



**STATE OF HAWAII  
DEPARTMENT OF EDUCATION**

**INDIVIDUALIZED EDUCATION  
PROGRAM**

IEP Meeting Date(s): 08/25/2016

1. Student's Name:		
2. Date of Birth:	3. ID#:	4. Grade: 12
5. Current School: Leilehua High		
6. IEP Annual Review Date: 08/25/2017	7. Reevaluation Date: 09/03/2018	8. Care Coordinator:

**9. CONSIDERATIONS WHEN DEVELOPING AN IEP:**

The following factors must be considered:

- a. Strengths of the student and concerns of parents for enhancing the education of the student
- b. Results of the initial or most recent evaluation
- c. As appropriate, performance on any general State or district-wide assessment
- d. Age of the student and the age-appropriateness of the setting
- e. Special Factors (see items 1-6 below)
  - 1. Does the student's behavior impede the student's learning or the learning of others?  
If yes, team must consider, if appropriate, strategies to address the behavior (including positive behavioral interventions, strategies and supports).
  - 2. Is the student limited in English proficiency?  
If yes, team must consider the student's language needs as these needs relate to the IEP.
  - 3. Is the student blind or visually impaired?  
If yes, team must provide for instruction in Braille and the use of Braille, unless it determines, after an appropriate evaluation, that instruction in Braille or use of Braille is not appropriate.
  - 4. Does the student have any communication needs?  
If yes, team must consider and address these needs.
  - 5. Is the student deaf or hard of hearing?  
If yes, team must consider and address the full range of academic, language, communication and instructional needs, including the need to provide opportunities for communication and instruction in the student's language and communication mode.
  - 6. Does the student require assistive technology devices and services?  
If yes, team must consider and address these needs.

**When reviewing an IEP, these additional factors must be considered:**

- a. Lack of progress towards annual goals and in the general curriculum, if appropriate
- b. Results of any reevaluation
- c. Information about the student provided to or by the parents
- d. Information about student's anticipated needs
- e. Other IEP matters

**For Agency Use Only:**

Parent was provided an explanation and copy of the procedural safeguards

Parent was provided a copy of IEP at no cost

**10. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE**

Reading Assessment Used: Other: GRADE

Assessment Date:	08/18/2016	Grade Equivalent:	8.5	Scaled Score:	94
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Transition teacher met with student on 08/18/16 to discuss employment options. Student was given the GRADE reading assessment on 08/18/16 with the results in Vocabulary: 6.4. Student will complete a senior exit survey in 04/17.

teachers have described him as being capable, respectful and bright. One of his teachers commented that they had as a freshman and now that he is a Senior, they're able to see how much he has matured. He can be talkative with his peers around him and easily distracted. Although he is easily distracted, is also easily redirected. qualifies for special education services under the category of Other Health Impairments (OHI) for Attention Deficit Hyperactivity Disorder (ADHD). has a prescription of Methadone for his ADHD that he takes at home before school, but mom informed the team that he is currently managing his ADHD without medication.

## Language Arts:

## Strengths:

is able to locate information that is right there in a variety of texts and use knowledge of organizational structures to construct meaning from a reading. He can also explain how the author's choice of language and use of literary elements contribute to the author's purpose and the effectiveness of the text. can answer basic comprehension questions about the text including plot, characters, problem/solution, climax, and other conventions of fiction, and is also able to identify conventions of non-fiction with prompting/assistance.

is capable of writing simple sentences with correct punctuation, spelling and capitalization independently to answer basic constructed response prompts or questions about a text.

## Needs:

needs to strengthen his ability to analyze plot, setting, characterization, or conflict to interpret theme in a literary text without assistance. has difficulty using organizational patterns and text structures of grade-appropriate texts to construct meaning. needs to verbalize what he needs and is thinking more clearly as well as practice using the appropriate attentive, responsive, and reflective listening strategies according to the given situation.

has difficulty writing a narrative where he has to first determine/create a topic sentence, supporting details or ideas with supporting details. needs to continue to practice brainstorming ideas & complete a graphic organizer in writing in answer to constructed response prompts. has difficulties editing written narratives, summaries and other text

independently and often requires teacher and/or EA assistance to make the mildest revisions.

sometimes has trouble expressing his thoughts and opinions in writing after making inferences. needs to continue working on incorporating voice and literary devices to make his narratives or other writing more expressive.

## Math:

Strengths: has good basic math skills and can work independently. He is capable and does understand the concepts covered in class.

Needs: needs to improve working on multi-step equations. needs to work on checking his solutions to be sure they are accurate. needs to improve his skills working with lines, polygons (esp. Triangles), and circles.

Parental Concerns: Since is trying to manage his ADHD without medication, mom would like teachers to report to her if they see any concerns that may manifest in class.

## Impact Statement:

Due to continued struggles with a lack of focus and attention, tolerance of his medication dosages (currently not taking) for his ADHD, and continued difficulties with reading comprehension, grade-level vocabulary skills, and written expression, he continues to be restricted to limited successful performance in the general education setting for social studies, and still requires small group, specialized instruction in mathematics, science, and language arts resource classroom settings.

**INDIVIDUALIZED EDUCATION PROGRAM  
ANNUAL GOAL****16. STANDARD AREAS:**

CCSS: LANGUAGE ARTS: GRADE 11-12

Reading Literature: Key Ideas and Details

- 11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**17. MEASURABLE ANNUAL GOAL:**

will improve his reading comprehension, conventions, and skills with a minimum 80% accuracy within one IEP school year

**18. HOW WILL PROGRESS TOWARD THE ANNUAL GOAL BE MEASURED:**

Teacher-made Tests; Daily Work

**19. BENCHMARK/SHORT-TERM OBJECTIVE:**

Given a reading selection, will use strategies such as rereading, reading ahead, Cornell note taking, and marginal annotations to help improve comprehension of the material with 80% accuracy 3 out of 3 opportunities.

When reading a passage orally, will read fluently and with expression that conveys meaning with 80% accuracy 3 out of 3 opportunities.

Given a list of vocabulary words, will pronounce and/or define the words as instructed with 80% accuracy 3 out of 3 opportunities.

After reading texts within his current reading range, will be able to demonstrate comprehension of the material with 80% accuracy 3 out of 3 opportunities by: a) recalling details b) grasping the main idea c) comparing and contrasting d) making predictions e) evaluating information f) applying new ideas

**20. EXTENDED SCHOOL YEAR (ESY):** Unless the student requires an extended school year as a part of a free and appropriate public education, the IEP will be in effect during the regular school year only.

The standard for an extended school year has been applied: The student (check one)

- DOES NOT meet the standard for an extended school year  
 DOES meet the standard for an extended school year

STATE THE EXTENT TO WHICH ESY IS NECESSARY:

21. SERVICES Special Education and Related Services	Projected Beginning Date	Projected Ending Date	Frequency (Mins/Times/Period)	Location	ESY Yes/No
Special Education	08/26/2016	08/25/2017	330 mins per WEEK	Special Ed.	No
Special Education	08/26/2016	08/25/2017	300 mins per WEEK	General Ed.	No

Supplementary Aids and Services, Program Modifications and Supports for School Personnel:	Projected Beginning Date	Projected Ending Date	Frequency (Mins/Times/Period)	Location
Frequent Checks for Understanding	08/26/2016	08/25/2017	Daily	General Ed./SPED
Preferential Seating	08/26/2016	08/25/2017	Daily	General Ed./SPED
Use of alternative lesson delivery (i.e. graph organizers, thinking maps)	08/26/2016	08/25/2017	Daily	General Ed./SPED

**Clarification of Services and Supports:**

The specialized instruction will be provided for Social Studies in the general education setting. ) will participate in the general education setting for all electives and non-academic activities. The specialized instruction will be provided in the public school setting.

Due to continued struggles with a lack of focus and attention, tolerance of his medication dosages (currently not taking) for his ADHD, and continued difficulties with reading comprehension, grade-level vocabulary skills, and written expression, he continues to be restricted to limited successful performance in the general education setting.