

## Individualized Education Program



Student Name: **McGuire, Jesse L.** Home Phone: Date: **10/26/2015**  
 Date Of Birth: **03/29/2001** Home Address: **55826 Swan Rd #394**  
 Student No.: **247192** **Sunriver, OR 97707**  
 State Student ID: **10828095**

Age <b>14</b>	Gender <b>Female</b>	Grade <b>09</b>	Home School	Attending School <b>La Pine High School</b>
Ethnicity <b>White</b>			Phone	Phone <b>541-355-8400</b>
Primary Language - Date Determined <b>- 09/04/2007</b>			Address	Address <b>51633 Coach Rd</b> <b>La Pine, OR 97739</b>
Home Language - Date Determined <b>English - 09/04/2007</b>				

## Parent/Guardian

Name <b>Jason McGuire</b>	Home Phone	Name <b>Laurie McGuire</b>	Home Phone
Address <b>55826 Swan Rd #394</b> <b>Sunriver, OR 97707</b>	Work Phone <b>541-420-2130</b> Emergency Phone <b>541-678-7192</b>	Address <b>55826 Swan Rd #394</b> <b>Sunriver, OR 97707</b>	Work Phone  Emergency Phone <b>541-719-8104</b>

IEP Review Due Date : **10/25/2016** Re-evaluation Due Date: **10/25/2018**

Eligibility(ies): Other Health Impairment (OHI-80)

Interpreter Needed: ☐ Yes ☒ No

## Documentation of efforts to schedule the IEP Meeting:

Date	Description
10/05/2015	Case manager requested that RCC mail home the meeting request indicating she had confirmed with the parent.
10/05/2015	Called mom and scheduled 3 year re-eval for Monday Oct. 26, 2015 at LPHS at 2:15pm.
10/14/2015	Parent concerned that Jesse does not turn in classwork/homework. Re-sent notice by US mail to include eligibility determination.
10/23/2015	Reminder call via voice message

## B. IEP Team Members

<u>Names</u>	<u>Position</u>	<u>Present/Absent</u>
McGuire, Jesse L.	Student	Present
McGuire, Laurie	Mother	Present
Truelson, Megan A.	District Representative	Present
Jarrett, Cindy D.	General Ed Teacher	Present
Truelson, Megan A.	Person Interpreting Evaluation Results	Present
Cordiner, Amy L.	Special Ed Teacher	Present

\* 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, Functional, Behavior, Learning characteristics, etc.)

Jesse is a friendly and outgoing student who is currently working to complete her assignments. She enjoys being in the outdoors and active. She really likes music and it helps her focus. Jesse likes smaller classes where there are less distractions. Jesse also likes to write and draw.

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

Mom is concerned that Jesse is not turning in her completed work. She states that Jesse usually has work complete but fails to turn it in.

#### 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 <b>OAKS (ST)</b>	Test Level <b>08</b>	Test Date <b>04/14/2015</b>
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Subject	Score	Performance Level
Reading		
Mathematics		
Science	228/240	Does Not Meet
Writing		

Test <b>SBA (ST)</b>	Test Level <b>08</b>	Test Date <b>05/12/2015</b>
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Subject	Total Scale Score	Performance Level
ELA/Literacy	2476	Does Not Meet
Mathematics	2443	Does Not Meet

#### Additional Present Levels

Jesse is a 9th grade student attending La Pine High School. She receives specially designed instruction in the areas of reading, writing and math.

Current Grades: (As of 10/23/15)

Health 1: D+ 66%

Freshman Academy: F 39%

Intro to Engineering: F 45%

Physical Science: D- 62%

Art 1: F 21%

Goal Progress:

Reading: Jesse is currently reading at grade level with 70% comprehension.

Writing: Jesse recently wrote an essay containing 1 paragraph with main idea and supporting details.

Math: Jesse is currently at 50% solving mixed math equations.

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

A formal evaluation was conducted on 12/10/12 and 3/13/13 and scores are given below. The T-score range for average is 50 +/- 10.

The Behavior Rating Inventory of Executive Function (BRIEF) was completed on 12/10/12 and the findings are listed below.

Scores reported for Jesse indicated in the clinically significant (T-score 65 or higher) for Inhibit (child's ability to inhibit, resist or not act on impulse), Plan/Organize, Organization of Materials, Working Memory, and Metacognition Index (child's ability to plan initiate, organize and sustain future-oriented problem-solving in working memory)

The Behavior Assessment System for Children (BASC-II) was completed on 3/13/13 and the findings are listed below.

Scores reported for Jesse in the Composites Section (Externalizing Problems, Behavior Symptoms Index and School Problems) ranged in the 40-50's with the exception of mom who rated Jesse in the at risk category.

The Scales Section (Indicators of the Composite Section) had Jesse ratings in the at risk and high level of maladjustment for Learning Problems, Attention Problems, and Atypicality. Mom rated Jesse higher in the Hyperactivity, Aggression, Conduct Problems and Withdrawal.

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

Jesse qualifies for special education services under the eligibility of Other Health Impairment (ADHD). Her difficulties with attention and hyperactivity and make it difficult for her to attend to instruction within the general education classroom which significantly affects her progress in all academic areas. Jesse needs special education support at this time to best meet her individual educational needs.

**D. GRADUATION OPTIONS**

Is the student projected to graduate/exit this school year?

☐ Yes ☒ No

Projected Graduation/Exit Date: 06/07/2019

☒ With regular document

☐ With alternate document (describe below)

**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

Date informed:

☒ Not-applicable

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.

Date anticipated:

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

☐ Yes

Date provided:

☐ Student has not reached age of majority

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## F. SUMMARY OF PRESENT LEVELS OF PERFORMANCE FOR TRANSITION PLANNING

### Student preferences, needs, interests & strengths

Jesse prefers smaller groups in which to work and having music to relieve stress. She needs quiet spaces and few distractions and a planner to help with organizational skills. Her interests include the outdoors, going on walks and long boarding, drawing and writing at times. Her strengths include being active, friendly and outgoing, playing the saxophone and being descriptive when re-telling stories.

### Results of age-appropriate transition assessments

Based on informal interview, a personal profile and career survey Jesse has expressed interest in being a personal trainer or physical therapist.

## G. SUMMARY OF AGE-APPROPRIATE TRANSITION PLANNING

### MEASURABLE POST-SECONDARY GOALS:

#### Training

Upon completion of high school Jesse will receive training specific to becoming a personal trainer or physical therapist.

#### Education:

Upon completion of high school Jesse will attend a college or university and obtain the appropriate certifications or degrees needed to become a personal trainer or physical therapist.

#### Employment:

Upon completion of high school Jesse will work as a personal trainer or physical therapist.

#### Independent Living Skill:

Jesse does not have independent living skill needs at this time.

### Transition services (including projected courses of study) to assist in meeting post-secondary goals:

School Year: 2015-2016

List Courses: ELA, Freshman Academy, Math, Physical Science

#### Coordinated Activities

Related Services - Will research courses degrees needed to become a personal trainer or physical therapist

Instruction - Required and elective courses needed to become a personal trainer or physical therapist

Community Experiences - Volunteered to help neighbors clear yard debris

Development of Employment - Practice completion of job applications.

School Year: 2016-2017

List Courses: Biology, Careers 1, Health Occupations, Health/PE

#### Coordinated Activities

Related Services - Will research courses degrees needed to become a personal trainer or physical therapist

Instruction - Required and elective courses needed to become a personal trainer or physical therapist

Community Experiences - Volunteered to help neighbors clear yard debris

Development of Employment - Practice completion of job applications.

School Year: 2017-2018

List Courses: ELA, Health Sciences I & II, Skills for Health, US History

#### Coordinated Activities

Related Services - Will research courses degrees needed to become a personal trainer or physical therapist

Instruction - Required and elective courses needed to become a personal trainer or physical therapist

Community Experiences - Volunteered to help neighbors clear yard debris

Development of Employment - Practice completion of job applications.

School Year: 2018-2019

List Courses: Government, Human Anatomy, Nutrition and Wellness

#### Coordinated Activities

Related Services - Will research courses degrees needed to become a personal trainer or physical therapist

Instruction - Required and elective courses needed to become a personal trainer or physical therapist

Community Experiences - Volunteered to help neighbors clear yard debris

Development of Employment - Practice completion of job applications.

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**Information received if any agency above did not attend**

Jesse will not access any outside agencies so no agency participation is needed.

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### H. SPECIAL FACTORS FOR IEP DEVELOPMENT

Check all factors that apply	Explanation
<p>Does the student exhibit behavior that impedes his/her learning or the learning of others?</p> <p><input type="checkbox"/> Yes <input checked="" 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>Does the student have limited English proficiency?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
<p>Is the student blind or visually impaired?</p> <p><input type="checkbox"/> Yes <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>Does the student have communication needs?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, needs must be addressed in the IEP</p>	
<p>Is the student deaf or hard of hearing?</p> <p><input type="checkbox"/> Yes <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>	
<p>Does the student need assistive technology devices or services?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, services or devices must be addressed in the IEP</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.

### 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.

Testing Grade	Assessment Area	Assessment Participation		Accommodation
		Administration Method	Explanation* <i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	
09	District Reading (K-5)	Standard without Accommodations		no accommodations needed
09	District Math (K-10)	Standard without Accommodations		no accommodations needed
09	District Science (6-10)	Standard without Accommodations		no accommodations needed
09	District Summative (9,10)	Standard without Accommodations		no accommodations 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	<b>12/11/2015</b>
Progress Period 2	<b>03/18/2016</b>
Progress Period 3	<b>06/16/2016</b>

### 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:

Within 1 academic year, given a grade level reading passage, Jesse will read and answer questions, with 75% accuracy, as measured by informal reading assessments.

Present Level:

Jesse is currently at 70% comprehension on a grade level reading assessment.

### Category: Writing

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

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

☒ No

Goal:

Within 1 academic year, given a writing assignment, Jesse will complete an edited essay, by scoring a 4 or higher in organization using the Oregon state scoring guide where 4 is passing and 6 is exceptional, as measured by informal writing assessments.

Present Level:

Jesse scored a 2 on a recent writing assessment.

### Category: Mathematics

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

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

☒ No

Goal:

Within 1 academic year, given problems from Math Strategies/ Foundations of Algebra curriculum, Jesse will answer questions, with 75% accuracy, as measured by informal math assessments.

Present Level:

Jesse is currently not enrolled in math this trimester. She did score 50% on a mixed math assessment.

### Category: Organization/Study Skills



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

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

☒ No

Goal:

Within 1 academic year, using an organizational system of her choosing, Jesse will exhibit positive behaviors for work completion, resulting in passing 5 of 5 classes, as measured by progress and final grades.

Present Level:

Jesse is currently passing 2 of her 5 classes.

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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)	Special Ed Teacher	General Ed/SRC *	60 Min	per week	10/26/2015	10/25/2016
Writing	LEA (Local Education Agency)	Special Ed Teacher	General Ed/SRC *	20 Min	per week	10/26/2015	10/25/2016
Mathematics	LEA (Local Education Agency)	Special Ed Teacher	General Ed/SRC *	30 Min	per week	10/26/2015	10/25/2016
Organization/Study Skills	LEA (Local Education Agency)	Special Ed Teacher	General Ed and Resource Room	10 Min	per week	10/26/2015	10/25/2016

### Related Services

The team considered the need for related services and determined that the student is not 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.

### 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, services, accommodations or modifications and determined that they are needed.

Description	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Extended time on homework, class assignments and tests.	LEA (Local Education Agency)	General Ed Teacher	General Education and SRC	30 Min	per week	10/26/2015	10/25/2016
Use of calculator	LEA (Local Education Agency)	General Ed Teacher	General Education and SRC	45 Min	per week	10/26/2015	10/25/2016
Monitor on task behavior	LEA (Local Education Agency)	General Ed Teacher	General Education and SRC	20 Min	per week	10/26/2015	10/25/2016
Frequent checks for understanding	LEA (Local Education Agency)	General Ed Teacher	General Education and SRC	20 Min	per week	10/26/2015	10/25/2016
Preferential seating near teacher	LEA (Local Education Agency)	General Ed Teacher	General Education and SRC	10 Min	per week	10/26/2015	10/25/2016

### 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 that no removal is necessary in order for the student to receive specially designed instruction, related services, or supplementary aids or services.