

Individualized Education Program



Phone:
Fax:

DRAFT

Student Name: **Hanson, Zack A.** Home Phone: **541-450-8023** Date: **12/07/2015**
 Date Of Birth: **04/25/2000** Home Address: **132 Woodpath Ln**
 Student No.: **112244** **Azalea, OR 97410**
 State Student ID: **9712127**

Age 15	Gender Male	Grade 10	Home School	Attending School Glendale High School
Ethnicity White Race (not Hispanic)			Phone	Phone 541-832-1801
Primary Language - Date Determined			Address	Address PO Box E
Home Language - Date Determined English				Glendale, OR 97442

Parent/Guardian

Name Mark Hanson	Home Phone	Name	Home Phone
Address 132 Woodpath Ln	Work Phone	Address	Work Phone
Azalea, OR 97410	Emergency Phone 541-450-8023		Emergency Phone

IEP Review Due Date : **12/06/2016** Re-evaluation Due Date: **10/28/2018**

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

Interpreter Needed: Yes No

Documentation of efforts to schedule the IEP Meeting:

Date	Description
10/29/2015	IEP meeting set for 11/19/2015 during eligibility meeting on this date.
11/02/2015	Call home to reconfirm meeting on the 19th.
11/09/2015	E-mail sent to all team members and/or teachers involved informing them of the meeting and inviting them to attend.
11/17/2015	Call received from parent to confirm meeting on the 19th.
12/01/2015	Phone call to parent to reconfirm meeting on the 7th; successful.
12/05/2015	Phone call to parent as a reminder; message left.
12/06/2015	Sent text to parent as a reminder; parent responded affirmatively.

B. IEP Team Members

<u>Names</u>	<u>Position</u>	<u>Signature</u>	<u>Present/Absent</u>
Hanson, Zack A.	Student		Consulted
Hanson, Rhonda	Mother		Consulted
Hanson, Mark	Father		Present
Stuart, Les	District Representative		Present
Burnett, Susan	Regular Ed Teacher		Consulted
Davis, Cassie	Regular Ed Teacher		Consulted
Emonds, Logan	Regular Ed Teacher		Present

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Gregg, Luke	Regular Ed Teacher			Consulted
Welcome, Ross	Special Ed Teacher/Provider			Present
Hinson, Bryan	Sped Director			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.)

Zack has shown interest in cooking (home economics) and mechanics and has excelled at both. In addition; he aspires to play sports and would like to become active as such, especially in football. Zack gets along fairly well with the students and displays a sense of humor. He has also displayed an audio/visual learning style.

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

Parents feel that he makes poor choices in peer groups; they wish he would try to pick a higher class of friends to hang out with. Low self esteem and possible anxiety issues need to be addressed. Parents would like to see Zack enroll in alternative ed. classes and take one remedial resource room class.

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

Test District Literacy	Test Level	Test Date
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Subject	Score
Reading	
Language	
Mathematics	
Total Test	

Test OAKS	Test Level 11	Test Date 06/05/2017
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Subject	Performance Level	Score
Math		
Reading		
Science		
Writing		

Test ELPA	Test Level	Test Date
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Subject	Performance Level
Composite	

Current Info

His present academic struggles in class include Science and English, both F's at present; History and math are improving slightly D's, and he is doing well in the resource room.
Has trouble with motivation.

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

A medical statement was obtained on 9/8/2015 showing that Zack qualifies for psychological evaluation for possible special education placement.

Cognitive (9/24/2015) and academic(10/13/2015) assessments were conducted and the students present levels determined:

Full scale I.Q. - 72 (very low)

Working memory - 79 (very low)

Behavior rating composite average 70 (at risk/ clinically significant)

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

A combination of anxiety and low self esteem directly related to the students self image is a large part of the students avoidance behaviors based on observations and behavioral tendencies(also according to his parent interview).
Hyperactivity: tendencies to rush through work or act without thinking are present.
Working memory and reasoning skills are low around the 70th percentile range and do result in observable learning difficulties.

D. GRADUATION OPTIONS

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

Yes No

Projected Graduation/Exit Date: 06/11/2018

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: 04/25/2018

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

Zack is interested in football, cooking, automobile mechanics, farming and long boarding. In a classroom setting he prefers to sit in the front of the class and does better in smaller groups.

Results of age-appropriate transition assessments

It was determined that Zack will participate the alternative education program and work in odyssey Ware for credit retrieval purposes, seek vocational training and possibly enroll in Community college.

G. SUMMARY OF AGE-APPROPRIATE TRANSITION PLANNING

MEASURABLE POST-SECONDARY GOALS:

Training

Zack will enroll and attend a poly-technical school within one year of graduating to further develop skills in automobile mechanics.

Education:

Zack will enroll and attend a community college of his choice (within one year of graduating) with vocational programs in his interested field of study.

Employment:

No employment will be sought after at this time.

Zack expressed a desire to wait till he finishes college/vocational training to pursue employment.

Independent Living Skill:

Zack will study for and pass the needed test to secure a drivers license by age 18.

in addition; he will improve his ability to provide nutrition for himself by raising food and improving food preparation and cooking skills.

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

School Year: 2018-2019

List Courses: Automobile mechanics

Coordinated Activities

Technical College

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
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.

Testing Grade	Assessment Area	Administration Method	Assessment Participation	
			Explanation*	Accommodation
11	OAKS Ext Math	Standard with Accommodations	<i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	Extended time Clarification on directions
11	OAKS Reading/Lit	Standard with Accommodations		Extended time Clarification on directions

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	Administration Method	Assessment Participation	
			Explanation*	Accommodation
10		Standard with Accommodations	<i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	Extended time Clarification on directions

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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	01/01/2016
Progress Period 2	04/01/2016
Progress Period 3	06/09/2016
Progress Period 4	10/28/2016

Category: Math

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

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

Goal:

Problem Solving:
 Zack will use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities with 80% accuracy.

In accordance with State Standard 3.OA.3

Money:

Zack will learn how to balance budgeting considerations using ledgers, columns and multiple entries with 80% accuracy.

Algebra:

Zack will solve two step word problems using the 4 operations.

represent these problems using equations with a letter standing for the unknown quantity with 80% accuracy.

Present Level:

Zach is at approximately 70% proficiency.

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:

Language Arts:
 With guidance and support from peers and adults, Zack will develop and strengthen writing as needed by planning, revising and editing as measured by a rubric.

In accordance with 3.W.5.

Zack will learn to write a standard essay with an introduction, supporting paragraphs and a conclusion as scored by a rubric for conventions as well. . . .

Present Level:

Zack is just below average in this capacity.

Category: Academic Readiness

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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

Zack will learn to use folders, dividers and other office supplies to organize and keep track of his school work. Zack will keep better track of his books and school supplies and show up to class prepared. Zack will increase his ability to listen to and following directions by 80% by the time this IEP expires.

Present Level:

Zach often misplaces and/or is disorganized in his affects.

Category: Social/Emotional/Behavioral

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

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

Zack will increase his ability to remain in his assigned classrooms during scheduled times 80% of the time or 6 out of 7 classes.
 Baseline: 50%

Present Level:

Leaves classroom without permission.

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K. SERVICE SUMMARY

Specially Designed Instruction

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Written Language	Special Ed Teacher	Special Ed Teacher/Provider	SPED Classroom	20 Min	per day	12/08/2015	12/06/2016
Study/Organizational Skills	Special Ed Teacher	Special Ed Teacher/Provider	SPED Classroom	10 Min	per day	12/08/2015	12/06/2016
Mathematics	Special Ed Teacher	Special Ed Teacher/Provider	SPED Classroom	20 Min	per day	12/08/2015	12/06/2016

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

Anticipated Meeting Date: 04/21/2016

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
Extra time on assignments	General Ed Teacher	General Education Teacher	All classes	20 Min	per day	12/08/2015	12/06/2016
Clarification of directions	General Ed Teacher	General Education Teacher	All classes	5 Min	per day	12/08/2015	12/06/2016

Supports for School Personnel

No supports for school personnel 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.

Removal Area	Extent of Removal	Explanation and Justification
<input checked="" type="checkbox"/> From the regular classroom	50 minutes for SRC remedial math and study hall.	Josh needs extra support in math and extra time to complete some assignments and/or work on alternative ed. classes on Odyssey ware.
<input type="checkbox"/> During extracurricular activities		
<input type="checkbox"/> During nonacademic activities		

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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)