

Grants Pass School District No. 7

725 NE Dean Drive
Grants Pass, OR 97526
(541) 474-5706

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM
For students age 15 and younger when IEP is in effect

Student's Name: Evan Martin Gender: M Date of Birth: 05/01/98 SSID: 7795645

Grade: 10 District: Grants Pass School District No. 7 Home School: Grants Pass High School

Attending School/District: Grants Pass High School Case Manager: John Musser

Primary Disability Code: 90 Secondary Disability: _____

Annual IEP Meeting Date: 01/29/15 Revision date(s) to annual IEP (if needed): _____ Reevaluation Due: 01/29/18

* IEP Meeting Participants

Peter Martin
Parent(s)

John M
Special Education Teacher / Provider

John M
District Representative

Evan Martin
Student

Nick Kennedy
Regular Education Teacher

John M
Individual Interpreting Evaluations

Other _____

*If a required participant participates through written input or is excused from all or part of the IEP meeting, attach documentation of parents' and district agreement to participation by written input or excuse.

PR Given JH

Student's Name: Evan Martin

Date: 01/29/15 **School District:** Grants Pass School District No. 7

Service Summary (this section may be continued on additional page(s), if necessary)

Nonparticipation Justification

Does the student need to be removed from participating with nondisabled students in the regular classroom, extracurricular, or nonacademic activities for the provision of special education services, related services, or supplementary aids and services?

Yes No

If yes, document the amount/extent of the removal: Resource pullout for 2 hours per week in Math

If yes, provide explanation justifying the removal:
Evan needs fewer students to reduce anxiety.

Extended School Year (ESY) Services

ESY services will be provided for this student:

Yes: ESY services to be provided are described on Services Summary Page
 To be considered: Will meet to consider ESY by _____ (date)

No

Student's Name: Evan Martin

Date: 01/29/15 School District: Grants Pass School District No. 7

IEP: Special Factors

The IEP team must consider these factors as part of IEP development:

A. Does the student need assistive technology devices or services?

Yes, services/devices addressed in IEP No

B. Does the student have communication needs?

Yes, addressed in IEP No

C. Does the student exhibit behavior that impedes his/her learning or the learning of others?

Yes No

(If yes, the IEP Team must consider the use of strategies, positive behavioral interventions, and supports to address the behavior(s))

D. Does the student have limited English proficiency?

Yes No

(If yes, the IEP Team must consider the language needs of the student as those needs relate to the IEP)

E. Is the student blind or visually impaired?

Yes No

(If yes, Braille needs are addressed in the IEP, or evaluation of reading/writing needs is completed and a determination is made that Braille is not appropriate)

F. Is the student deaf or hard of hearing?

Yes No

(If yes, the IEP addressed 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)

Student's Name: Evan Martin Date: 01/29/15 School District: Grants Pass School District No. 7

Transition:

Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills:

Evan will graduate with a Modified Diploma. He will then train in mechanics. He will become some sort of a mechanic someday.

Course of study (designed to assist the student in reaching the post-secondary goals):

Evan is working through the Bridge PM program. It is an online, alternative education program. He is working on modified classes (5th-7th grade level) in math, family living, science and English.

Agency Participation: If the representative from any other agency likely to be responsible for providing or paying for transition services did not attend, document the information received for consideration in planning transition services.

None

Graduation:

Anticipated graduation date: 06/2016

with regular diploma

with alternate document (describe) Modified Diploma

Transfer of Rights:

The student has been 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 01/22/15

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.

Student's Name: Evan Martin

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Present Levels of Academic Achievement and Functional Performance

The Present Levels of Academic Achievement and Functional Performance must include specific information addressing:

- The strengths of the student;
- The concerns of the parents for enhancing the education of their child;
- The present level of academic performance, including the student's most recent performance on State or district-wide assessments;
- The present level of developmental and functional performance (including the results of the initial or most recent evaluation);
- How the student's disability affects involvement and progress in the general education curriculum; and

Evan is a 17 year old student at Grants Pass High School, in the Bridge PM program. This is an online, alternative education program. He is served on an IEP for a specific learning disability in math. He is working towards a Modified diploma.

Strengths of student: Evan is a strong reader. On a 1/15 WPM test, he read 128 words per minute at the 11th grade level. He is also a strong speaker with a standard score of 101 on verbal ability on a 2012 WIAT test.

Concerns of parents: Father Richard attended the meeting and wanted to make sure all of Evan's credits have caught up with him. He has been in many different placements over the past few years and is lacking credits towards graduation. He also wants to make sure Evan is in class regularly, citing that attendance has always been a problem for him.

Present level of academic performance: Evan will take the regular math, reading, writing, and science state assessments. Evan did not meet his math goal; attendance has been a concern.

In 2011 Evan did not meet the benchmark in reading with a 217. He received a 220 on his math statewide assessment he did not meet the benchmark. Evan received a 217 on his science statewide assessment (passing score is 225). He was home school part way through 2010 and did not take state assessments at that time.

Present level of developmental and functional performance: On 1/24/12 Evan was given a WIAT II, he received the following scores: Math problem solving 65 and numerical operations 61. Evan was given a Woodcock Johnson Tests of Achievement III and Cognitive abilities test both on April 2009. His Global Intellectual ability (GIA) is 81. Verbal ability is 101, thinking ability is 72, and cognitive efficiency is 78. His processing speed is 59. His broad math is 47, his math calculation skill is 43 and his math reasoning skill is 65.

Disability in the classroom: Evan's disability in Math impacts his progress in the general education program. He has difficulty understanding some of the basic concepts required to complete assignments. Modified lessons and accommodations will help him in this.

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Districtwide Assessment

Will the student participate in any Districtwide Assessment during this IEP period?

No, Districtwide Assessment not conducted at student's grade level (at time of testing)

Yes, student's grade level at time of testing 11-12. If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	*Explanation <i>State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.</i>	Accommodations
Assessment: <u>Writing work samp</u> Grades administered: <u>11-12</u> <input type="checkbox"/> Standard administration	<input type="checkbox"/> District Alternate Assessment <input type="checkbox"/> Other:	Evan will participate on district work samples. He is eligible for modified work samples based on the team's decision to work towards a Modified Diploma. In order to meet modified essential skill requirements for writing, Evan will complete at least two work samples at: Level: High school level Construct: May revise drafts after grading Outcome: With a minimum composite score of 12	Directions read out loud
Assessment: <u>Reading work samp</u> Grades administered: <u>11-12</u> <input type="checkbox"/> Standard administration	<input type="checkbox"/> District Alternate Assessment <input type="checkbox"/> Other:	Evan will participate on district work samples. He is eligible for modified work samples based on the team's decision to work towards a Modified Diploma. In order to meet modified essential skill requirements for reading, Evan will complete at least two work samples at: Level: High school level Construct: May have instructions read Outcome: With a minimum composite score of 9	
Assessment: <u>Math work samp</u> Grades administered: <u>11-12</u> <input type="checkbox"/> Standard administration	<input type="checkbox"/> District Alternate Assessment <input type="checkbox"/> Other:	Evan will participate on district work samples. He is eligible for modified work samples based on the team's decision to work towards a Modified Diploma. In order to meet modified essential skill requirements for math, Evan will complete at least two work samples at: Level: High school level Construct: May have revisions done to drafts Outcome: With a minimum composite score of 15	Directions read out loud
Assessment: Grades administered: <input type="checkbox"/> Standard administration	<input type="checkbox"/> District Alternate Assessment <input type="checkbox"/> Other:		

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Statewide Assessment**Will the student participate in any Statewide Assessment 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 11-12. If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	*Explanation <i>State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.</i>	Accommodations
Reading/Literature: 3, 4, 5, 6, 7, 8 and HS/11 <input checked="" type="checkbox"/> Standard (may include accommodations)	*Extended Assessment <input type="checkbox"/> *Standard Administration <input type="checkbox"/> *Scaffold Administration	Evan will participate with peers at grade level in grade 11. They may also be tested in 12th grade depending on passing scores.	Allowable accommodations for student o access if they choose: Test a small group of students in a separate, but familiar location. Read or re read directions to students. Test an individual student in a separate location.
Mathematics: 3, 4, 5, 6, 7, 8 and HS/11 <input checked="" type="checkbox"/> Standard (may include accommodations)	*Extended Assessment <input type="checkbox"/> *Standard Administration <input type="checkbox"/> *Scaffold Administration	Evan will participate with peers at grade level in grade 11. They may also be tested in 12th grade depending on passing scores.	Allowable accommodations for student o access if they choose: Test a small group of students in a separate, but familiar location. Read or re read directions to students. Test an individual student in a separate location. May have parts of test read.
Writing: 4, 7 and HS/11 <input checked="" type="checkbox"/> Standard (may include accommodations)	*Extended Assessment <input type="checkbox"/> *Standard Administration <input type="checkbox"/> *Scaffold Administration	Evan will participate with peers at grade level in grade 11. They may also be tested in 12th grade depending on passing scores.	Allowable accommodations for student o access if they choose: Test a small group of students in a separate, but familiar location. Read or re read directions to students. Test an individual student in a separate location.
Science: 5, 8 and HS/11 <input checked="" type="checkbox"/> Standard (may include accommodations)	*Extended Assessment <input type="checkbox"/> *Standard Administration <input type="checkbox"/> *Scaffold Administration	Evan will participate with peers at grade level in grade 11. They may also be tested in 12th grade depending on passing scores.	Allowable accommodations for student o access if they choose: Test a small group of students in a separate, but familiar location. Read or re read directions to students. Test an individual student in a separate location. May have parts of test read.

Student's Name: Evan Martin **Date:** 01/29/15 **School District:** Grants Pass School District No. 7
Measurable Annual Goals/Objectives: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

The IEP team must consider the students needs relating to:

Measurable Annual Goal: Math: Upon instruction, Evan will solve word problems, using addition, subtraction, multiplication and division with 80% accuracy on a teacher made assessment.	Progress will be measured as indicated below:		How progress will be reported to parents:	When progress will be reported to parents:		
	Criteria	Evaluation Procedures	Written reports	At regular reporting periods		
80% accuracy		Unit tests and practical operations (hands on)	Student's Progress Toward Goal			
Measurable Short-Term Objectives						
Upon instruction, Evan will perform calculations on whole numbers, fractions and decimals using paper and pencil and calculators 80% of the time.						
Upon instruction, Evan will identify correct operations for solving word problems 80% of the time.						
Upon instruction, Evan will identify the order of operations for multiple step calculations (addition, subtraction, multiplication and division) 80% of the time.						
Upon instruction, Evan will use examples of personal budgets, expenses, purchasing of items to relate math to real life situations. He will select the appropriate unites and tools to measure length, perimeter, weight, area, volume, time, temperature, money and angle 80% of the time.						

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Special Education Placement Determination

Student Evan Martin

Date 01/29/15 Student ID# 7795645

Placement Team (name and title):

John W
Person Knowledgeable About the Student

John M
Person Knowledgeable About Evaluation Data

J. Hansen
Person Knowledgeable About Placement Options

Richard J. Martin
Parent

Other

Other

Other

Other

Other

This placement is based on:

the attached IEP dated 01/29/15
 other:

attached evaluation information

Below, document discussions regarding placement option(s), and indicate selected placement.

Placement Option Considered	Regular education with pullout special education services in Math
Benefits	Educated with neighborhood peers
Possible Harmful Effects on the Child and/or the Services to be Provided	Large group may be too distracting
Modifications/Supplementary Aids & Services Considered	Provide appropriate instructional modifications for student's special needs
Indicate Whether Option is Selected and Reasons <input checked="" type="checkbox"/> Rejected or <input type="checkbox"/> Selected	
Placement Option Considered	100% Regular education with special education service provided in a regular education setting
Benefits	Educated with neighborhood peers
Possible Harmful Effects on the Child and/or the Services to be Provided	No contact with non-disabled peers in an educational setting
Modifications/Supplementary Aids & Services Considered	Provide appropriate instructional modifications for student's special needs
Indicate Whether Option is Selected and Reasons <input type="checkbox"/> Rejected or <input checked="" type="checkbox"/> Selected	
Placement Option 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 Reasons <input type="checkbox"/> Rejected or <input type="checkbox"/> Selected	