

Student: Hernandez, Suanny (9652485)Date: 3/8/2016

Amend Date: _____

District: Beaverton SD 48J**Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM****DEMOGRAPHICS**

Hernandez, Suanny	Beaverton SD 48J	3/8/2016
Student	Resident District	IEP Meeting Date
Gender: <input type="checkbox"/> M <input checked="" type="checkbox"/> F	Grade 10	3/7/2017
3/10/2000	Beaverton SD 48J	Annual IEP Review Date
Date of Birth (mm/dd/yy)	Attending District	
9652485	Aloha High	
Secure Student Identifier (SSID)	Attending School	Amendment Date
Specific Learning Disability 90	Vanessa Beddoe-Phillips	3/9/2015
Primary Disability Code & Category	Case Manager	Most Recent (re)Evaluation Date
		3/8/2018
	Secondary Disability Code & Category - OPTIONAL	Re-Evaluation Due Date

MEETING PARTICIPANTS

Suanny Hernandez	Suanny Cruz - Mother	Parent/Guardian/Surrogate
Student	Parent/Guardian/Surrogate	Parent/Guardian/Surrogate
Vanessa Beddoe Phillips - Learning Specialist		Janice Adam - interim principal
Special Education Teacher / Provider	Special Education Teacher / Provider	District Representative
Martina Pederson	Nicole Taylor	Vanessa Beddoe Phillips - Learning Specialist
General Education Teacher	General Education Teacher	Individual Interpreting Instructional Implications of Evaluations
Agency Representative, if appropriate		
Other	Other	

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

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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?		34 CFR 300.324(a)(2)(i)
YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
If YES, the IEP addresses the use of positive behavioral interventions and supports, and other strategies, to address that behavior(s).		
B. Does the student have limited English Proficiency?		34 CFR 300.324(a)(2)(ii)
YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, the IEP team must consider the language needs of the student as those needs relate to the student's IEP.		
C. Is the student blind or visual impaired?		34 CFR 300.324(a)(2)(iii)
YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
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.		
D. Does the student have communication needs?		34 CFR 300.324(a)(2)(iv)
YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, the IEP addresses communication supports, services, and/or instruction.		
E. Is the student deaf or hard of hearing?		34 CFR 300.324(a)(2)(v)
YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
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.		
F. Does the student need assistive technology devices or services?		34 CFR 300.324(a)(2)(vi)
YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, the IEP addresses assistive technology devices or services.		
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?		34 CFR 300.210(b)(3); 300.172(b)(4)
YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, alternate format(s) is/are identified in the IEP.		

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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)

Strengths: Suanny has strong skills in socializing, creativity, and has a talented artistic side. She has passion with most everything she applies herself to. Suanny is very social and she enjoys social interaction with peers. Suanny needs redirection from time to time to be placed back on task in the classroom.

Preferences: Suanny prefers to use her creative side of her brain. She is a strong artistic student. She learns better with hands-on activities. She desires to be perfect or will stop trying or start over.

Interests: Suanny is interested in many things. She enjoys singing in the choir. She has joined swi team and track this year and enjoys having this outlet. She is always interested learning opportunities which hold her attention and keeps her engaged. Suanny is involved out side of school with her church group and likes to helping others in the many activities her church participates in.

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)(ii)

Parental concerns relevant to educational progress. Mom has concerns that Suanny is not staying in class and is leaving her classes. Other than this she is pleased with how much Suanny has changed and is doing so much better than before. Suanny's Mother, would like to add a goal for staying in class. She also pointed out how proud she is because Suanny has shown great improvement over previous years.

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)

Academic Achievement:

Study/Organization:

Study & Organization Skills:

Strengths:

Stronger with her organization goals and may need need to have goals on organization.

Needs:

Suanny stated she can't focus when she gets frustrated because she feels everything has to be perfect and if it is not she will not do it. she will rip up papers or erase if she is not perfect the first time. Her reason for not wanting to stay in class is she becomes frustrated and cannot function. We will make some goals based on staying in class and an attendance goal.

Goals:

Suanny will improve her time management skills by learning more strategies for setting goals to complete different tasks within a given or reasonable amount of time on 4 out of 5 opportunities or 80% of the time as measured by observation data.

Objectives:

Given no more than 1 reminder from an adult, Suanny will set a goal for completing an academic task (reading, writing or math) and plot it in her planner with interim due dates for lengthy assignments on 4 out of 5 opportunities or 80% of the time.

Given no more than 1 reminder from an adult and a strategy for completing academic task, Suanny (Suanny) will complete a academic tasks (reading, writing or math) within a given or reasonable amount of time on 4 out of 5 opportunities or 80% of the time.

Baseline Data: 3/15

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Suanny has improved her time management skills by learning more strategies for setting goals to complete different tasks within a given or reasonable amount of time on 4 out of 5 opportunities. Suanny sets a goal for completing an academic task and plots it in her planner with due dates for lengthy assignments on 3 out of 5 opportunities or 79% of the time.

Writing Strategies:

Writing Strengths:

Suanny can write best with prompts that interest her or a story she can tell about herself or others she knows.

Writing Needs:

Suanny works very slowly on writing assignments. She will avoid starting writing, but once she gets started and keeps focused, she can write better. Starting is what is difficult for her. She struggles with research writing and evaluative writing.

Written Language Goal/Objectives:

Goal:

Suanny will meet grade level expectations for writing in the areas of ideas/content, organization, sentence fluency, conventions and word choice on 4 out of 5 opportunities or 75% of the time as measured by teacher scored writing samples.

Objectives:

Given a writing strategy for ideas/content, Suanny will write at least 5 paragraphs with ideas relating to a given topic on 4 out of 5 opportunities or 75% of the time as measured by teacher scored writing samples.

Given a writing strategy for organization, Suanny will write at least 5 paragraphs with a clear beginning, middle and end with events or ideas presented in a logical sequence on 4 out of 5 opportunities or 75% of the time as measured by teacher scored writing samples.

Given writing strategies/rules for using correct conventions, Suanny will edit her writing for use of correct conventions (capitalization, spelling, grammar and punctuation) on 4 out of 5 opportunities or 75% of the time as measured by teacher scored writing samples.

Given writing strategy for sentence fluency, Suanny will write at least 5 paragraphs with sentences that flow well together and have varied beginnings and structures on 4 out of 5 opportunities or 75% of the time as measured by teacher scored writing samples.

Given writing strategy for word choice, Suanny will write at least 5 paragraphs with varied and descriptive word choice on 4 out of 5 opportunities or 75% of the time as measured by teacher scored writing samples.

Baseline Data: 3/15 (from previous case manager)

Suanny writes at least 5 paragraphs with ideas relating to a given topic in 4 out of 5 opportunities or 67% of the time for ideas/content. She writes for organization at least 5 paragraphs with a clear beginning, middle and end with events or ideas presented in a logical sequence on 4 out of 5 opportunities or 72%. Suanny applies strategies/rules for using correct conventions and will edit her writing for use of correct conventions in 4 out of 5 opportunities or 70%. She writes at least 5 paragraphs with sentences that flow well together and have varied beginnings and structures for sentence fluency in 4 out of 5 opportunities or 72%. Suanny writes at least 5 paragraphs with varied and descriptive word choice on 4 out of 5 opportunities or 78%.

Math:

Student's math strengths:

Suanny has difficulty completing her math we are working on building her math skills. Her Al/Geo math teacher takes time with her and helps her with her math. She will perform better in math if she likes the teacher.

Student's math needs:

Suanny needs more confidence in doing her math. She needs to take more time to do her math and not dismiss the work she is given. She doesn't enjoy doing it, so she doesn't want to do it.

Mathematics (Algebraic relationships) Goal/Objectives:

Suanny will increase her ability to describe and make generalizations through patterns and functions and represent them in multiple ways to 75% accuracy on 3 of 4 opportunities as measured by performance assessment, teacher survey.

Suanny will independently use patterns, functions and algebraic operations to represent and solve problems with 75% accuracy on 3 of 4 opportunities.

Suanny will independently use and analyze simple relationships shown on graphs and tables with 75% accuracy on 3 of 4 opportunities.

Baseline Data 3/15: No data given (came from previous case manager)

Math Strategies:

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Suanny gains the algebra/geometry skills to be able to demonstrate proficiency or near proficient understanding (out of a rubric of 1-4) for at least half of the algebra/geometry learning targets as measured by teacher developed assessments in 2 out of 3 opportunities. Suanny takes notes and is consciously using active learning strategies in class such that she is able to do the gain the math skills in 2 out of 3 opportunities. Suanny doesn't enjoy doing her math and wants to do other work first. She will focus on the easiest work and rarely gets to doing her math. She is making an effort, but would choose an other subject over math.

Transition:

Suanny will have new transition goals to aid her in her research of medical career interests. Primarily a cardio surgeon or a career in the field of cardio surgery.

Suanny will be supported by a variety of accommodations in all general education classes including being evaluated for a grade on a body of evidence including formative and not limited to summative assessments by means of multiple opportunities and multiple methods for Suanny to show understanding and proficiency of the Learning Targets. This is supported by Suanny's goals to complete work to perfection and she will destroy her work and start over due to these impulses. Due to Suanny's disability and difficulty with test taking while always aiming for perfection, she will continue to be allowed multiple opportunities and multiple methods to show proficiency in all classes. Suanny will be graded on a body of evidence of work including formative and summative assessments to show proficiency with the learning targets in all her classes. Most of Suanny's teachers state she has trouble focusing and staying on task. Daily she Suanny is observed in her Academic Seminar class as she gets distracted and can get sidetracked.

Statewide Assessment:

Suanny's last State Test scores were in 8th grade and they are listed below. Suanny will be taking the State Assessment called Smarter Balanced next year in her Junior year of high school. She will have two other ways available to her to pass the state essential skills to graduate with a Standard diploma. She will have an opportunity to take the ACT assessment for college and career readiness and she can work through her core classes to do work samples to pass her essential skills. Suanny's Explore (college & career readiness) scores are listed below as well.

OAKS (old state testing) - 8th grade level:

Reading 224 Did Not Meet (Meets 232)

Math: 235 Did Not Meet (Meets 236)

ACT Explore Testing Scores (College & Career Readiness): 8th grade

English: 9 Proficiency Baseline: 13

Math: 9 Proficiency Baseline: 17

Reading: 11 Proficiency Baseline: 15

Science: 9 Proficiency Baseline: 20

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

Functional Section (All other areas)

34 CFR 300.320(a)(1)

Communication:

Suanny can communicate and advocate well for herself. She has passion and expresses it in advocating.

Social/Emotional/Behavioral:

Suanny is a kind strong young woman, she has some off task behaviors that impede her ability to complete her work. Her ability to focus in class hinders her performance in learning the material when she is distracted.

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Gross/Fine Motor:
Sua

Organization:

See the Academic Achievement section above for reporting of Organization/Study skills.

Self-care:

Suanny is clean and well dressed everyday at school. there are no needs at this time for Self-Care services.

Self-Direction:

Suanny is motivated sometimes and passionate for certain subjects and graduating and there are no needs at this time for Self-Direction services.

Transition:

Transition is addressed in the Academic Achievement area above.

English as a Second Language:

Student does not qualify for ELL services.

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

Suanny was Formally assessed in the Spring of 2015 for her Three year Reevaluation and this describes how her disabilities effect her in the general education as well stated by her previous case manager, Jo Coonrod in May 2015 and this has not changed, it remains the very same. I will use her comments here with the test results to follow:

"Suanny has a Learning Disability in Math Computation and Reading Fluency. She needs accommodations in all areas involving reading because her reading fluency will slow down her reading process and affect her academic performance in the regular classroom. In recent testing, it was determined that her visual processing speed is below average - but the team suspects that she has such fears of making mistakes or feeling she is a failure that this may be slowing her down. However, this is visual processing issue slows down her reading and math functioning. Suanny's computation skills are low and she needs to work on increasing her basic math skills and staying alert in math classes. She also has attention problems that have been present since pre-kindergarten, which means that she is easily distracted, can "zone out" or obsess on a thought which impedes her concentration elsewhere. She demonstrates difficulty remaining focused, both while listening, working independently, or in a group. Her inability to remain on task affects timely assignments and/or assessments completion. Suanny also uses diverting strategies to get off a topic she does not want to talk about, which takes time away from actually solving problems or giving instruction. Due to a fear of looking incompetent, Suanny has a difficult time asking for help, completing and turning in work, or doing writing assignments. She will spend too much time researching rather than get the work done, whether this is procrastination or simply the issue of wanting her work to be exceptional. In either case, she does not turn in a good amount of work because of this, which affects her grades." stated by Jo Coonrod.

Results of most recent formal or informal assessments:

Suanny had some formalized testing done in her last three year ReEvaluation in May of 2015.

These scores are as follows:

* DAS - Differential Ability Scales II Standard Scores (SS). May 2015 Cognitive assessment: Verbal Ability: SS 100 - Average. Nonverbal Reasoning: SS 89 - Below Average.

Spatial Ability: SS 84 - Below Average

* Woodcock-Johnson Tests of Cognitive Abilities III Standard Scores. May 2015 cognitive Assessment: Phonemic Awareness: SS 108 - Average, Processing Speed: SS 89

Cross-Battery Assessment Data Management and Interpretive Assistant resultant scores: June 2015 - Short-term Memory: SS 96 - Average. Long-term Retrieval: SS 82 - Below Average

* Conners III: June 2015 - Behavior Rating Scale:

Multiple raters scores indicated very elevated scores for inattention, hyperactivity/impulsivity, learning problems, executive functioning, defiance/aggression.

Form 581-5138b-P 2

10/2014: Oregon Standard IEP

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* Wechsler Individual Achievement Test III (WIA-T) with a given a Standard Scores (SS) = 100 is average
Reading SS 87, Basic Reading SS 97, Reading Comprehension: SS 94, Reading Fluency: SS 76
Math SS SS 80, Numerical Operations SS 76, Math Problem Solving SS 87, Math Fluency SS 85
Written Language SS 87, Spelling SS 81, Written Expression SS 98, Essay Composition Grammar/Mechanics: 87
Oral Language SS 109

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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)

Based on the CIS interest profiler, Suanny shows an interest in employment areas with a focus on a career in the medical field. Suanny more specifically after she attends college toward a career she is still researching in the medical field. After her degree program she would like to be employed full-time in a career in the medical field. This goal aligns with her interest profiler results. She will complete the ACT as a junior.

Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments

34 CFR 300.320(b)(1)

Training

34 CFR 300.320(b)(1)

Three months after graduation, Suanny will be enrolled full time at a community college working on prerequisites for her career interests she continues to research in the medical field, possibly a cardio surgeon.

Education

34 CFR 300.43(a)(2)

Three months after graduation, Suanny will be enrolled full time at a community college working on prerequisites for her career interests she continues to research in the medical field possibly a cardio surgeon.

Employment

34 CFR 300.320(b)(1)

Suanny will be enrolled full time in a college program pursuing a career she is still researching her interests in the medical field.

Independent living skills (where appropriate)

34 CFR 300.43(a)(2)

After graduation from high school, Suanny will be living in dorms or at home until she completes college and has a career in the medical field and will be living independently.

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

Suanny is interested and forecasted for the medical careers program at Beaverton high school. She has also had classes in child development. She can continue taking her science classes and volunteer at a local hospital or medical clinic.

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

34 CFR 300.320(b)(2)

medical careers, science, psychology computer classes, and other college prep classes.

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)

Based on transition assessment, post secondary goals, and present level of performance, the IEP team determined Suanny will not need adult services after graduation, therefore no representative was invited.

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Graduation

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

Anticipated Graduation Date: 6/8/2018

☒ 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: _____

Date anticipated transfer will occur: _____

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.

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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 10/11). 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.
<input checked="" type="checkbox"/> Standard: English Language Arts / Literacy <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*	A Separate Setting (Non-Embedded) Calculator (special calc. other than embedded calc.) A602 Multiplication Table (Paper-based) A603 Translation Glossaries for Math (Non-Embedded) or (Embedded) Text-To-Speech (Read aloud via embedded technology) A225		
<input checked="" type="checkbox"/> Standard: Mathematics <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*	A Separate Setting (Non-Embedded) Calculator (special calc. other than embedded calc.) A602 Multiplication Table (Paper-based) A603 Translation Glossaries for Math (Non-Embedded) or (Embedded) Text-To-Speech (Read aloud via embedded technology) A225		
<input checked="" type="checkbox"/> Standard: Science <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*	A Separate Setting (Non-Embedded) Calculator (special calc. other than embedded calc.) A602 Multiplication Table (Paper-based) A603 Translation Glossaries for Math (Non-Embedded) or (Embedded) Text-To-Speech (Read aloud via embedded technology) A225		

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<input checked="" type="checkbox"/> Standard: Social Sciences <input type="checkbox"/> Standard without accessibility supports <input type="checkbox"/> Standard with accessibility supports	Separate Setting (Non-Embedded) A Calculator (special calc. other than embedded calc.) A602 Multiplication Table (Paper-based) A603 Translation Glossaries for Math (Non-Embedded) or (Embedded) Text-To-Speech (Read aloud via embedded technology) A225		
Standard Assessment <input type="checkbox"/> English Language Proficiency Assessment <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Kindergarten Assessment (KA) <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> 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 <input type="checkbox"/> *Listening <input type="checkbox"/> *Reading <input type="checkbox"/> *Writing <input type="checkbox"/> *Speaking <input type="checkbox"/> *Early Literacy <input type="checkbox"/> *Early Math <input type="checkbox"/> *Approaches to Learning	*Explanation Statement why student cannot participate in select domains

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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.
<input type="checkbox"/> Standard District Assessment: _____ <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate District Assessment: _____ <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		
<input type="checkbox"/> Standard District Assessment: _____ <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate District Assessment: _____ <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		
<input type="checkbox"/> Standard District Assessment: _____ <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate District Assessment: _____ <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		

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<input type="checkbox"/> Standard District Assessment: <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate District Assessment: <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		
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Goal Area:

34 CFR 300.320(a)(2)(i)

Annual Measurable Goal (including conditions and frequency):

Study & Coping Skills:

Suanny will remain on task, work independently, and stay in classes in 4 out of 5 opportunities as measured by teacher observation and teacher judgement.
Baseline Data: 0 out of 5 opportunities

Objectives (if needed):

Suanny will...

1. ... ignore distractions by focusing on her own work in 4 out of 5 opportunities. Baseline Data: 0 out of 5 opportunities
 2. ... comply with teacher directions in a timely manner with cooperation in 4 out of 5 opportunities. Baseline Data: 0 out of 5 opportunities
 3. ... complete content area course work on a daily basis in 4 out of 5 opportunities. Baseline Data: 0 out of 5 opportunities
 4. ... stay in class, even when feeling frustration concerning work achievement and cope with working through the frustration in 4 out of 5 opportunities.
- Baseline Data: 0 out of 5 opportunities

Related Content Standard(s), if applicable:

Understands and demonstrates effective organization and time management skills.
Demonstrate skills related to achieving personal and academic goals.
Apply decision-making skills to deal responsibly with daily academic situations.
Self-Directed Learning: I can self-direct my learning
Manage Responsibilities: I can manage my responsibilities as a student

How progress will be measured:

Teacher judgement, work samples & self assessment

How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i)

How: written progress by email or mail
Frequency: Dec, Feb, April, June

Progress Towards Goal

34 CFR 300.320(a)(3)(i)

Student: Hernandez, Suanny (9652485)

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Date of Progress:

Narrative and supporting data:

April 2016: 04/29/2016

Held annual IEP 3/8/2016:

June 2016: 06/20/2016

November/December 2016:

January/February 2017:

March 2017 - Annual IEP:

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Goal Area:

34 CFR 300.320(a)(2)(i)

Annual Measurable Goal (including conditions and frequency):

Math Strategies:

Given a variety of math strategies, Suanny will demonstrate proficiency towards the math learning targets by using strategies to solve math problems in 4 out of 5 opportunities for 80% accuracy as measured by teacher and work samples.
Baseline Data: 0 out of 5 opportunities

Objectives (if needed):

Suanny will

1. ...continue to seek help from staff with math strategies when the student does not understand math concepts in 4 out of 5 opportunities for 80% accuracy as measured by teacher and work samples. Baseline Data: 0 out of 5 opportunities
2.complete her homework and practice problems to meet proficiency scores toward math learning targets in 4 out of 5 opportunities for 80% accuracy as measured by teacher and work samples. Baseline Data: 0 out of 5 opportunities

Related Content Standard(s), if applicable:

Demonstrates understanding and listening skills through small group and in-class discussions
I can communicate clearly and explain my reasoning so others can follow how I solved a problem

How progress will be measured:

teacher judgement, self assessment, and/or work samples

How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i)

How: email or mail

Frequency: Dec, Feb, April, June

Progress Towards Goal

34 CFR 300.320(a)(3)(i)

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Date of Progress:

Narrative and supporting data:

April 2016: 04/29/2016
Held annual IEP 3/8/2016

June 2016: 06/20/2016

November/December 2016:

January/February 2017:

March 2017 Annual IEP:

Student: Hernandez, Suanny (9652485)

Date: 3/8/2016

Amend Date:

District: Beaverton SD 48J

Goal Area:

34 CFR 300.320(a)(2)(i)

Annual Measurable Goal (including conditions and frequency):

Reading & Writing Strategies:

Given grade level learning targets in reading and writing, Suanny will be able to meet grade level learning targets in reading and writing that meet proficiency in 4 out of 5 opportunities as measured by teacher observations, work samples and/or student self assessment. Baseline Data: 0 out of 5 opportunities.

Objectives (if needed):

Suanny will...

1. ... use reading strategies (pre-reading, during reading, and post reading) to meet the learning targets in English Language Arts reading class by meeting proficiency scores in 4 out of 5 opportunities. Baseline Data: 0 out of 5 opportunities
2. ... edit for conventions, sentence fluency, spelling and grammar in 4 out of 5 opportunities. Baseline Data: 0 out of 5 opportunities

Related Content Standard(s), if applicable:

Selects and applies effective before-reading strategies
Develops a literal, inferential, and evaluative understanding of what is read
Uses the writing process to improve writing
Uses correct conventions (spelling, punctuation, and grammar) in writing

How progress will be measured:

teacher judgement, self assessment and or work samples

How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i)

Written progress notes emailed or mailed in November, January, April, June

Progress Towards Goal

34 CFR 300.320(a)(3)(ii)

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Date of Progress:

Narrative and supporting data:

April 2016: 04/29/2016

Annual IEP held 3/8/2017:

June 2016: 06/20/2016

November/December 2016:

January/February 2017:

March 2017 Annual IEP:

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Goal Area:

34 CFR 300.320(a)(2)(i)

Annual Measurable Goal (including conditions and frequency):

Transition:

... will analyze and explore his interests, skills, and abilities as related to career planning with 2 out of 2 opportunities as measured by staff. Baseline Data: 0 out of 2 opportunities

Objectives (if needed):

Suanny will...

1. ... Evaluate interests, abilities, and skills related to careers of interest 2 out of 2 opportunities. Baseline Data: 0 out of 2 opportunities
2. ... Use resources, including electronic media to explore career information and options 2 out of 2 opportunities. Baseline Data: 0 out of 2 opportunities

Related Content Standard(s), if applicable:

I can identify realistic occupations of interest

Self-Directed Learning: I can self-direct my learning

Manage Responsibilities: I can manage my responsibilities as a student

How progress will be measured:

Teacher judgement and/or self-assessment

How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i)

In writing by email or mail in November, January, April, June

Progress Towards Goal

34 CFR 300.320(a)(3)(ii)

Date of Progress:

Narrative and supporting data:

April 2016: 04/29/2016

Annual IEP held 3/8/2016

June 2016: 06/20/2016

November/December 2016:

January/February 2017:

March 2017 Annual IEP

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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
Written language	20 Minutes/Weekly	Provider's Space	3/8/2016	3/7/2017	LEA	Special Education Teacher/ Provider
Study/organization skills	20 Minutes/Weekly	Provider's Space	3/8/2016	3/7/2017	LEA	Special Education Teacher/ Provider
Mathematics	20 Minutes/Weekly	Provider's Space	3/8/2016	3/7/2017	LEA	Special Education Teacher/ Provider
Transition	60 Minutes/Yearly	Provider's Space	3/8/2016	3/7/2017	LEA	Special Education Teacher/ Provider
Related Services 34 CFR 300.40	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
00 - No Related Services						
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
graphic organizer for organizing ideas for writing and learning new content	when writing task is assigned	Provider's Space	3/8/2016	3/7/2017	LEA	Special Education Teacher/ Provider
seated near instruction	daily in all classes	Provider's Space	3/8/2016	3/7/2017	LEA	Special Education Teacher/ Provider
Pass/Fail grading option	As determined by SPED staff	Provider's Space	3/8/2016	3/7/2017	LEA	Special Education Teacher/ Provider

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Extended time on assignments, tests, quizzes and projects or reduced requirement without penalty to show proficiency of Learning Targets.	As determined by SPED staff	Provider's Space	3/8/2016	3/7/2017	LEA	Special Education Teacher/ Provider
Test taken in alternate location with resource teacher	As determined by SPED staff	Provider's Space	3/8/2016	3/7/2017	LEA	Special Education Teacher/ Provider
May retake assessments or redo assignments without penalty to show proficiency of Learning Targets	daily all classes	Provider's Space	3/8/2016	3/7/2017	LEA	Special Education Teacher/ Provider
Will be given multiple opportunities to show proficiency of Learning Targets in all classes.	daily all classes	Provider's Space	3/8/2016	3/7/2017	LEA	Special Education Teacher/ Provider
Will be given multiple methods to show proficiency of Learning Targets in all classes.	daily all classes	Provider's Space	3/8/2016	3/7/2017	LEA	Special Education Teacher/ Provider
Staff editing on reports/essay and Shortened reports/essays.	daily in all classes	Provider's Space	3/8/2016	3/7/2017	LEA	Special Education Teacher/ Provider
May retake assessments or redo assignments without penalty to show proficiency of Learning Targets	daily in all classes	Provider's Space	3/8/2016	3/7/2017	LEA	Special Education Teacher/ Provider
Access to textbooks & novels digitized	daily in all classes	Provider's Space	3/8/2016	3/7/2017	LEA	Special Education Teacher/ Provider
Check in frequent for frustrations and assist in refocus to aid in staying in class	daily in all classes	Provider's Space	3/8/2016	3/7/2017	LEA	Special Education Teacher/ Provider

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Encourage student to advocate to ask questions for understanding and clarification and to avoid frustration.	daily in all classes	Provider's Space	3/8/2016	3/7/2017	LEA	Special Education Teacher/ Provider
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
no services			3/8/2016	3/7/2017	LEA	Special Education Teacher/ Provider
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
Consultation	20 mins per semester	Provider's Space	3/9/2015	3/8/2016	LEA	Special Education Teacher/ Provider
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: Suanny will be removed from participating with non-disabled peers in one or more academic seminar class(es) for 90 minutes every other day for each.						
Provide explanation justifying the removal, if any: She needs more intensive SDI for IEP goals in writing strategies, math strategies, and study/organizations skills and Suanny will have the opportunity to receive specially designed instruction (SDI) to support the needs toward meeting the IEP goals in one or more academic seminar class(es) every other day for 90 minutes each.						

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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 needed

Explanation:

Suanny is not experiencing regression.

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

☐ Yes

☒ No

☐ More information needed

Explanation:

Suanny is not experiencing any prolonged recoupment.

Other factors considered by the team:

Suanny is not in need of ESY services.

Decision:

Does the student require ESY services?

☐ Yes (described below, including goals to be addressed)

☒ No

☐ To be determined by _____

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