

Student: Johnson, Kaitlyn (11048433)

Date: 10/13/2015

Amend Date:

District: Redmond SD 2J

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

DEMOGRAPHICS

Johnson, Kaitlyn Student	Redmond SD 2J Resident District	10/13/2015 IEP Meeting Date
Gender: ☐ M ☒ F Grade 09	Redmond SD 2J Attending District	10/12/2016 Annual IEP Review Date
9/22/2000	Ridgeview High School Attending School	Amendment Date
Date of Birth (mm/dd/yy)	Alice Wagner Case Manager	10/28/2014 Most Recent (re)Evaluation Date
11048433	Communication Disorder 50	10/27/2017 Re-Evaluation Due Date
Secure Student Identifier (SSID)	Secondary Disability Code & Category -- OPTIONAL	
Other Health Impairment 80		
Primary Disability Code & Category		

MEETING PARTICIPANTS

Kaitlyn Johnson Student	Tara Johnson Parent/Guardian/Surrogate	Daniel Rectenwald Parent/Guardian/Surrogate
Alice Wagner Special Education Teacher / Provider	Special Education Teacher / Provider	Alice Wagner District Representative
Josh Davis General Education Teacher	General Education Teacher	Debbie Williams - SLP Individual Interpreting Instructional Implications of Evaluations
Agency Representative, if appropriate		

NOTE: If required team member participates through written input or is excused from all or part of the IEP meeting, attach documentation of parent's and district's agreement to participate by written input or excuse.

A district provided interpreter was used for this meeting: YES ☐ NO ☒ Name: _____

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PROCEDURAL SAFEGUARD NOTIFICATION 34 CFR 300.504(a)

Parent was provided the special education procedural safeguards in his/her native language or other mode of communication

☒ YES ☐ NO

If student is of transition age, he/she was provided the special education procedural safeguards in his/her native language or other mode of communication

☐ YES ☐ NO ☒ N/A

SPECIAL FACTORS

In developing each student's IEP, the IEP team must consider (34 CFR 300.324):

A. Does the student exhibit behavior that impedes his/her learning or the learning of others?	YES ☐	NO ☒	34 CFR 300.324(a)(2)(i)
<i>If YES, the IEP addresses the use of positive behavioral interventions and supports, and other strategies, to address that behavior(s).</i>			
B. Does the student have limited English Proficiency?	YES ☐	NO ☒	34 CFR 300.324(a)(2)(ii)
<i>If YES, the IEP team must consider the language needs of the student as those needs relate to the student's IEP.</i>			
C. Is the student blind or visual impaired?	YES ☐	NO ☒	34 CFR 300.324(a)(2)(iii)
<i>If YES, Braille needs are addressed in the IEP, or an evaluation of reading/writing needs is completed and a determination is made that Braille is not appropriate.</i>			
D. Does the student have communication needs?	YES ☒	NO ☐	34 CFR 300.324(a)(2)(iv)
<i>If YES, the IEP addresses communication supports, services, and/or instruction.</i>			
E. Is the student deaf or hard of hearing?	YES ☐	NO ☒	34 CFR 300.324(a)(2)(iv)
<i>If YES, the IEP addresses the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode.</i>			
F. Does the student need assistive technology devices or services?	YES ☐	NO ☒	34 CFR 300.324(a)(2)(v)
<i>If YES, the IEP addresses assistive technology devices or services.</i>			
G. Does the student require one or more specialized formats (braille, large print, audio, and/or digital text) of educational materials because blindness or other disability prevents effective use of standard print materials?	YES ☐	NO ☒	34 CFR 300.210(b)(3); 300.172(b)(4)
<i>If YES, alternate format(s) is/are identified in the IEP.</i>			

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

In developing each student's IEP, the IEP team must consider (34CFR 300.324):

Student's overall strengths, interests, and preferences:

34 CFR 300.324 (a)(1)(i)

Kaitlyn is a 9th grader at Ridgeview High School who qualifies for special education under the categories of Other Health Impaired and Communication. She is a polite, hard-working student who has quickly earned the respect of her teachers in the first term of high school. Kaitlyn reports that she likes high school a little bit better than middle school because it shows her that she needs to be more mature. In coming to Ridgeview, Kaitlyn left many friends behind, since most students from her former middle school went to the other high school in town. Kaitlyn has met this challenge with grace and a positive attitude. Her quiet good nature is sure to win many new friends as she goes through the year.

Kaitlyn's favorite academic class is math. She feels that her math class is mostly review at the moment, which makes it easy. Kaitlyn's loves music, and there is no question that Band is her favorite class, overall! She loves playing the clarinet in band. Recently, when asked what it is that she likes about band, Kaitlyn exclaimed, "I love listening and playing and reading music. The music is beautiful, it is glorious!"

In her free time, Kaitlyn enjoys coloring and reading. Her favorite book is "To Kill a Mockingbird". After high school, Kaitlyn hopes to attend college. She can see herself being a musician or a teacher.

Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child:

34 CFR 300.324(a)(1)(iii)

Last year, Kaitlyn's parents expressed that they were concerned about grades and the effect on Kaitlyn's self-esteem coupled with the fact that she works extremely hard to learn but continues to struggle academically. They want her to graduate high school while being challenged at the appropriate level, and while being rewarded for her hard work.

Present level of academic achievement (i.e. reading, writing, mathematics, etc), including most recent performance on State or district-wide assessments:

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

34 CFR 300.324 (a)(1)(i)

READING**Areas of Strength**

Kaitlyn showed growth in reading last year, as measured by progress on her IEP reading goal. Her best performance occurred during winter trimester, at which time Kaitlyn was able to answer comprehension questions with 85% accuracy, and provide evidence with 70% accuracy when given a fourth grade level text. This was an improvement from first trimester, in which Kaitlyn showed 70% and 60% accuracy, respectively. She earned C's in language arts, working in the modified curriculum.

Areas Needing Further Development

Last year, Kaitlyn received modified curriculum (at the 3rd & 4th grade level) in language arts. Kaitlyn was able to read 103 to 131 correct words per minute. A typical eighth grade student would be reading 167 correct words per minute. Kaitlyn has cognitive weaknesses in the areas of: tasks focused on language processing, long-term and short-term memory and visual and auditory processing, all of which affect a student's ability to read smoothly for comprehension. Kaitlyn will benefit from scaffolded reading assignments and access to audio and/or video versions of material to supplement text when possible. Kaitlyn requires specially designed instruction in reading.

MATH**Areas of Strength**

Math is a relative area of strength for Kaitlyn. She is currently earning a 75% in prealgebra, which is a C. Kaitlyn's determination and hard work are a real asset in working towards mastering algebra skills.

Areas Needing Further Development

Kaitlyn's deficits around processing and memory make learning multi-step math processes challenging. She will benefit from the ability to use formula sheets and/or notes on assessments, from having complex processes taught in clear steps, and from the use of a calculator whenever possible. Kaitlyn continues to require specially designed instruction in math.

WRITING**Areas of Strength**

Kaitlyn enjoys writing independent narratives. Her middle school case manager reports that she has great ideas when assigned this type of task.

Areas Needing Further Development

Last year, Kaitlyn received modified curriculum (at the 3rd & 4th grade level) in language arts. She scored between 1 and 3 in the category of elaboration of evidence on the 4 point rubric at a fourth grade level. Kaitlyn's struggles with language processing, memory and visual processing impact her ability to produce clear, organized writing. Kaitlyn will benefit from the use of graphic organizers, clear directions, and from using a word processor to help with spelling and grammar. She continues to require specially designed instruction in writing.

COMMUNICATION**Areas of Strength**

Last year, Kaitlyn made good progress on her IEP goal of tracking and explaining the comparative function of sounds in multi-syllabic words in speech, spelling and reading. By the end of the year, Kaitlyn was able to track sounds with 90% accuracy (up from 20% accuracy in the fall). She also worked on providing descriptive 'retells' after reading a passage. Kaitlyn was able to answer 'wh' questions with 80% accuracy, and answer inferential questions with 60% accuracy. Kaitlyn also used descriptive vocabulary from 6 out of 12 structure word categories in retelling a passage (what, size, color, number, shape, where, movement, mood, background, perspective, when and sound).

Areas Needing Further Development

Kaitlyn's deficits in language and auditory processing continue to create challenges around verbal and written language. Kaitlyn struggles to remember specific details and to draw inferences when listening and reading. She continues to require specially designed instruction in communication.

HOW THE STUDENT'S DISABILITY AFFECTS INVOLVEMENT IN THE GENERAL EDUCATION ENVIRONMENT

Kaitlyn has cognitive weaknesses in the areas of: tasks focused on language processing, long-term and short-term memory and visual and auditory processing. Kaitlyn struggles with grade level material and her skills and ability are well below those of her peers. Kaitlyn's difficulty in comprehending and expressing word relationships makes it difficult for her to use context clues in listening and reading comprehension, as well as expressing her ideas both verbally and in writing. Kaitlyn struggles to understand and remember new concepts and multiple step requirements.

STATE ASSESSMENT RESULTS — OAKS

Reading Spring 2014 - 7th grade (8th grade Smarter Balance scores are not yet available)
214 Did Not Meet - 3rd percentile (229 meets)

Math Spring 2014 - 7th grade (8th grade Smarter Balance scores are not yet available)
217 Did Not Meet - 4th percentile (232 meets)

Science Spring 2105
206 Did Not Meet - <1st percentile (235 meets)

RESULTS OF MOST RECENT ASSESSMENTS - All scores reported are standard scores

Speech and Language 2014:

Most recent Speech and Language Assessment: February 2012

Comprehensive Assessment of Spoken Language: Antonyms 81; Grammatical Morphemes 81; Sentence Comprehension 70; Nonliteral Language 85; Pragmatic Judgment 70; Core Composite 71

The Listening Test: Main Idea 84; Details 88; Reasoning 77; Vocabulary 71; Understanding Messages 85; Total Test 77

Woodcock-Johnson Test of Achievement III given Jan, 2012

Reading comprehension 90 (average)

Math calculation 70 (low)

Math reasoning 59 (very low)

Written expression 74 (low)

Comprehensive Test of Spoken Language given Feb. 2012

Antonyms 81 (below average)

Grammatical Morphemes 81 (below average)

Sentence Comprehension 70 (poor)

Inference 85 (low average)

Pragmatic Judgment 70 (poor)

The Listening Comprehension Test 2nd Ed. Jan, 2012

Main idea 84 (below average)

Details 88 (average)

Reasoning 77 (low)

Vocabulary 71 (low)

Understanding Messages 85 (low average)

Weschler Intelligence Test for Children IV Nov, 2012

Verbal comprehension 71 (low)

Perceptual reasoning 73 (low)

Working memory 86 (low average)

Processing speed 80 (below average)

Adaptive Behavior System 2nd ed. Feb., 2012
 Average standard score is 100; average is 90-109
 Conceptual composite parent: 57 teacher 97
 Social composite parent 64 teacher 79
 Practical composite parent 65 teacher 47
 General adaptive com parent 62 teacher 63

Present level of functional performance (not limited to, but may include communication, social skills, behavior, organization, fine/gross motor skills, self-care, self-direction, etc), including the results of initial or most recent formal or informal assessments/observations:

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

34 CFR 300.320(a)(1)

GENERAL FUNCTIONAL PERFORMANCE

Areas of Strength

Kaitlyn is an exceptionally hard working, polite young woman. Her gentle, pleasant demeanor is a benefit in a variety of settings.

Areas Needing Further Development

Kaitlyn's difficulty in processing language may occasionally impede her ability to accurately read social cues and participate socially with peers. Additionally, Kaitlyn's quiet demeanor may at times be a barrier to advocating for herself with teachers.

COMMUNICATION

Areas of Strength

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Areas Needing Further Development

Kaitlyn's deficits in language and auditory processing continue to create challenges around verbal and written language. Kaitlyn struggles to remember specific details and to draw inferences when listening and reading. She continues to require specially designed instruction in communication.

HOW THE STUDENT'S DISABILITY AFFECTS INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM

Kaitlyn has cognitive weaknesses in the areas of: tasks focused on language processing, long-term and short-term memory and visual and auditory processing. Kaitlyn struggles with grade level material and her skills and ability are well below those of her peers. Kaitlyn's difficulty in comprehending and expressing word relationships makes it difficult for her to use context clues in listening and reading comprehension, as well as expressing her ideas both verbally and in writing. Kaitlyn struggles to understand and remember new concepts and multiple step requirements.

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RESULTS OF RECENT ASSESSMENTS

Weschler Intelligence Test for Children IV Nov, 2012

Verbal comprehension 71 (low)

Perceptual reasoning 73 (low)

Working memory 86 (low average)

Processing speed 80 (below average)

Adaptive Behavior System 2nd ed. Feb., 2012

Average standard score is 100; average is 90-109

Conceptual composite parent: 57 teacher 97

Social composite parent 64 teacher 79

Practical composite parent 65 teacher 47

General adaptive com parent 62 teacher 63

TRANSITION PLANNING

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include: 34 CFR 300.320(b)

Results of age-appropriate transition assessments, including student's preferences, interests, needs and strengths (PINS)		34 CFR 300.320(b)(1); 34 CFR 300.43(a)(2)
As a freshman, Kaitlyn's participation in transition assessments has been limited. As she progresses through high school she will have the opportunity to participate in a variety of activities designed to help students identify their own strengths, passions and areas of challenge. Kaitlyn loves music, particularly playing the clarinet in band. While she struggles academically, particularly with reading and writing, Kaitlyn's exemplary work ethic and positive attitude will be great assets in any career. After high school, Kaitlyn hopes to study music or to become an educator.		
Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments		
Training		34 CFR 300.320(b)(1)
Within 12 months of graduating from high school, Kaitlyn will have an internship or a job shadow with a local music teacher.		
Education		34 CFR 300.43(a)(2)
Within 6 months of graduating from high school, Kaitlyn will be enrolled in Central Oregon Community College working on an Associates Degree with a focus on music.		
Employment		34 CFR 300.320(b)(1)
Within 12 months of graduation from high school Kaitlyn will have a part-time job to off-set the cost of college.		
Independent living skills (where appropriate)		34 CFR 300.43(a)(2)
Kaitlyn will live with her mother while attending COCC, or possibly live in the dorms.		
Transition Services/Activities: Transition Services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.		34 CFR 300.43
Kaitlyn will have the opportunity to visit Central Oregon Community College and other Oregon colleges in order to become familiar with their campuses and programming. She will also have the opportunity to take Driver's Education and will receive support in studying for her driver's license exam. Kaitlyn will receive instruction/practice in filling out job applications, creating a resume and participating in job interviews.		

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Course of Study: (designed to assist the student in reaching the post-secondary goals) 34 CFR 300.320(b)(2)

Kaitlyn's teachers may modify curriculum if necessary in order to make learning accessible and meaningful to her. Modified grades will result in a modified diploma. The IEP team will assess Kaitlyn's progress throughout the year in order to decide whether modified grades are necessary for progress towards graduation.

9th grade: Prealgebra, Algebra 1A & 1B, English 1A & 1B, Geography, Physical Science 1A & 1B, Health 1, Band, Human Development 1, Physical Education, Culinary Basics

10th grade: Geometry Skills, Geometry A & B, English 2A & 2B, Global History 1 & 2, Global Science, Band, Art 1, Culinary 2, Intro to Theater

11th grade: Algebra Studies, English 3A & 3B, Global History 3 & 4, Forensic Science, Human Development 2, Band, Wind Ensemble, Physical Education, Health 2

12th grade: English 4A & 4B, US Government, Bioethics, Ceramics, Art 2, Band, Wind Ensemble, Theater 2

Agency Participation: To the extent appropriate, with consent of the parents or adult student, the school district must invite a representative of any participating agency likely to be responsible for providing or paying for transition services.

34 CFR 300.321(b)(3)

None at this time.

Graduation

34 CFR 300.102(a)(3)(i)-(iii)

Anticipated Graduation Date: 6/13/2019

☒ With Regular Diploma

☐ With Modified Diploma

☐ With Extended Diploma

☐ With Alternative Certificate

Transfer of Rights

34 CFR 300.320(c), 300.520

The student and parent were 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: 10/13/2015

Date anticipated transfer will occur: 9/22/2018

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.

STATEWIDE ASSESSMENT 34 CFR 300.320(a)(6)

Will the student participate in any Statewide Assessments 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 _____). If yes, describe participation decisions below:

Standard Assessment or Alternate Assessment (select one)	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Modified Cut Scores (Only available for standard assessment with or without accommodations)	*Explanation State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.
☒ Standard: English Language Arts / Literacy ☒ Without accessibility supports ☐ With accessibility supports ☐ Alternate: Extended Assessment*	Universal Tools: Breaks, English Dictionary, Expandable Passages, Global Notes, Writing Tools, Highlighter, Spell Check, Strikethrough Designated Supports: separate setting, masking, turn off any universal tools, read aloud Accommodations: Read Aloud, Print on Demand		
☒ Standard: Mathematics ☒ Without accessibility supports ☐ With accessibility supports ☐ Alternate: Extended Assessment*	Universal Tools: Breaks, Calculator, Scratch Paper, Math Tools, Highlighter, strikethrough Designated Supports: Separate setting, Read Aloud, Masking, Turn off any universal tools Accommodations: Multiplication Table, Print on Demand		

☒ Standard: Science ☒ Without accessibility supports ☐ With accessibility supports ☐ Alternate: Extended Assessment*	Universal Tools: Breaks, English Dictionary, Expandable Passages, Global Notes, Writing Tools, Highlighter, Spell Check, Strikethrough Designated Supports: separate setting, masking, turn off any universal tools, read aloud Accommodations: Read Aloud, Print on Demand		
☐ Standard: Social Sciences ☐ Standard without accessibility supports ☐ Standard with accessibility supports			
Standard Assessment ☐ English Language Proficiency Assessment ☐ Without accessibility supports ☐ With accessibility supports	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Exemption Decisions (identify appropriate domains) Due to the nature of some students' disabilities, an IEP team might exempt the student from responding to a particular domain ☐ *Listening ☐ *Reading ☐ *Writing ☐ *Speaking	*Explanation Statement why student cannot participate in select domains
☐ Kindergarten Assessment (KA) ☐ Without accessibility supports ☐ With accessibility supports		☐ *Early Literacy ☐ *Early Math ☐ *Approaches to Learning	

DISTRICT-WIDE ASSESSMENT**District-wide Assessment****Will the student participate in any District-wide assessment during this IEP period?**☒ No, District-wide Assessment not conducted at student's grade level (at time of testing)☐ Yes, student's grade level at time of testing _____ . If yes, describe participation decisions below:

Standard Assessment or Alternate Assessment (select one)	Accessibility Supports (Includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	*Explanation State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.

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Goal Area:			34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency):			
Reading In 36 instructional weeks, Kaitlyn will answer questions refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text when given a grade level passage with 70% accuracy. (CCSS.ELA.W.9-10.1)			
Objectives (if needed):			
Related Content Standard(s), if applicable:			
Literacy CCSS.ELA-Literacy.W.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
How progress will be measured:			
Curriculum Based Measures			
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i)			
Written Progress Reports with trimester report cards.			
Progress Towards Goal			34 CFR 300.320(a)(3)(ii)

Goal Area:	34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency): Writing Goal: In 36 weeks of instruction, Kaitlyn will produce clear writing appropriate to the assigned purpose, earning a score of 'developing' or higher in the category of Organization, according to the high school writing scoring guide. (Writing CCSS.ELA-Literacy.9-10.4)	
Objectives (if needed):	
Related Content Standard(s), if applicable: Writing CCSS.ELA-Literacy.W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
How progress will be measured: Curriculum Based Measures	
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i) Written Progress Reports with trimester report cards.	
Progress Towards Goal	34 CFR 300.320(a)(3)(ii)
Goal Area:	34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency): Math: In 36 weeks of instruction, Kaitlyn will be able to create, solve, and evaluate equations in terms of one variable, and use them in 'real world' (contextual) situations to solve problems with 70% accuracy, as demonstrated on work samples, quizzes and tests. (Math CCSS A.CED.1)	
Objectives (if needed):	
Related Content Standard(s), if applicable: Math CCSS A.CED.1 - Create equations and inequalities in one variable and use them to solve problems.	
How progress will be measured: Curriculum Based Measures	
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i) Written Progress Reports with trimester report cards.	
Progress Towards Goal	34 CFR 300.320(a)(3)(ii)

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Goal Area:	34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency): COMMUNICATION: In 36 instructional weeks, given strategies to help identify needs and ask for help, Kaitlyn will identify when she needs help to understand concepts, instructions or how to proceed towards accomplishing a task or goal. She will use these strategies to initiate communication with teachers or other staff to ask for help in 3 out of 5 opportunities, as measured by observation, teacher reports and student self-assessment.	
Objectives (if needed):	
Related Content Standard(s), if applicable: CCSS.ELA-LITERACY.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
How progress will be measured: Observations, teacher and student reports.	
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i) Written Progress Reports with trimester report cards.	
Progress Towards Goal	34 CFR 300.320(a)(3)(ii)
Date of Progress: 12/4/2015	
Narrative and supporting data: Kaitlyn is learning how to access support for her classes and will be in a Learning Essentials class next term which will help her to learn more strategies for advocating for herself.	

Goal Area:	34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency): CAREER-RELATED TRANSITION GOAL: COMMUNICATION- In 36 weeks of instruction, Kaitlyn will locate, process, and convey information using traditional and technological tools with 70% accuracy.	
Objectives (if needed):	
Related Content Standard(s), if applicable:	
How progress will be measured: Curriculum Based Measures	
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i) Written Progress Reports with trimester report cards.	
Progress Towards Goal	34 CFR 300.320(a)(3)(ii)

SERVICES

The IEP team must identify and provide appropriate services to enable the student:

- To advance appropriately towards attaining the annual goals 34 CFR 300.320(a)(4)(i)
- To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities 34 CFR 300.320(a)(4)(ii)
- To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities 34 CFR 300.320(a)(4)(iii) & 300.107

Specialty Designed Instruction 34 CFR 300.39	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Communication	80 Minutes/Monthly	Gen ed classroom/Special ed classroom	10/13/2015	10/12/2016	LEA	Speech Language Pathologist
Reading	80 Minutes/Monthly	Gen ed classroom/Special ed classroom	10/13/2015	10/12/2016	LEA	Case Manager
Writing	80 Minutes/Monthly	Gen ed classroom/Special ed classroom	10/13/2015	10/12/2016	LEA	Case Manager
Math	80 Minutes/Monthly	Gen ed classroom/Special ed classroom	10/13/2015	10/12/2016	LEA	Case Manager
Transition	80 Minutes/Monthly	Gen ed classroom/Special ed classroom	10/13/2015	10/12/2016	LEA	Case Manager
Related Services 34 CFR 300.40	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
00 - No Related Services			10/13/2015	10/12/2016		
Supplementary Aids/Services; Accommodations 34 CFR 300.320(a)(4)(i)-(iii)	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
provide a copy of classroom notes	when notetaking is required	general education/ERC	10/13/2015	10/12/2016	LEA	Case Manager
break directions and instructions into steps; paraphrase	when directions are given	general education/ERC	10/13/2015	10/12/2016	LEA	Case Manager
check for understanding	when directions are given and new concepts are taught	general education/ERC	10/13/2015	10/12/2016	LEA	Case Manager

reduce work	odd numbered math problems	general education/ERC	10/13/2015	10/12/2016	LEA	Case Manager
additional processing time	when answering verbal questions; performing a task/complete work; when learning new concepts	general education/ERC	10/13/2015	10/12/2016	LEA	Case Manager
calculator/multiplication chart/formula sheet	for math and science	general education/ERC	10/13/2015	10/12/2016	LEA	Case Manager
read grade level material aloud or provide audio version	when grade level text is given	general education/ERC	10/13/2015	10/12/2016	LEA	Case Manager
separate environment for testing	when test/quizzes are given	general education/ERC	10/13/2015	10/12/2016	LEA	Case Manager
graphic organizers	for writing	general education/ERC	10/13/2015	10/12/2016	LEA	Case Manager
present big picture and/or end product with images	when teaching new concepts	general education/ERC	10/13/2015	10/12/2016	LEA	Case Manager
adj/Adjustments to level of work	As determined by general education and special education teachers; adjust standard expectations to students instructional level in language arts, social studies, and science; focus on part of grade level standard where applicable	general education/ERC	10/13/2015	10/12/2016	LEA	Case Manager
provide printed copy when doing computer reading	when reading from computer screen	general education/ERC	10/13/2015	10/12/2016	LEA	Case Manager

Supplementary Aids/Services; Modifications 34 CFR 300.320(a)(4)(i)-(iii)	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Adjustments to level of work	As determined by general education and special education teachers; adjust standard expectations to students instructional level in language arts, social studies, and science; focus on part of grade level standard where applicable	general education/ERC	10/13/2015	10/12/2016	LEA	Case Manager

Program Modifications/Supports for School Personnel 34 CFR 300.320(a)(4)(i)-(iii)	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Speech Pathologist Consult	15 minutes/trimester	Gen Ed and ERC Classroom	10/13/2015	10/12/2016	LEA	Speech Language Pathologist
ERC consultation	15 min/trimester	general education	10/13/2015	10/12/2016	LEA	Case Manager

NONPARTICIPATION JUSTIFICATION 34 CFR 300.320(a)(5)

Describe the extent (including amount), if any, to which the child will not participate with nondisabled children in the regular classroom and in extracurricular and other nonacademic activities:

Kaitlyn may be removed from the general education setting in order to have materials read aloud and/or to test in a quieter setting with ERC support. She will also be removed for short periods of time to receive Speech and Language services. The total amount that Kaitlyn is out of the general education setting will be less than 80% of any school day.

Provide explanation justifying the removal, if any:

Kaitlyn will benefit from individual/small group instruction with minimal distractions, to learn and practice targeted communication skills. Kaitlyn benefits from support in a small group/individual ERC setting in order to make progress in the general education curriculum.

EXTENDED SCHOOL YEAR (ESY) SERVICES

34 CFR 300.106; OAR 581-015-2065

Criteria/Inquiry:

Does the student experience regression on his/her IEP goals and objectives?

☐ Yes☐ No☒ More information neededExplanation:

Kaitlyn is a new student at Ridgeview. In middle school her case manager indicated that she does experience regression. The team will monitor particularly before and after school vacations to determine whether this pattern continues.

Does the student experience a prolonged recoupment period of time to relearn previously learned skills?

☐ Yes☐ No☒ More information neededExplanation:

Kaitlyn is a new student at Ridgeview. In middle school her case manager indicated that she does experience regression. The team will monitor particularly before and after school vacations to determine whether this pattern continues.

Other factors considered by the team:

Last summer Kaitlyn did not access ESY services. More information should be collected to determine the reason for this.

Decision:

Does the student require ESY services?

☐ Yes

(described below, including goals to be addressed)

☐ No☒ To be determined by

3/17/2016

Specialty Designed Instruction 34 CFR 300.39	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Related Services 34 CFR 300.34	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring