

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

For students age 16 or older when IEP is in effect

To be used in conjunction with Individualized Education Program, Part A: IEP Guidelines for Completion

Student's Name: Vargas-Martinez, Lucia	District: Beaverton SD 48J	Annual IEP Meeting Date: 05/28/15
M ☒ F ☐		
Date of Birth (mm/dd/yy): 11/20/1998	Home School: Aloha High	Revision date(s) to annual IEP (if needed):
Grade: 10	Attending School/District: Aloha High	Reevaluation Due: 06/02/16
Secure Student Identifier (SSID): 8818452	Case Manager: R Griebeler	
Disability Code: 90(p)		

* IEP Meeting Participants:		
Alicia Vargas (conference call)	Lucia Vargas Martinez	Thomas Wells
Parent(s):	Student:	Other:
Louis Griebeler/ Learning Specialist	Kendall Jensen	
Special Education Teacher / Provider:	Regular Education Teacher:	Other:
Butch Farina	Louis Griebeler	
District Representative	Individual Interpreting Evaluations:	Other:
<i>* 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.</i>		

☒ The parent has received a copy of the Notice of Procedural Safeguards.

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 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).

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,
- The student's preferences, needs, interests, and the results of age-appropriate transition assessments.

(05/28/2015 L. Griebeler)

Lucy is a 10th. grade special education student attending Aloha High School. Lucy is a student who qualifies for special education services under the Specific Learning Disability umbrella. She struggles with basic computation in mathematics.

Strengths/Preferences/Interests: Lucy is a very social girl, who has no trouble making friends in school. She is well-liked and has many friends across the grade levels. Lucy is a good hearted and caring person who wants to be kind to others.

Parental concerns relevant to educational progress:

Mom is concerned that Lucy does not spend enough time on her class work. She is also concerned that Lucy needs to reduce her social activities.

The present level of academic performance, including the student's most recent performance on State or district-wide assessments;

Present Level of Academic Performance(based on statewide assessments

7th Grade OAKS test:

Math: 220 (232 meets) - D

Reading: 229 (229 meets)

8th grade oaks:

Math 219 - D

Reading: 231 (234 meets) - D

Other assessment data (eg., DRA, dibels, curriculum assessment, other informal or formal assessments (IRIs, standardized tests), classroom assessments, classroom observations, grades),

The present level of developmental and functional performance (including the results of the initial or most recent evaluation);

WJ-III Scores from 2013:

Broad Math: SS 78 GE 4.4

Broad Reading: SS 85 GE 4.9

Broad Written Language: SS 85 GE 5.1

Baseline data:

Math: Lucy is currently earning 60% in her general ed. math class. Most of this is due to her incompletion of homework.

Lucy is able to complete with 80% accuracy linear equations in 3 out of 5 problems examined.

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

Lucy's disability greatly affects her ability to understand and accurately use mathematical information. Her learning disability has made it difficult for her to acquire new mathematical concepts. As a result of her disability, Lucy struggles to pass math classes.

Lucy transitioned out of ESL services during the 2010-2011 school year.

Communication: No concerns at this time.

Gross/Fine Motor: No concerns at this time.

Social Emotional/Behavioral: No concerns at this time.

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Vocational: see transition report

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Transition:

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

Lucy completed her CSI input during the fall semester. On her CIS career inventory assessment it shows that Lucy has an interest in food preparation and food services. To meet these goals and objectives she has already gained practical employment experience in the work place.

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

Regular Education Program with resource room assistance. Lucy plans to take Applied Arts, Language Arts, Math, Fitness, Science, and Social Science to complete the requirements needed towards an Oregon Diploma. Lucy will also need to pass essential skills in Reading, Writing, and Math in order to earn an Oregon Diploma. She will explore college program options and work on passing all classes while in high school.

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.

Lucy had the opportunity to attend the Job corps information session earlier this semester.

Graduation:

Anticipated graduation date: 06/02/17

☒ with regular diploma

☐ with alternate document (describe)

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 _____ yes

Date student was informed 05/30/14

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 10th/11th.). If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	* Explanation State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.	Accommodations
Reading/Literature: 3, 4, 5, 6, 7, 8, and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Administration		Extended time. Small group setting in familiar location. Breaks allowed.
Mathematics: 3, 4, 5, 6, 7, 8, and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Administration		Extended time. Small group setting in familiar location. Breaks allowed.
Writing: 4,7 and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Administration		Extended time. Small group setting in familiar location. Breaks allowed.
Science: 5, 8 and HS/11 ☒ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Administration		Extended time. Small group setting in familiar location. Breaks allowed.

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 _____). If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	* Explanation State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.	Accommodations
Assessment: Grades administered: _____ ☐ Standard administration	☐ * District Alternate Assessment ☐ * Other		
Assessment: Grades administered: _____ ☐ Standard administration	☐ * District Alternate Assessment ☐ * Other		
Assessment: Grades administered: _____ ☐ Standard administration	☐ * District Alternate Assessment ☐ * Other		
Assessment: Grades administered: _____ ☐ Standard administration	☐ * District Alternate Assessment ☐ * Other		

Measurable annual goals page:

The IEP team must consider the students needs relating to:

- instruction and/or related services
- community experiences
- employment and other post-school adult living objectives
- acquisition of daily living skills, if appropriate

Measurable Annual Goals:	How progress will be measured:		How progress will be reported to parents:	When progress will be reported to parents:
	Criteria	Evaluation Procedures		

Measurable annual goals page: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

The IEP team must consider the students needs relating to:

- instruction and/or related services
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Measurable Annual Goal:	Progress will be measured as indicated below:		How progress will be reported to parents:	When progress will be reported to parents:
	Criteria	Evaluation Procedures		
Math Given specially designed instruction, Lucy will increase her proficiency level in math to meet the Algebra I standards with 80% accuracy on the following objectives in 4/5 opportunities measured, by informal and formal assessments and work samples.	See Measurable Annual Goal	See Annual Goal	IEP progress notes sent with school's report cards	December, February, April, and June
Measurable Short-Term Objectives 1. Lucy will be able to determine the slope of a line with 80% accuracy in 3 out of 5 samples checked. 2. Lucy will be able to complete with 80% accuracy linear equations in 3 out of 5 problems examined.	Student's Progress Toward Goal (02/05/2016 L. Griebeler) This progress report has been recorded at the end of the first semester grading period. Listed here are the current objectives: 1. Lucy will be able to determine the slope of a line with 80% accuracy in 3 out of 5 samples checked. 2. Lucy will be able to complete with 80% accuracy linear equations in 3 out of 5 problems examined. Lucy had one of her best semesters since starting high school. She did complete most of these math objectives. She did better on these objectives than most of her other objectives. Later on this semester Lucy will be reevaluated for her 3 year reevaluation and eligibility.		(12/18/2015) L. Griebeler) This progress report has been recorded at the end of the first grading period. Lucy's goal was to be able to determine the slope of a line with 80% accuracy in 3 out of 5 samples checked. Lucy was also able to complete with 80% accuracy linear equations in 3 out of 5 problems examined. However, at this point she is far from meet these objectives. The problem is the results of Lucy skipping so much school.	

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Measurable annual goals page: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

The IEP team must consider the students needs relating to:

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- acquisition of daily living skills, if appropriate

	(06/12/2015 L. Griebeler) This progress report was written at the end of the school year. Lucy was able to determine the slope of a line with 70% accuracy in 3 out of 5 samples checked. Lucy was able to complete linear equations with 70% accuracy in 3 out of 5 problems examined.
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Service Summary (this section may be continued on additional page(s), if necessary)

Specially Designed Instruction	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
Mathematics	30 min/week	Resource Room	05/29/15	05/27/16	LEA
Related Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
00 - No Related Services	student will have access in general education	general education	05/29/15	05/27/16	LEA
Supplementary Aids/Services; Modifications; Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
extended time on assessments and assignments without penalty	student will have access in general education	General Education	05/29/15	05/27/16	LEA
student may use calculator on assignment	student will have access in general education	General Education	05/29/15	05/27/16	LEA
us of a "p" grade	used in place of a "F" grade	General Education	05/29/15	05/27/16	LEA
Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
Consultation	45 min/semester	General Education	05/29/15	05/27/16	LEA
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:

Lucia will be removed from the general education setting for 90 minutes every other day.

If yes, provide explanation justifying the removal:

Lucia needs specially designed instruction in math in order for her to access her general education and make progress on her goals. This is the least restrictive environment.

Extended School Year (ESY) Services

ESY services will be provided for this student:

☐ Yes ☒ No ☐ To be considered: Will meet to consider ESY by (date)