

# Individualized Education Program



Student Name: **Weeg, Ashley R.** Home Phone: **503-449-5676** Date: **09/08/2015**  
 Date Of Birth: **03/07/1999** Home Address: **555 NW Fariss Rd #A202**  
 Student No.: **265222** **Gresham, OR 97030**  
 State Student ID: **9161147**

Age <b>16</b>	Gender <b>Female</b>	Grade <b>11</b>	Home School <b>Gresham High School</b>	Attending School <b>Gresham High School</b>
Ethnicity <b>White</b>			Phone <b>503-674-5500</b>	Phone <b>503-674-5500</b>
Primary Language - Date Determined			Address <b>1200 N Main Ave</b>	Address <b>1200 N Main Ave</b>
Home Language - Date Determined <b>English</b>			Gresham, OR 97030	Gresham, OR 97030

**Parent/Guardian**

Name <b>Cynthia Weeg</b>	Home Phone <b>503-449-5676</b>	Name <b>Timothy Weeg</b>	Home Phone <b>503-449-5676</b>
Address <b>555 NW Fariss Rd #A202</b> <b>Gresham, OR 97030</b>	Work Phone	Address <b>555 NW Fariss Rd #A202</b> <b>Gresham, OR 97030</b>	Work Phone

IEP Review Due Date : **09/07/2016** Re-evaluation Due Date: **01/25/2018**

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

Interpreter Needed:  Yes  No

**Documentation of efforts to schedule the IEP Meeting:**

Date	Description
09/01/2015	Phone call home
09/02/2015	Meeting notice mailed

## B. IEP Team Members

<u>Names</u>	<u>Position</u>	<u>Present/Absent</u>
Weeg, Ashley R.	Student	Present
Weeg, Cynthia	Mother	Present
Weeg, Timothy	Father	Did not attend
Koch, John	District Representative	Present
Nagel, Kristin	Individual Interpreting Evaluation	Present
Christman, Angela	Regular Education Teacher	Present
Nagel, Kristin	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.)

Ashley is a junior at Gresham High School. She is friendly and responds well to one on one assistance from teachers and other staff members. Ashley recently (January 26, 2015) qualified for special education services under the category of Other Health Impaired. Intellectual ability testing has provided indication that her functioning falls in the Average to Low Average range. A medical statement indicated Anxiety Disorder and Attention Deficit Hyperactivity Disorder. There has also been a recent diagnosis of irritable bowel syndrome.

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

Concerns have been noted in numerous school settings throughout Ashley's academic career. This year concerns have been centered around failing grades, medical issues, and Ashley being bullied. There is concern about Ashley going home when she has a panic attack. Parent would like Ashley to have a designated place to go to calm down.

#### 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>District Literacy</b>	Test Level	Test Date
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Subject	Score
<b>Reading</b>	
<b>Language</b>	
<b>Mathematics</b>	
<b>Total Test</b>	

Test <b>District Literacy</b>	Test Level	Test Date
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Subject	Test Name/ Score
<b>Fall</b>	
<b>Winter</b>	
<b>Spring</b>	

Test <b>OAKS</b>	Test Level	Test Date <b>04/15/2013</b>
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Subject	Performance Level	Score
<b>Math</b>	<b>Does not meet</b>	<b>233</b>
<b>Reading</b>	<b>Does not meet</b>	<b>216</b>
<b>Science</b>		
<b>Writing</b>		

Test <b>ELPA</b>	Test Level	Test Date
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Subject	Performance Level
<b>Composite</b>	

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

##### Attendance and Grade Report Information:

This school year Ashley has an attendance rate of 77.6%. She has been absent 17 days, present 59 out of 76. Current grades: US History 53%, Alg.1B CCI 24%, Encore 83%, Biology 34%, English 35%, Painting 61%

Last year, 4.0 credits earned, 16 days absent.

##### Classroom / School Observations:

Ashley was observed on 1/20/15 during Alg. I. Overall the class is talkative. Ashley sits in the front, center of the room. She is quiet and appears to be copying the review problems on the overhead. The teacher calls on students to solve the problems being presented. Continued side conversations are occurring.

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<p>Anecdotal Evidence of suspected area(s) of concern:          Last spring Ashley had 3 behavior referrals and 1 day suspension.          6/3/14 Defiance/Insubordination/Non-Compliance .5          5/15/14 Technology Violation          5/6/14 Defiance/Insubordination/Non-Compliance .5</p> <p>Oregon State Wide Assessment Results:</p> <p>Date:2013-14 Reading No Score, Math 217, 236 meets, Writing no score          Date:2012-13 Reading 216, 232 meets, Math 233, 234 meets,, Writing, no score          Date:2011-12 Reading 223, 229 meets, Math 221, 232 meets, Writing 30</p>			

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

Basic Reading Skills 87 Low Average  
 Letter-Word Identification 85 Low Average  
 Word Attack 93 Average  
 Reading Fluency 89 Low Average  
 Reading Comprehension 79 Low  
 Passage Comprehension 82 Low Average  
 Reading Vocabulary 84 Low Average  
 Written Expression 82 Low Average  
 Writing Fluency 92 Average  
 Writing Samples 76 Low  
 Mathematics Calculations 62 Very Low  
 Calculation 63 Very Low  
 Math Fluency 73 Low  
 Math Reasoning 91 Average  
 Applied Problems 90 Average  
 Quantitative Concepts 95 Average  
 Academic Skills 75 Low  
 Academic Fluency 84 Low Average  
 Academic Apps 78 Low  
 Total Achievement 85 Low Average  
 Broad Reading 83 Low Average  
 Broad Math 72 Low  
 Broad Written Language 82 Low Average

When compared to others at her age level, Ashley's fluency with academic tasks is within the low average range. Her academic skills and her ability to apply those skills are both within the low range.

When compared to others at her age level, Ashley's standard score is average in math reasoning. Her broad reading, basic reading skills, brief reading, broad written language, and written expression scores are low average; her reading comprehension, broad mathematics, brief mathematics, and brief writing scores are in the low range. Her standard score is very low (compared to age peers) in math calculation skills.

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

Ashley exhibits limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment; Ashley's limited strength, vitality or alertness is due to a chronic or acute health problem; and Ashley's condition is permanent or expected to last for more than 60 calendar days.

**D. GRADUATION OPTIONS**

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

Projected Graduation/Exit Date: **06/08/2017**

Yes  No

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?

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  No

Yes  
 Not-applicable

Date informed: **09/08/2015**

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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

Based on a Transition Questionnaire given, Ashley describes herself as a leader, lazy, quiet, happy, loud, shy, honest, talkative, tired, and worried. After high school, Ashley would like to get a full or part time job. Ashley is interested in a career that will allow her to sing. In her free time, Ashley would like to hang out with friends, watch TV, listen to music, go to the mall, and participate in outdoor activities.

### Results of age-appropriate transition assessments

Ashley can schedule appointments, select, purchase clothing, use the phone, and attend appointments independently. Ashley would like to live with a friend or with family after high school. She would like more information on financial security, continuing education, and transportation. Attendance and teachers make school difficult.

## G. SUMMARY OF AGE-APPROPRIATE TRANSITION PLANNING

### MEASURABLE POST-SECONDARY GOALS:

#### Training

After graduation, Ashley will participate in training to improve her singing skills.

#### Education:

After high school, Ashley will enroll in community college to take singing classes.

#### Employment:

After completing high school, Ashley will obtain a part time job while pursuing a singing career.

#### Independent Living Skill:

N/A

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

School Year: 2014-2015

List Courses: Biology, Child Behavior, Choir, English Strategies, Health 10, Math Strategies, Us History

Coordinated Activities

Other

School Year: 2015-2016

List Courses: Art, Choir, English strategies, Government/Econ, Math strategies, Science

Coordinated Activities

Other

School Year: 2016-2017

List Courses: Choir, College & Career, Computers, Elective, English Strategies, Global Studies, Health 12

Coordinated Activities

Other

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

No outside agencies at this time

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#### **H. SPECIAL FACTORS FOR IEP DEVELOPMENT**

Check all factors that apply	Explanation
Does the student exhibit behavior that impedes his/her learning or the learning of others? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the IEP team must consider the use of strategies, positive behavioral interventions and supports to address the behavior(s)	
Does the student have limited English proficiency? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Is the student visually impaired (including blindness)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 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	
Does the student have communication needs? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, needs must be addressed in the IEP	
Is the student deaf or hard of hearing? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.	
Does the student need assistive technology devices or services? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, services or devices must be addressed in the IEP	

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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*	Accommodation
11	SB English Language Arts	Standard with Accommodations	<i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	Extra time, breaks
	SB Mathematics	Standard with Accommodations		Extra time, breaks

### 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

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### 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	<b>01/29/2016</b>
Progress Period 2	<b>06/17/2016</b>

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### **Category: Reading**

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

Goal:

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

When given a reading comprehension passage with cloze procedures at the 8th grade level, Ashley will receive a score that falls within the 50-75th percentile range in two or three opportunities as measured by a normed progress monitoring tool.

Present Level:

Low Average, Standard Score of 83, 13%ile, Progress monitoring has not occurred yet.

### **Category: Math**

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

Goal:

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

Ashley will perform mathematical functions on the MCOP progress monitoring tool, scoring 15 correct with 75% accuracy.

Present Level:

Standard score 82, low average , 3%ile rank, Progress monitoring has not occurred yet.

### **Category: Writing**

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

Goal:

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

Given the task of writing 5 or more paragraphs, Ashley will write with:

- \*clear topic and supporting details (Ideas/Content)
- \*developed beginning, middle, & end (Organization)
- \*simple and complex sentences of varying lengths (Sentence Fluency)
- \*accuracy in spelling, grammar, punctuation, and capitalization (Conventions). Scoring a 4 or better.

Present Level:

Standard score of 82, low average , 12%ile rank. Progress monitoring has not occurred yet.

### **Category: Transition**

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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:  
Ashley will participate in a Career Interest Survey, identifying two realistic career goals, researching details regarding education, training, and job responsibilities. Reporting back in one years time the findings.

Present Level:

Ashley has not commented on career goals yet.

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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	Special Ed Teacher/Provider	Provider's Space	60 Min	per semester	09/08/2015	09/07/2016
Written Language	LEA	Special Ed Teacher/Provider	SPED Classroom	60 Min	per week	09/08/2015	09/07/2016
Mathematics	LEA	Special Ed Teacher/Provider	SPED Classroom	60 Min	per week	09/08/2015	09/07/2016
Reading	LEA	Special Ed Teacher/Provider	SPED Classroom	60 Min	per week	09/08/2015	09/07/2016

### 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
option to step out into the hall (without phone ) for up to 10 minutes when feeling anxious	LEA	Regular Education Teacher	schoolwide	10 Min	throughout the day	09/08/2015	09/07/2016
Use of own fidget during class	LEA	Regular Education Teacher	schoolwide	60 Min	throughout the day	09/08/2015	09/07/2016
Modified curriculum to students ability level	LEA	Regular Education Teacher	Schoolwide	60 Min	throughout the day	09/08/2015	09/07/2016
Extended deadlines arranged with teacher	LEA	Regular Education Teacher	Classroom	45 Min	per week	09/08/2015	09/07/2016
Modified diploma/modified grading/pass no pass option	LEA	Regular Education Teacher	Schoolwide	45 Min	throughout the day	09/08/2015	09/07/2016
Test questions read out loud arranged with teacher	LEA	Special Ed Teacher/Provider	schoolwide	20 Min	per day	09/08/2015	09/07/2016
Use of own recorder to tape lectures, arranged with teacher, notifying teacher when recorder will be used	LEA	Regular Education Teacher	schoolwide	50 Min	throughout the day	09/08/2015	09/07/2016

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if needed call mom from the office to prevent going home during a panic attack	LEA	Regular Education Teacher	schoolwide	5 Min	throughout the day 09/08/2015 09/07/2016
bathroom pass when needed, leave phone with teacher while out of the room, contact case manager if questions	LEA	Regular Education Teacher	Schoolwide	5 Min	throughout the day 09/08/2015 09/07/2016
If stepping out in the hall does not work, pass to the library to calm down during times of extreme anxiety or panic	LEA	Regular Education Teacher	schoolwide	10 Min	throughout the day 09/08/2015 09/07/2016
Pass to main office or counseling in times of extreme anxiety	LEA	Regular Education Teacher	schoolwide	10 Min	throughout the day 09/08/2015 09/07/2016
Encourage student to use a planner to organize assignments	LEA	Regular Education Teacher	Schoolwide	10 Min	per week 09/08/2015 09/07/2016
preferential seating near the front, near the teacher, away from distractions	LEA	Regular Education Teacher	schoolwide	50 Min	per period 09/08/2015 09/07/2016

#### Supports for School Personnel

No staff 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.

<b>Removal Area</b>	<b>Extent of Removal</b>	<b>Explanation and Justification</b>
<input checked="" type="checkbox"/> From the regular classroom	Removed 3 out of 7 periods, 42% of the day removed	Removal to address goal areas in a modified curriculum setting.
<input type="checkbox"/> During extracurricular activities		
<input type="checkbox"/> During nonacademic activities		