

Individualized Education Program



Student Name: **McDowell, Taren C.** Home Phone: **503-358-5002** Date: **12/09/2015**
 Date Of Birth: **03/04/1998** Home Address: **822 SE 8th St**
 Student No.: **246245** **Gresham, OR 97080**
 State Student ID: **8106290**

Age 17	Gender Male	Grade 11	Home School Gresham High School	Attending School Gresham High School
Ethnicity White			Phone 503-674-5500	Phone 503-674-5500
Primary Language - Date Determined			Address 1200 N Main Ave	Address 1200 N Main Ave
Home Language - Date Determined English - 08/31/2006			Gresham, OR 97030	Gresham, OR 97030

Parent/Guardian

Name Faustina McDowell	Home Phone	Name Timothy McDowell	Home Phone
Address 822 SE 8th St	Work Phone 503-888-9053	Address 822 SE 8th St	Work Phone
Gresham, OR 97080	Emergency Phone 503-358-5002	Gresham, OR 97080	Emergency Phone 503-358-0712

IEP Review Due Date : **12/08/2016** Re-evaluation Due Date: **12/08/2018**

Eligibility(ies): 90 - Specific Learning Disability

Interpreter Needed: ☐ Yes ☒ No

Documentation of efforts to schedule the IEP Meeting:

Date	Description
12/02/2015	Meeting set by phone 12/02/2015 Notice sent Reminder call morning 12/09/15

B. IEP Team Members

<u>Names</u>	<u>Position</u>	<u>Present/Absent</u>
McDowell, Taren C.	Student	Consulted
McDowell, Faustina	Mother	Present
Leavenworth, Ryan	District Representative	Present
Childress, Kathy	General Ed Teacher	Present
Brink, Tim	Individual Interpreting Evaluation	Present
Leavenworth, Ryan	Special Ed Teacher/Provider	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.)

Very talented mechanical minded. When working 1:1 or in small groups Taren can focus well. Has strong family support. Cognitive Strengths: Comprehension/ Knowledge SS 90; fluid reasoning SS 98; Visual processing SS 105.
Academic Strengths: Written Expression, Reading Comprehension

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

Parents would like to push Taren to improve, and would like him to stay in his 6 general education classes. Parents would also like to Taren in more mechanical classes next year. Kathy Childress explained that Taren could get science credit for one of his mechanical classes.

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

The present level of academic performance, including the student's most recent performance on Statewide/districtwide assessments.

Current Grades
Exploring Mechanical Tech.: B (87%)
English 5-6: D (60%)
Consumer Math Strategies: A (93%)
Earth Science: D (63%)
Economics: F (45%)
Spanish 1-2: F (45%)
Lifetime Activities: D (66%)

OAKS Scores 9th Grade
Math: 209, Does not Meet, 236 Meets
Science: 238, Does not Meet, 240 Meets

Reading: On the first reading assessment done this year, Taren took an 8th grade MAZE reading assessment and scored 15 correct with 88% accuracy, this puts him in the 10-25th percentile.

Math: On an MCOMP basic skills probe at the 6th grade level Taren scored 5 correct answers with 80% accuracy. This puts Taren in the 10th percentile

Writing: On a recent writing assessment Taren scored the following Ideas and Content= 1, Organization= 2, Sentence Fluency= 3, Punctuation = 3. Scores of 4 are considered proficient.

Teacher Input
Bart Walker-Economics: Taren is struggling in Economics because he is not completing and turning in assignments. He participates and behaves well enough, but does not complete his work. Taren can still make up the missing assignments!

Alison Brink-Spanish: Taren does attend class frequently, but often arrives late. He visits the restroom most class days. He engages with approx. 40% of the class material. He copies down about 1/4 of the information provided daily. He has a very hard time recalling previous information, and is unable to locate the information in his notes.

Scott Lustig-Lifetime Activities: Taren's girlfriend is in my class also. This has made his work ethic suffer. He is often trying to "help" her with her issues. When I call him out on performance or socializing, he becomes defensive. Often times, he misses instructions and I have to re-teach him and his girlfriend. As a result, he is not performing up to his capabilities and his grade is suffering. Great kid though, really enjoy him!

Crystal Hanson-English: Taren is working harder in my class to bring his grade up. He has been much more focused and turned in several assignments in order to raise his grade.

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

Most recent Achievement testing: 11/20/2015: Scores between 85-115 are considered in the average range.

READING	78 (75-81)
BROAD READING	76 (73-79)
BASIC READING SKILLS	78 (74-81)
READING COMPREHENSION	85 (81-89)
READING FLUENCY	77 (73-81)
MATHEMATICS	69 (66-72)
BROAD MATHEMATICS	65 (62-68)
MATH CALCULATION SKILLS	66 (62-70)
MATH PROBLEM SOLVING	71 (68-75)
WRITTEN LANGUAGE	70(67-74)
BROAD WRITTEN LANGUAGE	71 (68-75)

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WRITTEN EXPRESSION 86 (81-90)
 ACADEMIC SKILLS 67 (64-69)
 ACADEMIC FLUENCY 72 (68-76)
 ACADEMIC APPLICATIONS 78 (75-81)
 BRIEF ACHIEVEMENT 68 (65-70)
 BROAD ACHIEVEMENT 70 (68-72)

Most Recent Cognitive Evaluation (11/29/2012) - Woodcock Johnson III Test of Cognitive Ability scores are as follows: Strengths Comprehension/Knowledge - SS 90, Fluid Reasoning - SS 98, Visual Processing - SS 105. Weaknesses: Long Term Retrieval - SS 85, Auditory Processing - SS 80, Processing Speed - SS 80.

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

Taren's disability affects his progress and performance in the general education curriculum because his skills are below grade level and he has difficulty paying attention, remembering content, and processing. He requires special education assistance to benefit from the general education program.

D. GRADUATION OPTIONS

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

☐ Yes ☒ No

Projected Graduation/Exit Date: 06/10/2017

- ☐ With regular document
☒ With alternate document (describe below)
☒ Modified Diploma

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: 12/09/2015
☐ 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: 03/04/2016

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

Taren needs an auto mechanic class at GHS. He needs hand-on courses that match his strengths.

Results of age-appropriate transition assessments

Taren was interviewed and said he wants to be a vehicle mechanic or bike mechanic. He also wants to join the military: Army

G. SUMMARY OF AGE-APPROPRIATE TRANSITION PLANNING

MEASURABLE POST-SECONDARY GOALS:

Training

Two years post high school, Taren will be employed as an auto mechanic or be in Military

Education:

Taren needs to have mechanical tech school training or military training

Employment:

Two years post high school, Taren will be employed as an auto mechanic or be in Military

Independent Living Skill:

Taren will live independently post tech school or be in military

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

School Year: 2015-2016

List Courses: Consumer Math, Earth Science, Economics/Government, English 5-6, Exploring Mechanical Tech., Lifetime Activities, Spanish 1-2

Coordinated Activities

Career research

School Year: 2016-2017

List Courses: Botany, Global Perspectives, Health 12, Senior English

Coordinated Activities

Information received if any agency above did not attend

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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 visually impaired (including blindness)?</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>	

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*	Accommodation
			<i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	
11	ELA	Standard w/ Universal Tools		Universal tools
11	Math	Standard w/ Universal Tools		Universal tools

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.

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J. MEASURABLE ANNUAL GOALS

When will progress be reported to the parent?

During school's regular written report time

How will progress be reported?

Included with report cards mailed

Anticipated Dates

Progress Period 1	01/30/2016
Progress Period 2	06/17/2016

Category: Writing

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

☒ (Modified general curriculum)

☐ Yes (if yes, short-term objectives are required)

☐ No

Goal:

Given a writing topic and variety of writing aids, Taren will write or type a final draft three paragraph composition that receives a score of 3 or better in the areas of ideas, content organization, sentence fluency and a 4 or better in conventions using statewide scoring guide, by 12/08/2016

Present Level:

Ideas and Content= 1, Organization= 2, Sentence Fluency= 3, Punctuation = 3. Scores of 4 are considered proficient.

Category: Math

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

☒ (Modified general curriculum)

☐ Yes (if yes, short-term objectives are required)

☐ No

Goal:

Given an MCOMP math calculations probe at the 6th grade level, Taren will score a minimum of 10 correct answers with 85% accuracy by 12/08/2016.

Present Level:

MCOMP: grade 6, 5 correct with 80% accuracy, 10th Percentile

Category: Reading

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

☒ (Modified general curriculum)

☐ Yes (if yes, short-term objectives are required)

☐ No

Goal:

When given a 8th grade MAZE reading assessment Taren will score a minimum of 20 correct answers with 90% or better accuracy by 12/08/2016.

Present Level:

On the first MAZE reading assessment of the year, grade 8, 15 correct with 88% accuracy, 10-25th Percentile]

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Category: Transition

Goal:

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

- ☐ Yes (if yes, short-term objectives are required)
☒ No

Given transition support, Taren will research the requirements to become a mechanic in the military, and write a 1 page paper by 12/08/2016.

Present Level:

Taren has shown interest in becoming a mechanic in the military.

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K. SERVICE SUMMARY

Specially Designed Instruction

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Transition Skills	LEA	General Ed Teacher	Gen Ed Classroom	30 Min	every year	12/09/2015	12/08/2016
Reading	LEA	General Ed Teacher	Gen Ed Classroom	30 Min	per week	12/09/2015	12/08/2016
Mathematics	LEA	General Ed Teacher	Gen Ed Classroom	60 Min	per week	12/09/2015	12/08/2016
Written Language	LEA	General Ed Teacher	Gen Ed Classroom	30 Min	per week	12/09/2015	12/08/2016

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)

☒ Current data shows NO regression and/or recoupment of skills.

☐ Current data shows regression and/or recoupment of skills.

☐ Will be determined by the following date:

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
Shortened work periods w/breaks	LEA	General Ed Teacher	gen education classroom/sp ed classroom	30 Min	per week	12/09/2015	12/08/2016
Seating w/limited visual, auditory distractions	LEA	General Ed Teacher	gen education classroom/special education class	10 Min	per week	12/09/2015	12/08/2016
Additional time on assignments (2 days past due date)	LEA	General Ed Teacher	gen education classroom/special education class	60 Min	per week	12/09/2015	12/08/2016
Check for understanding	LEA	General Ed Teacher	gen education classroom/special education class	30 Min	per week	12/09/2015	12/08/2016

Supports for School Personnel

The following supports are necessary for school personnel in order for this student to benefit from instruction in the general education classroom:

Description of Supports	Provider	Role	Time	Frequency	Start Date	End Date
Consultation with gen. ed. (Location: School-Wide)	LEA	Special Ed Teacher/Provider	60 Min	every year	12/09/2015	12/08/2016

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	13% of the day	Taren can benefit from resource support in the areas of reading, writing, and math
<input type="checkbox"/> During extracurricular activities		
<input type="checkbox"/> During nonacademic activities		