



**Del Norte SD / San Luis Valley BOCES  
Individualized Education Program**

Mike Practice	12/15/1997	LASID	6/1/2013
<b>Legal Name of Student</b>	<b>DOB</b>		<b>IEP Meeting Date</b>

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**TYPE OF MEETING**

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**Individualized Education Program**  
Annual Review - Transition

**DATES OF MEETINGS**

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<b>Next eligibility meeting (on or before):</b> 3/31/2015	<b>Next review meeting (on or before):</b> 5/30/2014
<b>Initial eligibility:</b>	<b>Initial consent for evaluation:</b>
<b>Initial evaluation completed:</b> 1/27/2005	<b>Initial consent for service:</b> 5/15/2013

**STUDENT AND FAMILY INFORMATION**

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	<b>Prior to Meeting</b>	<b>After Meeting</b>
<b>Home District</b>	Del Norte SD / San Luis Valley BOCES	Del Norte SD / San Luis Valley BOCES
<b>Home School</b>	DEL NORTE HIGH SCHOOL	DEL NORTE HIGH SCHOOL
<b>Service District</b>	Del Norte SD / San Luis Valley BOCES	Del Norte SD / San Luis Valley BOCES
<b>Service School</b>	DEL NORTE HIGH SCHOOL	DEL NORTE HIGH SCHOOL
<b>Primary Disability</b>	Specific Learning Disability	Specific Learning Disability
<b>Secondary Disability</b>		
<b>Least Restrictive Environment</b>	General education class at least 80% of the time	General education class at least 80% of the time
<b>Grade:</b>	<b>Age:</b> 16y 0m	<b>Gender:</b> Male
<b>Race:</b>		<b>Ethnicity:</b> Not Hispanic/Latino
<b>Primary Language Spoken in the Home:</b>		<b>Student's Primary Language:</b>
<b>Does the student have Limited English Proficiency?</b> No		

**Parent Contact Information**

**PROCEDURAL SAFEGUARDS**

I have been provided the special education procedural safeguards in my native language or other mode of communication on 6/1/2013.

\_\_\_\_\_  
Parent Signature **IDEA 300.504(a)**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature **IDEA 300.504(a)**

\_\_\_\_\_  
Date

**IEP PARTICIPANTS**

Mike Practice  
\_\_\_\_\_  
**Student**  
**IDEA 300.321(a)(7) and 300.321(b)(1)**

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**Parent**  
**IDEA 300.321(a)(1)**

\_\_\_\_\_  
**2nd Parent**  
**IDEA 300.321(a)(1)**

\_\_\_\_\_  
**Special Education Director or Designee**  
**IDEA 300.321(a)(4)(i)-(iii); ECEA 4.03(5)(a)**

\_\_\_\_\_  
**General Education Teacher**  
**IDEA 300.321(a)(2)**

\_\_\_\_\_  
**Special Education Teacher/Provider**  
**IDEA 300.321(a)(3)**

**The Following Persons Were Also In Attendance at the Meeting**

Name	Title	Area/Agency Represented
Kathy Smith		
	Other	
	Other	
	Other	

## PRESENT LEVELS OF ACADEMIC ACHIEVEMENT & FUNCTIONAL PERFORMANCE INCLUDING INPUT FROM PARENT & STUDENT

### Student Strengths, Preferences, Interests

What are the student's education/developmental strengths, interest areas, significant personal attributes and personal accomplishments as indicated by formal or informal assessment? Be sure to include specific feedback from the student.

IDEA 300.324(a)(i) strengths of child

IDEA 300.321(b)(2) preferences and interests

MIKE, A 10<sup>TH</sup> GRADER, IS A SHY BUT BRIGHT AND ENGAGING YOUNG MAN WITH A QUICK SENSE OF HUMOR AND A NATURAL ABILITY TO MAKE PEOPLE FEEL COMFORTABLE AROUND HIM. HE HAS A COUPLE OF GOOD MALE FRIENDS, BUT NO GIRLFRIEND AT THIS POINT. MATHEMATICS COMES MORE EASILY TO MIKE. HE PASSED ALGEBRA 1 WITH A C AND IS CURRENTLY IN GEOMETRY WHERE HE IS RECEIVING MOSTLY B'S. HE DOES WELL WITH COMPUTATIONAL SKILLS WHEN ALLOWED TIME TO COMPLETE THE PROBLEMS. HIS OVERALL READING COMPREHENSION REPRESENTS THE HIGHEST ACHIEVEMENT HE HAS IN THE AREA OF READING. HIS ORAL VOCABULARY IS CLOSE TO GRADE LEVEL.

### Present Levels of Educational Performance Summary

Include results of initial or most recent evaluation, including, if appropriate, the results of any interventions, progress monitoring and gap analyses.

IDEA 300.320(a)(1) present levels of academic achievement and functional performance

IDEA 300.324(a)(iii) Results of initial or most recent evaluation

Mike has received services for Specific Learning Disability since he was in 3<sup>rd</sup> grade. His primary difficulties are in the areas of reading fluency and written expression. Mike's 9<sup>th</sup> grade CSAP scores are 587 in reading, partially proficient, 430 in writing, unsatisfactory and 610 in math (satisfactory). Viewed through a transition lens, Mike's CSAP scores indicate there is a significant gap between his current reading fluency and writing ability and his post secondary goal of attending a 4 year college to study business construction without remediation. Currently, Mike's overall reading fluency ability is at the 6<sup>th</sup> grade level He scored 660L on the SRI (Scholastic Reading Inventory) at the end of 9<sup>th</sup> grade and scored a 670L on the SRI in October of his 10<sup>th</sup> grade year. His current gap has been calculated as a 4.2 grade level difference between his current ability and his grade level (10<sup>th</sup> grade). He has particular difficulties with decoding and word recognition. His fluency is several years below grade level. Mike is able to comprehend text in classes when read to or utilizing a book on tape. For classes such as science and social studies, Mike is able to orally discuss grade level concepts when materials is read to him. Mike's written expression is lower than his reading. He writes at around the 4<sup>th</sup> grade level based on district created rubrics, which indicates an approximate 6 year gap between his writing level and his current grade. His handwriting is labored; his spelling is also at the 4<sup>th</sup> grade level. He has difficulty writing a strong paragraph, much less a whole essay. Working on the computer has allayed some of his fear of writing, as he has learned to depend on spell and grammar checks but his overall understanding of organizational structure, sentence structure and semantics are quite limited. Mike's best efforts at writing in his general education English courses were in the area of poetry, where he could use brevity and a decent vocabulary to his benefit. Mike expresses his desire to face this challenge by gradually reducing his need to write shorter assignments by the time he is a Senior, for this year, that modification will support him as he gains skills in writing structure and utilizing computerized correction techniques. This will be reviewed at next annual.

Mike struggles with word problems in math and with forms asking for mathematical computation. He still considers math his strength.

### Describe the age appropriate transition assessment process used to develop the post school goals

ECEA 4.03(6)(d)(ii)

This section is to be completed for each IEP, starting when the student is 15 (or earlier if appropriate), but not later than the end of 9<sup>th</sup> grade, and updated annually.

Assessment Strategy or Tool	Administered and/or Interpreted By	Date Completed
Learn About Yourself Interest Profiler (LIC) Individualized Education Program	Del Norte SD / San Luis Valley Kathy Smith BOCES	9/15/2013

Assessment Strategy or Tool	Administered and/or Interpreted By	Date Completed
Learn About Yourself Interest Profiler (CIC)	Kathy Smith	9/15/2013

**Summary of Results** ECEA 4.03(6)(d)(ii)

Mike completed College in Colorado "Learn about Yourself" Interest Profiler and Career Cluster. His highest ranking on the Interest Profiler was doer and his second highest was conventional. His highest Career Cluster was architecture and construction. Mike shared that what he learned from this matches his desire to work in his parents construction company. Mike shared he would like to attend a four year college and study construction management. Mike's case manager reviewed his academic records and determined that his math skills are on track for reaching his goal of attending a four year college. The record review also indicates he has a 4.2 year gap between current reading fluency level and a 6 year gap of his writing level . Mike can comprehend texts and grade level reading material when information is read aloud and benefits from books on tape when available. Mike completed a self-determination/advocacy assessment that identified that he knows what his goals are, but can be duped by other students because of his easy-going, sometimes vulnerable ways. He has been hurt by the jesting of other students. It also showed that Mike does not advocate for his own needs and requires assistance explaining his disability and how he best learns from others. For several years, Mike has worked alongside his father in the summers at construction sites. He has done everything from hauling trash to being the "go-fer" for the workers. Last year, he spent time in the trailer "office" that was set up at the site. His mother encouraged him to help her with the books, billing and other paperwork issues. Mike dutifully complied but he really wanted to be out at the site. Next summer, his dad will let him help with pouring cement and foundation work (as much as OSHA will allow). Mike is excited about this possibility. Mike's biggest dream in life is to become a partner with his parents in their business and eventually take over as the owner of the business. He has even approached his 13 year old sister with the idea that they would take it over together. She wants no part of this endeavor; she wants to be a veterinarian. He is enthusiastic about sharing his dreams with his teachers and friends. There is no job too small at the site that he will not try, just to get the experience he senses he will need in order to become the business person he wants to be.

**Student Needs and Impact of Disability**

How does the student's disability affect his involvement and progress in the general curriculum and participation in appropriate activities?

For students of transition age, how does the student's disability affect his attainment of the postsecondary goals?

IDEA 300.324(a)(ii) concerns of parent

IDEA 300.324(a)(iv) communication needs

IDEA 300.320(a)(1)(i) How the child's disability affects the child's involvement and progress—in the general curriculum and participation in appropriate activities

Mike's writing skills and reading fluency impact his ability to complete grade level activities without accomodations.

**Parent/Student Input**

IDEA 300.324(a)(1)(ii) concerns of parent

**Measureable Post-School Goals**

This section is to be completed for each IEP, starting when the student is 15 (or earlier if appropriate), but not later than the end of 9<sup>th</sup> grade, and updated annually. ECEA 4.03(6)(d)

Measureable post-school goals must be based on current-age-appropriate transition assessments.

**Post-School Education/Training Goal**

After high school, Mike will attend a four year college and study construction management.

**Career Employment Goal**

Miike will attend a four year college and study construction management.

**Independent Living Skills Goal (when appropriate)**

Mike will live independently.

**CONSIDERATION OF SPECIAL FACTORS**

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**The student does not exhibit behavior that requires a Behavior Intervention Plan.** 300.324(1)(2)(i)

**The student is not deaf-blind.** 300.324(1)(2)(iii) & 300.324(a)(2)(iv)

**The student is not deaf or hard of hearing.** 300.324(a)(2)(iv)

**The student is not blind or visually impaired.** 300.324(1)(2)(iii)

**The student does not require a Health Care Plan.**

**The student does not have Limited English Proficiency.** 300.324(a)(2)(ii)

**The student does not need Assistive Technology devices or services.** 300.324(a)(2)(v)

**The student does not require Special Transportation.** 300.34 Related Services (a); 300.34 (c)(16); 300.107(b)

**POST-SECONDARY TRANSITION PLAN**

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This section to be completed for each IEP, starting when the student is 15 (or earlier if appropriate), but not later than the end of 9<sup>th</sup> grade, and updated annually. ECEA 4.03(6)(d)

**Projected date of graduation/program completion:** 5/21/2016 IDEA 300.102(a)(3)(i)-(iii) limitation to FAPE

**Projected type of completion document:** Standard High School Diploma

**Post-School Education/Training Goal**

After high school, Mike will attend a four year college and study construction management.

**Independent Living Skills Goal (when appropriate)**

Mike will live independently.

**Career Employment Goal**

Mike will attend a four year college and study construction management.

**Planned Course of Study**

**The class schedule must be multi-year (through exit), specific and individualized, and directly linked to the postsecondary goals.**

Mike will complete all courses to meet graduation requirements. IN addition he will complete a study skills class every year to work on reading and writing skills and math word problems. He will also complete a Transition class every year to work on self advocacy skills (explaining his disability, explaining how he learns best). He will complete Business Applications Class and Woods to gain skills in business management and construction

**Transition Services and Activities**

Describe the activities provided by the adults in the community that will enable and promote the student's progress toward meeting annual and postsecondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for student's needs.

### Education/Instruction and Related Services

Resource Room teacher will provide direct instruction in reading fluency, instruction in the writing process (5 steps, making a writing plan and outline, writing a rough draft and editing and proof reading) and direct instruction in strategies to decipher word math problems for college success. English teacher, in addition, will provide direct instruction in the writing process for college success. Resource Room teacher will provide direct instruction and modeling in how to advocate for his learning needs in college courses.

### Career/Employment and other Post-School Adult Living Objectives

Guidance counselor, as part of Transition Class, will provide direct instruction and modeling in interactional response skills to support the student to address conflict, to explain his instructional needs and to effectively disclose his disability. Resource Room teacher will provide direct instruction and modeling in how to advocate for his needs to be successful in the construction company.

### Community Experiences

Family provides experience in construction, as Mike participates in construction activities in the summer and on the weekends.

### Agency Linkages

No agency linkages have been made at this time.

## ANNUAL GOALS IDEA 300.320(a)(2)(i)

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**Progress Report (Describe how parents will be informed of Mike's progress towards goals and how frequently this will occur.)** IDEA 300.321(a)(3)(iii)

4 written progress reports following district report card periods

### Goal 1

**Area of Need:** Reading

**Projected Achievement Date:** 5/30/2014

**ESY:** No

**Unit of Measurement:** GL

**Baseline Data Point:** 6

**Evaluation Method:** Monitor and Chart Progress

#### Measurable Goal:

In order to read college level text for college success, Mike will improve reading fluency from 6th GL to 7.5 GL by next annual and to 9th GL by senior year.

#### Standards:

2 Reading Standards for Literacy in Science and Technical Subjects, Grades 6-8.

## Goal 2

**Area of Need:** Writing

**Projected Achievement Date:** 5/30/2014

**ESY:** No

**Unit of Measurement:** # of errors

**Baseline Data Point:** 8 to 10

**Evaluation Method:** Monitor and Chart Progress

**Measurable Goal:**

IN order to complete college research papers for college success, Mike will improve writing skills by completing a 4 paragraph paper with no errors by his next annual and a 2 page research paper by his Senior Year.

## Goal 3

**Area of Need:** Transition

**Projected Achievement Date:** 5/30/2014

**ESY:** No

**Unit of Measurement:** # of strategies

**Baseline Data Point:** 1 strategy

**Evaluation Method:** Monitor and Chart Progress

**Measurable Goal:**

IN order to resolve conflicts as they may arise in a work setting, Mike will increase his use of conflict resolution strategies in mock situations by next annual review, as measured by self reporting on conflict resolution rubric.

## Goal 4

**Area of Need:** Transition

**Projected Achievement Date:** 5/30/2014

**ESY:** No

**Unit of Measurement:** rarely advocates and utilizes 1 current strategy

**Baseline Data Point:** 1

**Evaluation Method:** Monitor and Chart Progress

**Measurable Goal:**

IN order to successfully advocate for his learning needs in college, Mike will consistently use advocacy skills in regular education classes, as measured by weekly self reporting, increasing number of strategies used from 1 to a minimum of 3.

## ACCOMMODATIONS & MODIFICATIONS

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### Accommodations

What type(s) of accommodations(s) *if any* is (are) necessary for the student to access the general curriculum and/or appropriate activities to make effective progress?

IDEA 300.320(a)(4)(i)-(iii)

IDEA 300.320(a)(6)(i)

books on tape

submit typewritten work vs. handwritten

allow extra time on tests and for completion of writing assignments

### Modifications

What standards, *if any*, need to be modified, expanded, and/or prioritized for the student to access the general curriculum and/or appropriate activities to ame effective progress?

shorten requirements of lengthy written reports

## EXTENDED SCHOOL YEAR DETERMINATION IDEA 300.106

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### Summarized findings based on completion of the ESY Predictive Factors.

The student did not experience severe regression on his IEP goals and objectives.

The student did not require an unreasonably long period of time to relearn previously learned skills.

Predictive factors do not indicate the need for ESY services.

It has been determined that the student is not eligible for extended school year services.



## STATE AND DISTRICT ASSESSMENTS

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*Accommodations and modifications must reflect those used in daily classroom instruction*

### District Assessments

Test	Participation	Accommodations 300.320(a)(6)(i)
Reading		
Writing/LA		
Math		
Science		
Social Studies		
Other		

### State Assessment

Test	Participation	Accommodations 300.320(a)(6)(i)
Reading		
Writing/LA		
Math		
Science		
Social Studies		
11th Grade		

If the IEP Team has determined that the student qualifies for alternate assessments, parents have been informed about the differences between regular and the alternate assessments (both state and district) and the effects of these, if any (including that, for students taking alternate assessments, achievement will be measured based on alternate achievement standards): N/A

## SERVICE DELIVERY STATEMENT

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**Statement of types and anticipated location of services to be provided to and on behalf of the student:**

**Primary Service Provider:** Kathy Smith

Specialized Instruction Area and/or Related Services 300.320(a)(4) Include ESY if applicable	Location	Special Education or Related Services	Service Provider Role 300.18 & ECEA 3.04	Start Date 300.320 (a)(7)	End Date 300.320 (a)(7)	Frequency of Special Education/Related Services		
						Minutes	Frequency	Direct/ Indirect
Specialized Instruction- Reading	Outside General Education Classroom	Special Education	Special Education Resource Teacher	7/2/13	5/30/14	240	weekly	Direct

**RECOMMENDED PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT (SPECIAL EDUCATION SETTING) IDEA 300.320(a)(5)**

*To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children without disabilities; and special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.*

Placement Options Considered	Selected	Document the discussion regarding each placement option considered, including any advantages or potential harmful effects on the student or on the quality of services needed.
General education class at least 80% of the time	Yes	More time in special education was considered to work on advocacy, writing and reading. The team agreed that the courses as outlined, support from counselor, the English teacher and individualized instruction provided by resource will meet student needs.

**Placement Date:** 07/02/2013      **Placement Type:** Ages 6-21

*LRE Setting: General education class at least 80% of the time*

- Time in general education environment: 87.6%
- Time outside general education environment: 12.4%

**PRIOR WRITTEN NOTICE IDEA 300.503**

The IEP includes services to be provided to assist your child to make progress. The Present Level of Academic Achievement and Functional Performance includes information about the data used as a basis for the decisions recorded in the IEP.

**Other options considered and reasons rejected:**

More time in special education was discussed, IEP team and parents and Mike agreed that current supported as outlined with counselor, English teacher and special ed are sufficient to meet his skill development needs at this time

**Other factors considered:**

No other factors considered

**Case Manager Contact Information**

Kathy Smith /

**Name/Title**

**Phone**

**Date**

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Parents of a child with a disability have protection under the procedural safeguards. For a copy of the Procedural Safeguards or assistance in understanding this information, please contact the person named above. **IDEA 300.503(b)(4)**