

# Individualized Education Program



Student Name: **Kudna, Habtamu A.** Home Phone: **503-487-6145** Date: **10/14/2015**  
Date Of Birth: **11/13/1997** Home Address: **541 Ironwood**  
Student No.: **24107** **Newberg, OR 97132**  
State Student ID: **14441128**

Age <b>17</b>	Gender <b>Male</b>	Grade <b>12</b>	Home School <b>NEWBERG HIGH SCHOOL</b>	Attending School <b>NEWBERG HIGH SCHOOL</b>
Ethnicity <b>Black / African American</b>			Phone <b>503-554-4400</b>	Phone <b>503-554-4400</b>
Primary Language - Date Determined <b>Aleut</b>			Address <b>2400 Douglas Ave</b>	Address <b>2400 Douglas Ave</b>
Home Language - Date Determined <b>English - 09/10/2010</b>			<b>Newberg, OR 97132</b>	<b>Newberg, OR 97132</b>

## Parent/Guardian

Name <b>Leslie Kudna</b>	Home Phone <b>503-487-6145</b>	Name <b>Jason Kudna</b>	Home Phone <b>503-487-6145</b>
Address <b>541 Ironwood Dr</b>	Work Phone <b>503-547-6672</b>	Address <b>NO ADDRESS GIVEN</b>	Work Phone <b>503-982-7452</b>
<b>Newberg, OR 97132</b>	Emergency Phone	<b>NO CITY GIVEN, OR NoZip</b>	Emergency Phone

IEP Review Due Date : **10/13/2016** Re-evaluation Due Date: **10/23/2017**

Eligibility(ies): 90 - Specific Learning Disability, 80 - Other Health Impairment

Interpreter Needed: ☐ Yes ☒ No

## Documentation of efforts to schedule the IEP Meeting:

Date	Description
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## B. IEP Team Members

<u>Names</u>	<u>Position</u>	<u>Signature</u>	<u>Present/Absent</u>
Kudna, Habtamu A.	Student		Consulted
Kudna, Leslie	MOTHER		Consulted
Kudna, Jason	FATHER		Consulted
Rubrecht, Matt	Counselor		Consulted
Cookson, Janay	District Representative		Consulted
Light, Ann	General Ed Teacher		Consulted
Vincent, George	General Ed Teacher		Consulted
Zolotoff, Nick	General Ed Teacher		Consulted
Peterson, Jacob	Individual Interpreting Evaluation		Consulted
Peterson, Jacob	Person Knowledgeable about the Child		Consulted
Peterson, Jacob	Special Ed Teacher/Provider		Consulted

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

Name <b>Kudna, Habtamu A.</b>	Date of Birth <b>11/13/1997</b>	Student Number <b>24107</b>	Document Date <b>10/14/2015</b>
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### C. SUMMARY OF PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

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

Habtamu is senior at Newberg High School. He qualifies for Special Education services under the category of Specific Learning Disability for weaknesses in Reading, Writing and Math. He also qualifies for Special Education under Other Health Impairment for his medical diagnosis of Attention Deficit Hyperactive Disorder (ADHD). Habtamu is a very athletic individual. He enjoys soccer and made the State Tournament in wrestling last year. Habtamu has been in the United States for five years and is quickly transitioning into the school culture in the United States. Habtamu has continued to grow each semester. He wants to be successful, but his lack of focus and attention at times drastically impacts the amount of work he can complete. It takes him longer than his peers to complete assignments, and he can become discouraged if he can not master a task fast enough. Regardless, he continues to persevere and work towards being successful. He is a very funny individual who is well-liked by many of his peers. At this point, Habtamu has completed 18.250 of the 26 credits necessary to graduate with a standard diploma. He will need to make up classes to graduate with his class. He is not on track to graduate this year.

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

Habtamu's parents are concerned that he is going to get down on himself if he can not wrestle this season. Habtamu is already behind in credits and working to graduate, and competing is very important to keep his mind off of the stress of school. Habtamu's parents want him to remain positive about school.

#### 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 <b>10</b>	Test Date <b>06/06/2014</b>
<b>Subject</b>	<b>Score</b>		
<b>Reading</b>			
<b>Language</b>	<b>30</b>		
<b>Mathematics</b>			
<b>Total Test</b>			

Habtamu completed a District Writing Sample with a score of 30. A score of 40 is required to count towards graduation.

Test <b>OAKS</b>		Test Level <b>10</b>	Test Date <b>06/06/2014</b>
<b>Subject</b>	<b>Performance Level</b>	<b>Score</b>	
<b>Math</b>	<b>Does not meet</b>	<b>224</b>	
<b>Reading</b>	<b>Does not meet</b>	<b>218</b>	
<b>Science</b>	<b>Does not meet</b>	<b>222</b>	
<b>Writing</b>			

#### Current Info

Currently, Habtamu is passing 6 of his classes. He has earned an "A" in Study Skills (90%). He has a "B" in Team Sports (83%). Habtamu is currently earning a "D" in English (61%) and Physical Science (63%). He is currently Failing Algebra 2 (52%), Government (41%) and Advisory (0%).

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

On his most recent evaluation, Habtamu was administered the Wechsler Adult Intelligence Scale- 4th Edition (WISC-IV), Test of Nonverbal Intelligence- 3rd Edition (TNI-3), Clinical Evaluation of Language Fundamentals (CELF), Delis-Kaplan Executive Function System (DEFS), Test of Variables of Attention (TVA), Woodcock Johnson III Test of Achievements (WJ-III) and the Child Behavior Checklist. On the WISC-IV, average scores range from 85-115. Habtamu scored "average" in the areas of Perceptual Reasoning (105), Processing Speed (108) and Working Memory (92). He scored "Below Average" in the area of Verbal Comprehension (78). On the TNI, Habtamu scored "high average" with a score of 115, showing that he is strong when language is not required. On the CELF, Habtamu's scores fall in the "deficit" range in Receptive Language (56), Expressive Language (61) and Language Memory (69). On the DEFS, tests indicated that he has difficulty dividing and switching his attention as his total achievement score was an 8. On the WJ-III, he scored "low" in the areas of Broad Reading (61), Broad Math (56) and Broad Written Language (67).

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

There is a significant discrepancy between Habtamu's cognitive ability and his level of achievement in reading, math and written language. Habtamu currently does not have the skills to decode or comprehend high school level reading material in the content areas. Habtamu clearly has a need for intensive special education in all of the basic needs skills areas. Because Habtamu struggles to read and comprehend grade

Name <b>Kudna, Habtamu A.</b>	Date of Birth <b>11/13/1997</b>	Student Number <b>24107</b>	Document Date <b>10/14/2015</b>
----------------------------------	------------------------------------	--------------------------------	------------------------------------

level material, he needs special education instruction to better solidify the basic skills needed to progress through the high school and re-teach information he may have missed from his general education classes.

#### D. GRADUATION OPTIONS

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

Projected Graduation/Exit Date: 06/09/2017

☐ Yes ☒ No

☒ 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?

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

Date informed: 10/14/2015

☐ 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: 11/13/2015

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

☒ Yes

Date provided: 10/14/2015

☐ Student has not reached age of majority

Name <b>Kudna, Habtamu A.</b>	Date of Birth <b>11/13/1997</b>	Student Number <b>24107</b>	Document Date <b>10/14/2015</b>
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## F. SUMMARY OF PRESENT LEVELS OF PERFORMANCE FOR TRANSITION PLANNING

### Student preferences, needs, interests & strengths

Habtamu is very athletic and wants to be successful. At this point, the team has been in discussion of a Modified Diploma, but the team does not want to make the move too quickly. Habtamu does not want to be seen as different or "special ed". The challenge becomes finding a placement for him that will help him develop the skills he needs to be successful while keeping him emotionally happy with his placement. He is very interested in his athletic classes and does very well with competition. He needs to continue to work on maintaining his focus in the classroom and prioritizing assignments/missing work.

### Results of age-appropriate transition assessments

Recently, Habtamu was involved in a non formal verbal interview. He says that he does not know what he wants to do after high school at this point. He has mentioned college, but he is focused on graduating this year, first. Habtamu also took the Career Cluster Interest Inventory transition assessment. His scores were identical to last year. The results indicated that Habtamu is most interested in the area of Business, Management and Administration (Interest in organizing, directing and evaluating business). His second highest scored area of interest was Science and Technology (Interest in discovering, collecting and analyzing information and applying findings to problems in science, math and engineering).

## G. SUMMARY OF AGE-APPROPRIATE TRANSITION PLANNING

### MEASURABLE POST-SECONDARY GOALS:

Training

Not applicable at this time.

Education:

By October 13, 2016, Habtamu will complete at least 6 credits to get him closer track to graduation requirements.

Employment:

By October 13, 2016, Habtamu will complete senior project in an area of his choice that is related to a career interest.

Independent Living Skill:

Not applicable at this time.

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

School Year: 2015-2016

List Courses:

Coordinated Activities

3.5 credits of Language Arts

Health 2

Algebra 2

Physical Science, Biology, Horticulture

Government

Economics

US History

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

Name <b>Kudna, Habtamu A.</b>	Date of Birth <b>11/13/1997</b>	Student Number <b>24107</b>	Document Date <b>10/14/2015</b>
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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>	

Name <b>Kudna, Habtamu A.</b>	Date of Birth <b>11/13/1997</b>	Student Number <b>24107</b>	Document Date <b>10/14/2015</b>
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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
12	SB English Language Arts	Standard with Accommodations		Universal Tools:  Breaks, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Highlighter, Keyboard Navigation, Mark for Review, Spell Check, Strike through, Writing Tools, Zoom  Designated Supports:  Text-to-Speech, Separate Setting
12	SB Mathematics	Standard with Accommodations		Universal Tools:  Breaks, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Highlighter, Keyboard Navigation, Mark for Review, Spell Check, Strike through, Writing Tools, Zoom  Designated Supports:  Text-to-Speech, Separate Setting

### 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
12	Writing	Standard with Accommodations		-Extended Time and Breaks -Test in a separate location

Name <b>Kudna, Habtamu A.</b>	Date of Birth <b>11/13/1997</b>	Student Number <b>24107</b>	Document Date <b>10/14/2015</b>
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## J. MEASURABLE ANNUAL GOALS

When will progress be reported to the parent?

Once per semester

How will progress be reported?

Written Report

### Anticipated Dates

Progress Period 1	<b>02/12/2016</b>
Progress Period 2	<b>06/13/2016</b>
Progress Period 3	
Progress Period 4	

### 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 October 13, 2016, given an unfamiliar reading passage at the 12th grade level, Habtamu will demonstrate improved reading fluency and comprehension by reading a passage and answering analytical, literal and inferential questions on the passage with 80% accuracy on two out of three consecutive opportunities to respond.

Present Level:

From his most recent testing, it shows that he is about 3 years behind his peers in terms of reading. This testing does not reflect his current progress as he is passing his senior level English class.

### 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:

By October 13, 2016, when provided a blind writing prompt, Habtamu will produce a final writing sample in the area of his choice (expository, narrative, persuasive or imaginative) that scores at least a 40 according to the State Scoring Guide and counts towards graduation requirements.

Present Level:

Last year, Habtamu produced a work sample that scored 30. He will enter a Lab class the second semester to work on producing a sample that meets graduation requirements.

### Category: Math

Name <b>Kudna, Habtamu A.</b>	Date of Birth <b>11/13/1997</b>	Student Number <b>24107</b>	Document Date <b>10/14/2015</b>
----------------------------------	------------------------------------	--------------------------------	------------------------------------

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

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

☒ No

Goal:

By October 13, 2016, given Algebra 2 questions, Habtamu will solve and graph quadratic equations using multiple methods.

Present Level:

Habtamu did not pass Geometry last year. He did pass Algebra 1 online. This year, he is currently failing due to missing a test and failing a second one. This is a lofty goal for graduation requirements.

**Category: Organizational/Study Skills**

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

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

☒ No

Goal:

By October 13, 2016, as determined by a grade check, Habtamu will demonstrate improved organizational skills by turning in 85% of assignments on time by the end of the semesters.

Present Level:

Currently, Habtamu is missing 2 assignments in Algebra 2, 4 assignments in US History, 2 assignments in English and 1 assignment in Physical Science.



Name <b>Kudna, Habtamu A.</b>	Date of Birth <b>11/13/1997</b>	Student Number <b>24107</b>	Document Date <b>10/14/2015</b>
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## K. SERVICE SUMMARY

### Specially Designed Instruction

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Written Language	LEA	General Ed/Special Ed	SPED Classroom	10 Min	per Week	10/15/2015	10/13/2016
Study/Organizational Skills	LEA	General Ed/Special Ed	SPED Classroom	5 Min	per Week	10/15/2015	10/13/2016
Mathematics	LEA	General Ed/Special Ed	SPED Classroom	10 Min	per Week	10/15/2015	10/13/2016
Reading	LEA	General Ed/Special Ed	SPED Classroom	10 Min	per Week	10/15/2015	10/13/2016

### 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
Provide Written directions with assignments	LEA	General Ed/Special Ed	All academic settings.	1 Min	per period	10/15/2015	10/13/2016
Student may use multiple means to demonstrate mastery (ex: student may give verbal answers instead of writing)	LEA	General Ed/Special Ed	All academic settings.	1 Min	per Day	10/15/2015	10/13/2016
Allow use of a calculator	LEA	General Ed/Special Ed	All academic settings.	1 Min	Per Instance	10/15/2015	10/13/2016
Allow use of a computer for written work	LEA	General Ed/Special Ed	All academic settings.	1 Min	Per Instance	10/15/2015	10/13/2016
Extended time (1.5X the amount of regular education students)	LEA	General Ed/Special Ed	All academic settings.	20 Min	per Week	10/15/2015	10/13/2016
Bi-Weekly Binder Check	LEA	General Ed/Special Ed	All academic settings.	5 Min	every two weeks	10/15/2015	10/13/2016
Assignments that receive a passing grade will be accepted for credit and will not be handed back to be re-done	LEA	General Ed/Special Ed	All academic settings.	1 Min	per period	10/15/2015	10/23/2014
Copy of peer or teacher notes	LEA	General Ed/Special Ed	All academic settings.	1 Min	per period	10/15/2015	10/13/2016

Name <b>Kudna, Habtamu A.</b>			Date of Birth <b>11/13/1997</b>	Student Number <b>24107</b>		Document Date <b>10/14/2015</b>	
Directions and test questions may be read aloud	LEA	General Ed/Special Ed	All academic settings.	1 Min	per period	10/15/2015	10/13/2016
Preferential seating away from distractions	LEA	General Ed/Special Ed	All academic settings.	1 Min	per period	10/15/2015	10/13/2016
Reduce the amount of an assignment where it does not modify the curriculum	LEA	General Ed/Special Ed	All academic settings.	1 Min	per Day	10/15/2015	10/13/2016
Tests may be taken in a separate location.	LEA	General Ed/Special Ed	All academic settings.	5 Min	per day	10/15/2015	10/13/2016

#### 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 Special Education Teacher	LEA	General Ed/Special Ed	10 Min	per semester	10/15/2015	10/13/2016

Name <b>Kudna, Habtamu A.</b>	Date of Birth <b>11/13/1997</b>	Student Number <b>24107</b>	Document Date <b>10/14/2015</b>
----------------------------------	------------------------------------	--------------------------------	------------------------------------

#### 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	Habtamu will be removed from the general education setting for one, 83 minute, period every other day, which is equal to 10% of the academic day. He will be in the general education setting for over 80% of the academic day.	Habtamu requires specific, individualized instruction to assure he is progressing in the general education curriculum. Specifically, he needs reteaching, extra time and support to assure he is accessing the curriculum when his focus and attention weaknesses are most prevalent.
<input type="checkbox"/> During extracurricular activities		
<input type="checkbox"/> During nonacademic activities		

Name <b>Kudna, Habtamu A.</b>	Date of Birth <b>11/13/1997</b>	Student Number <b>24107</b>	Document Date <b>10/14/2015</b>
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## M. PARENT STATEMENTS

### Parents Rights

I have had the opportunity to participate in the development of this Individualized Education Program (IEP). I have received a copy of "Parent Rights for Special Education (K-18)".

\_\_\_\_\_(parent initials)

### Copy of IEP Provided Verification

A copy of this IEP was provided to me at the meeting or will be mailed at no cost to Parent/Guardian.

Signature\_\_\_\_\_ Date\_\_\_\_\_

Mailed by case manager\_\_\_\_\_ Date\_\_\_\_\_

### District Assessment Exemption

The parent requests exemption from all District Wide Assessments \_\_\_\_\_Yes \_\_\_\_\_No

The parent requests exemption from parts of the Districtwide Assessments \_\_\_\_\_Yes \_\_\_\_\_No

Signature\_\_\_\_\_ Date\_\_\_\_\_