/2013
Secure Student Identifier (SSID)	Case Manager	Most Recent (re)Evaluation Date
Specific Learning Disability 90		3/12/2016
Primary Disability Code & Category	Secondary Disability Code & Category – OPTIONAL	Re-Evaluation Due Date

MEETING PARTICIPANTS

Student	Parent/Guardian/Surrogate	Parent/Guardian/Surrogate
Special Education Teacher / Provider	Special Education Teacher / Provider	District Representative
General Education Teacher	General Education Teacher	Individual Interpreting Instructional Implications of Evaluations
Agency Representative, if appropriate		

NOTE: If required team member participates through written input or is excused from all or part of the IEP meeting, attach documentation of parent's and district's agreement to participate by written input or excuse.

A district provided interpreter was used for this meeting: YES ☐ NO ☒ Name: _____

PROCEDURAL SAFEGUARD NOTIFICATION 34 CFR 300.504(a)

Parent was provided the special education procedural safeguards in his/her native language or other mode of communication ☒ YES ☐ NO
If student is of transition age, he/she was provided the special education procedural safeguards in his/her native language or other mode of communication ☒ YES ☐ NO ☐ N/A

SPECIAL FACTORS

In developing each student's IEP, the IEP team must consider (34 CFR 300.324):

A. Does the student exhibit behavior that impedes his/her learning or the learning of others?		34 CFR 300.324(a)(2)(i)
YES ☐	NO ☒	
If YES, the IEP addresses the use of positive behavioral interventions and supports, and other strategies, to address that behavior(s).		
B. Does the student have limited English Proficiency?		34 CFR 300.324(a)(2)(ii)
YES ☐	NO ☒	
If YES, the IEP team must consider the language needs of the student as those needs relate to the student's IEP.		
C. Is the student blind or visual impaired?		34 CFR 300.324(a)(2)(iii)
YES ☐	NO ☒	
If YES, Braille needs are addressed in the IEP, or an evaluation of reading/writing needs is completed and a determination is made that Braille is not appropriate.		
D. Does the student have communication needs?		34 CFR 300.324(a)(2)(iv)
YES ☐	NO ☒	
If YES, the IEP addresses communication supports, services, and/or instruction.		
E. Is the student deaf or hard of hearing?		34 CFR 300.324(a)(2)(iv)
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 student's language and communication mode.		
F. Does the student need assistive technology devices or services?		34 CFR 300.324(a)(2)(v)
YES ☐	NO ☒	
If YES, the IEP addresses assistive technology devices or services.		
G. Does the student require one or more specialized formats (braille, large print, audio, and/or digital text) of educational materials because blindness or other disability prevents effective use of standard print materials?		34 CFR 300.210(b)(3); 300.172(b)(4)
YES ☐	NO ☒	
If YES, alternate format(s) is/are identified in the IEP.		

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

In developing each student's IEP, the IEP team must consider (34CFR 300.324):

Student's overall strengths, interests, and preferences:

Zachary is a 16 yr old 10th grader who receives special ed services due to his ADHD. He has good social skills and and therefore easily makes friends. Zachary is a polite, cooperative, friendly student who participates in class and enjoys discussions. Despite the difficulty Zachary may have with the general education curriculum, he appears to enjoy school and he maintains a positive attitude.

34 CFR 300.324 (a)(1)(i)

Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child:

34 CFR 300.324(a)(1)(iii)

Zack recently moved to Tillamook to live with his grandparents and his grandfather said that he has not been living here long enough to directly observe his school performance. He did mention that Zack has a history of not completing his work and/or not turning it in.

Present level of academic achievement (i.e. reading, writing, mathematics, etc), including most recent performance on State or district-wide assessments:

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

34 CFR 300.324 (a)(1)(i)

Zack says that he is determined to do well at school.

On his last round of state testing he was not able to meet any of his benchmarks reading 223/232 math 222/234

Zack was failing most of his classes at his previous school due to a failure to complete and turn in his work. It was reported that he has no problems with following school rules and no behavioral problems..

High school students should be able to decode grade level passages, answer comprehension questions, and determine the central theme of a reading assignment. An informal assessment conducted after he enrolled at THS revealed that he can read 108 w/min at the 6th grade level with 0 errors. He is working at a 5.7 instructional level and a 4.0 independent level.

In math Zack should be able to compute equations with variables and be able to graph these equations. He struggles with basic computations and grasping new concepts without additional explanation,

His writing has been scored at below grade level with issues in basic conventions. An informal assessment scored his spelling at Level 5.

Zack's disability impacts his ability to work at the same speed as his peers, comprehend new concepts, and maintain an acceptable level of academic progress. He would benefit with a program that provides additional ability level instruction at his current instructional level and accommodations for his demonstrations of academic progress.

Student: Fern, Zachary ()

Date: 12/14/2015

Amend Date:

District: Tillamook SD 9

Present level of functional performance (not limited to, but may include communication, social skills, behavior, organization, fine/gross motor skills, self-care, self-direction, etc), including the results of initial or most recent formal or informal assessments/observations:

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

34 CFR 300.320(a)(1)

TRANSITION PLANNING

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include: 34 CFR 300.320(b)

Results of age-appropriate transition assessments, including student's preferences, interests, needs and strengths (PINS)		34 CFR 300.320(b)(1); 34 CFR 300.43(a)(2)
Upon graduation from HS Zack will enroll in and complete a training program to become a structural firefighter		
Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments		34 CFR 300.320(b)(1)
Training		34 CFR 300.320(b)(1)
-participate in wrestling and strength and conditioning classes to improve his physical conditioning		
-practice explaining how his disability impacts his daily living so that he can make employers aware of its impact		
Education		34 CFR 300.43(a)(2)
-complete needed courses and assessments to earn a diploma		
-conduct interviews to learn more about the options in the field of firefighting		
-use the CIS program to discover educational and job options in the firefighting field		
Employment		34 CFR 300.320(b)(1)
-develop and implement a Service Learning project related to his career interest		
Independent living skills (where appropriate)		34 CFR 300.43(a)(2)
N/A		
Transition Services/Activities: Transition Services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. 34 CFR 300.43		
-specialized reading and writing instruction to work towards grade level skills		
-use of CIS program for career options exploration		
Course of Study: (designed to assist the student in reaching the post-secondary goals)		34 CFR 300.320(b)(2)
-meet graduation requirement and complete needed testing		
-take extra PE classes if possible		
Agency Participation: To the extent appropriate, with consent of the parents or adult student, the school district must invite a representative of any participating agency likely to be responsible for providing or paying for transition services.		
34 CFR 300.321(b)(3)		
N/A		

Student: Fern, Zachary ()

Date: 12/14/2015

Amend Date:

District: Tillamook SD 9

Graduation	34 CFR 300.102(a)(3)(i)-(iii)
Anticipated Graduation Date: 6/8/2018	
☐ With Regular Diploma	
☒ With Modified Diploma	
☐ With Extended Diploma	
☐ With Alternative Certificate	

Transfer of Rights	34 CFR 300.320(c), 300.520
The student and parent were 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: 1/5/2015 Date anticipated transfer will occur: 3/28/2017 <i>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.</i>	

STATEWIDE ASSESSMENT 34 CFR 300.320(a)(6)

Will the student participate in any Statewide Assessments 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:

Standard Assessment or Alternate Assessment (select one)	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Modified Cut Scores (Only available for standard assessment with or without accommodations)	*Explanation State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.
☒ Standard: English Language Arts / Literacy ☒ Without accessibility supports ☐ With accessibility supports ☐ Alternate: Extended Assessment*			
☒ Standard: Mathematics ☒ Without accessibility supports ☐ With accessibility supports ☐ Alternate: Extended Assessment*			
☒ Standard: Science ☒ Without accessibility supports ☐ With accessibility supports ☐ Alternate: Extended Assessment*			
☒ Standard: Social Sciences ☒ Standard without accessibility supports ☐ Standard with accessibility supports			

Standard Assessment	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Exemption Decisions (identify appropriate domains) Due to the nature of some students' disabilities, an IEP team might exempt the student from responding to a particular domain	*Explanation Statement why student cannot participate in select domains
☐ English Language Proficiency Assessment ☐ Without accessibility supports ☐ With accessibility supports		☐ *Listening ☐ *Reading ☐ *Writing ☐ *Speaking	
☐ Kindergarten Assessment (KA) ☐ Without accessibility supports ☐ With accessibility supports		☐ *Early Literacy ☐ *Early Math ☐ *Approaches to Learning	

DISTRICT-WIDE ASSESSMENT

District-wide Assessment

Will the student participate in any District-wide assessment during this IEP period?

- ☐ No, District-wide 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;

Standard Assessment or Alternate Assessment (select one)	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	*Explanation State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.
☒ Standard District Assessment: Tests and Finals ☐ Without accessibility supports ☒ With accessibility supports ☐ Alternate District Assessment: ☐ Without accessibility supports ☐ With accessibility supports	-extended time on tests -read directions/prompts aloud to student -alternative test location -access to personal notes	

Student: Fern, Zachary ()	Date: 12/14/2015	Amend Date:	District: Tillamook SD 9
Goal Area:			34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency): -interpret expressions that represent a quantity in terms of its context (A.SSE.1) including interpreting parts of an expression, such as terms, factors, and coefficients.			
Objectives (if needed): - will interpret expressions that represent a quantity in terms of its context. He will interpret parts of an expression, such as terms, factors, and coefficients with 85% accuracy			
Related Content Standard(s), if applicable:			
How progress will be measured: -daily assignments -unit tests/quizzes			
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i) written reports at the end of each grading period			
Progress Towards Goal			34 CFR 300.320(a)(3)(ii)

Student: Fern, Zachary ()	Date: 12/14/2015	Amend Date:	District: Tillamook SD 9
Goal Area:			34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency): -produce informative/explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content (9-10.W.2).			
Objectives (if needed): - will write informative/explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content with 50% accuracy - will write informative/explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content with 60% accuracy			
Related Content Standard(s), if applicable: 9-10 W,2			
How progress will be measured: weekly writing tasks work samples			
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i) written reports at the end of each grading period			
Progress Towards Goal			34 CFR 300.320(a)(3)(ii)

Student: Fern, Zachary ()	Date: 12/14/2015	Amend Date:	District: Tillamook SD 9
Goal Area:			34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency): -determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text (9-10.RI.2).			
Objectives (if needed): - will determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text with 70% accuracy - will determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text with 85% accuracy			
Related Content Standard(s), if applicable: 9-19 RI,2			
How progress will be measured: -daily oral assessments -comprehension tests			
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i) written reports at the end of each grading term			
Progress Towards Goal			34 CFR 300.320(a)(3)(ii)

SERVICES

The IEP team must identify and provide appropriate services to enable the student:

- To advance appropriately towards attaining the annual goals 34 CFR 300.320(a)(4)(i)
- To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities 34 CFR 300.320(a)(4)(ii)
- To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities 34 CFR 300.320(a)(4)(iii) & 300.107

Specialty Designed Instruction 34 CFR 300.39	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Math	10 Minutes/Daily	Gen Ed Classroom	12/15/2015	12/13/2016	LEA	General Education Teacher
Reading	15 Minutes/Daily	Special Ed Classroom	12/15/2015	12/13/2016	LEA	Special Education Teacher/Provider
Writing	15 Minutes/Daily	Special Ed Classroom	1/5/2015	1/4/2016	LEA	Special Education Teacher/Provider

Related Services 34 CFR 300.40	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
00 - No Related Services						

Supplementary Aids/Services; Accommodations 34 CFR 300.320(a)(4)(i)-(iii)	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Preferential seating	daily	all classes	12/15/2015	12/13/2016	LEA	General Education Teacher
Read directions/prompts aloud to student	daily	all classes	12/15/2015	12/13/2016	LEA	General Education Teacher

Supplementary Aids/Services; Modifications 34 CFR 300.320(a)(4)(i)-(iii)	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
test supports	weekly	all classes	12/15/2015	12/13/2016	LEA	Case Manager

Program Modifications/Supports for School Personnel 34 CFR 300.320(a)(4)(i)-(iii)	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
N/A						
NONPARTICIPATION JUSTIFICATION 34 CFR 300.320(a)(5)						
Describe the extent (including amount), if any, to which the child will not participate with nondisabled children in the regular classroom and in extracurricular and other nonacademic activities: 20%						
Provide explanation justifying the removal, if any: -need for specially designed instruction in reading and writing at ability level which is not available in the regular classroom setting						

EXTENDED SCHOOL YEAR (ESY) SERVICES

34 CFR 300.106; OAR 581-015-2065

Criteria/Inquiry:

Does the student experience regression on his/her IEP goals and objectives?

☐ Yes☒ No☐ More information needed

Explanation:

Does the student experience a prolonged recoupment period of time to relearn previously learned skills?

☐ Yes☒ No☐ More information needed

Explanation:

Other factors considered by the team:

Decision:

Does the student require ESY services?

☐ Yes (described below, including goals to be addressed)☒ No☐ To be determined by _____

Specialty Designed Instruction 34 CFR 300.39	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Related Services 34 CFR 300.34	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring

Special Education Placement Determination

Student's Name: Fern, Zachary ID# _____ Date: 12/15/15

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

This placement is based on:

- ☒ the attached IEP, dated 12/15/15
☐ attached evaluation information
☐ other: _____

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	Indicate Whether Option is Selected and Reason(s) Rejected or Selected
General education classes with special education classes (LC reading & LC LA)	material is supported, pace of class is differentiated, more one on one opportunities	may miss some general education curriculum	teacher check-in, preferential seating, graphic organizer, test accommodations	☒ Selected ☐ Rejected provides needed specialized instruction at ability level
General education classes with special education support for needed classes	access to a variety of content interactions with a variety of teachers	pace of class may be too fast, material may be difficult to comprehend	teacher check-in, preferential seating, graphic organizer, extended time on tests	☐ Selected ☒ Rejected Zack is currently functioning at core academics well below grade level
				☐ Selected ☐ Rejected
				☐ Selected ☐ Rejected

30 Federal Placement Code (SECC)

☒ Parent provided with copy of placement determination.