

Individualized Education Program AMENDMENT



Student Name: **Harvill, Tanis E.** Home Phone: **541-705-2851** Date: **03/03/2015**
 Date Of Birth: **07/11/2000** Home Address: **53420 Big Timber Dr**
 Student No.: **264756** **La Pine, OR 97739**
 State Student ID: **9871608**

Age 14	Gender Male	Grade 08	Home School La Pine Middle School	Attending School La Pine Middle School
Ethnicity White			Phone 541-355-8200	Phone 541-355-8200
Primary Language - Date Determined - 03/03/2008			Address 16360 1st St La Pine, OR 97739	Address 16360 1st St La Pine, OR 97739
Home Language - Date Determined English - 03/03/2008				

Parent/Guardian

Name Mary Sims	Home Phone 541-705-2851	Name	Home Phone
Address 53420 Big Timber Dr La Pine, OR 97739	Work Phone 541-593-3847	Address	Work Phone
	Emergency Phone		Emergency Phone

IEP Review Due Date : **03/02/2016** Re-evaluation Due Date: **03/03/2017**Revision dates to annual IEP: **04/21/2015**

Eligibility(ies): Specific Learning Disability (SLD-90)

Interpreter Needed: ☐ Yes ☒ No**Documentation of efforts to schedule the IEP Meeting:**

Date	Description
04/21/2015	Parent came in due to an incident on the bus and at school

B. IEP Team Members

<u>Names</u>	<u>Position</u>	<u>Present/Absent</u>
Harvill, Tanis E.	Student	Consulted
Sims, Mary	Mother	Present
Coveau, Joyce M.	Special Ed Teacher	Present
Coveau, Joyce M.	General Ed Teacher	Present
Phinney, Robi A.	District Representative	Present
Phinney, Robi A.	Person Interpreting Evaluation Results	Present
Henry, Lori R.	General Ed Teacher	Consulted

* If required team member is excused, attach signed written agreement between parent and district before proceeding.

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C. SUMMARY OF PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Strengths of Student (Academic, Behavior, Learning characteristics, etc.)

Tanis has a strength in math. He has met the math benchmark for the OAKS for the past several years. Last year he had a RIT score of 234, the benchmark for 7th grade was a score of 232. Last year Tanis nearly met his Reading OAKS. He had a RIT score of 227. A RIT score of 229 was needed to meet the 7th grade benchmark.

Tanis also has a strength in reading comprehension and vocabulary when compared to his reading fluency. Tanis also wants to please the adults here at school. He also has a large group of friends.

Concerns of the parent(s) for enhancing the education of the student

Tanis' mom wants him to do well in school and to continue to make progress on his reading. She also wants his to not have any more referrals for physical contact.

Present level of academic performance, including the student's most recent performance on state or district-wide assessments

Results of state and district group assessment measures:

Test OAKS (ST)		Test Level 07	Test Date 05/15/2014
Subject	Score	Performance Level	
Reading	227		
Mathematics	234		
Science			
Writing			

Additional Present Levels

REVISION 4/21/15: Following two manifest determinations and a violation of his administrative contract, Tanis will now be attending the 2nd Chance program. Transportation has been added to his IEP.

IEP 3/2/15:

Tanis is a 8th grade student attending La Pine Middle School. He qualifies for SPED services as a student with a learning disability and receives specially designed instruction for his reading fluency.

READING: Tanis is currently able to read an 8th grade level passage at a rate of 109 correct words per minute. This up from 75 correct words per minute on a 7th grade passage. Tanis' peers are expected to read a grade level passage at a rate of 150 correct words per minute.

BEHAVIOR: This year Tanis has had several referrals for having physical contact with other students. He has had one 3 day out of school suspension and has had 7 lunch detentions. Tanis is currently checking in daily with the assistant principal. He is participating in a 8 week Boys Council group where they are working on anger management skills and peer interaction.

Present level of developmental and functional performance (including results of initial or most recent evaluations)

On 1/25/11, Tanis was given the KABC -2 cognitive test, he had scores in the average range with a Standard score of 98.

Describe how student's disability affects involvement and progress in the general education curriculum

Tanis receives his specially designed instruction in his general education classes to work on his reading fluency level. Tanis also participates in a regular education lab support class for language arts where her is working on his reading skills.

E. TRANSFER OF RIGHTS

Will the student be age of majority, married, or legally emancipated while the current IEP is in effect?

☐ Yes ☒ No

The student and parent have been informed of rights under Part B of IDEA that will transfer to the student at the age of majority?

☐ Yes
☐ Not-applicable

Date informed:

The district has provided written notice of the transfer of rights to the student and the parent?

☐ Yes
☐ Student has not reached age of majority

Date provided:

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H. SPECIAL FACTORS FOR IEP DEVELOPMENT

Check all factors that apply	Explanation
<p>Does the student need assistive technology devices or services?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p> <p>If yes, services or devices must be addressed in the IEP</p>	
<p>Does the student have communication needs?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p> <p>If yes, needs must be addressed in the IEP</p>	
<p>Does the student exhibit behavior that impedes his/her learning or the learning of others?</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>If yes, the IEP team must consider the use of strategies, positive behavioral interventions and supports to address the behavior(s)</p>	<p>Tanis has had several incidents for physical contact this year. A behavior intervention plan will be in place for Tanis. As well as an accommodation for a time out. Tanis will also be participating in a Boys Council group for 8 weeks that is working on anger management skills.</p>
<p>Does the student have limited English proficiency?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>	
<p>Is the student blind or visually impaired?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p> <p>If yes, Braille needs must be addressed in the IEP, or evaluation of reading/writing needs has been completed and determined that Braille is not appropriate</p>	
<p>Is the student deaf or hard of hearing?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p> <p>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.</p>	

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I. REQUIRED TESTING AND ASSESSMENTS

Statewide Assessments

Will the student participate in any Statewide Assessment?

- ☒ Yes – assessment will be conducted while the current IEP is in effect.
☐ No – at the time of testing, assessment is not conducted at the student's grade level.

Assessment Participation				
Testing Grade	Assessment Area	Administration Method	Explanation* <i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	Accommodation
08	State ELA/Literacy (3-8, 11)	Standard with Accommodations		Text to speech on allowable parts, access to a quiet place.
08	State Math (3-8, 11)	Standard with Accommodations		Access to a quiet place, text to speech on allowable parts.
08	State Science (5, 8, HS)	Standard with Accommodations		Access to a quiet place, text to speech on allowable parts.

Districtwide Assessments

Will the student participate in any Districtwide Assessment?

- ☒ Yes – assessment will be conducted while the current IEP is in effect.
☐ No – at the time of testing, assessment is not conducted at the student's grade level.

Assessment Participation				
Testing Grade	Assessment Area	Administration Method	Explanation* <i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	Accommodation
08	District ELA (6-10)	Standard without Accommodations		None needed.
08	District Math (K-10)	Standard without Accommodations		None needed.
08	District Science (6-10)	Standard without Accommodations		None needed.

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J. MEASURABLE ANNUAL GOALS

When will progress be reported to the parent?

Trimesterly

How will progress be reported?

With trimester report cards

Anticipated Dates

Progress Period 1	03/13/2015
Progress Period 2	06/12/2015
Progress Period 3	11/20/2015

Category: Reading

Is the goal area related to alternate assessments aligned to alternative achievement standards?

☐ Yes (If Yes, short-term objectives are required)

☒ No

Goal:

By 3/2/16, given a grade level passage, Tanis will be able to read the passage at a rate of 129 correct words per minute.

Present Level:

Tanis is currently able to read an 8th grade passage at a rate of 109 correct words per minute.

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K. SERVICE SUMMARY

Specially Designed Instruction

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Reading	LEA (Local Education Agency)	General Ed Teacher	General Education Class	50 Min	per week	03/03/2015	03/02/2016

The team considered the need for related services and determined that the student is in need of related services.

☒ Yes ☐ No The team has determined the student requires Special Education transportation due to the disability and access to the program site.

Related Services

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Social Skills	LEA (Local Education Agency)	Counselor	General Education Class	240 Min	every year	03/03/2015	06/11/2015
Transportation Service	LEA (Local Education Agency)	Other	To & From School	60 Min	per day	04/27/2015	03/02/2016

Extended School Year Services (ESY)

- ☒ The team has determined the student DOES NOT require ESY services
- ☐ The team has determined that ESY services WILL be provided to this student
- ☐ The team will meet to determine whether ESY services are required

Supplementary Aids/Services; Modifications; Accommodations

The team considered the need for supplemental aids and services and determined that they are needed.

Description	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Preferential seating	LEA (Local Education Agency)	General Ed Teacher	All classes	20 Min	per day	03/03/2015	03/02/2016
Accommodated reading assignments	LEA (Local Education Agency)	General Ed Teacher	All classes	15 Min	per week	03/03/2015	03/02/2016
Access to a quiet place to work and to cool off when angry	LEA (Local Education Agency)	General Ed Teacher	All classes	10 Min	per week	03/03/2015	03/02/2016
Access to assistant principal to check in each day and to process when conflicts arise.	LEA (Local Education Agency)	General Ed Teacher	All classes	10 Min	per week	03/03/2015	03/02/2016

Supports for School Personnel

No program modifications or supports are required for the child to advance appropriately toward attaining annual goals.

Description of Supports	Provider	Role	Time	Frequency	Start Date	End Date
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L. STATEMENT OF NONPARTICIPATION JUSTIFICATION

☒ The team has determined the student will need to be removed from participating with nondisabled students in order to receive specially designed instruction, related services, or supplementary aids or services.

Removal Area	Extent of Removal	Explanation and Justification
<input checked="" type="checkbox"/> From the regular classroom	Tanis will be attending La Pine 2nd Chance alternative program for 150 daily.	Tanis requires a smaller student to staff ratio in order to better control his behaviors.
<input checked="" type="checkbox"/> During extracurricular activities	Tanis will not be able to participate in the 8th grade celebration due to previous violation(s).	Per administrative contract.
<input type="checkbox"/> During nonacademic activities		