

Oregon Trail School District 046
 Student Services Office
 PO Box 547
 Sandy, OR 97055
 Phone: 503-668-4949
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Individualized Education Program



Student Name: **Tello Tello, Abel** Home Phone: **503-841-3219** Date: **03/30/2015**
 Date Of Birth: **02/05/2000** Home Address: **40833 SE Hwy 26**
 Student No.: **396069** Sandy, OR **97055**
 State Student ID: **10003991**

Age 15	Gender Male	Grade 09	Home School	Attending School Sandy High School
Ethnicity Hispanic		Phone		Phone 503-668-8011
Primary Language - Date Determined English - 01/25/2007		Address		Address 37400 Bell St
Home Language - Date Determined English - 01/25/2007				Sandy, OR 97055
Parent/Guardian				
Name Olivia Tello Paz	Home Phone 503-841-3219	Name Matias Tello	Home Phone 503-841-3219	
Address 40833 SE Hwy 26	Work Phone	Address 40833 SE Hwy 26	Work Phone 503-668-6842	
Sandy, OR 97055	Emergency Phone	Sandy, OR 97055	Emergency Phone	

IEP Review Due Date : **03/29/2016** Re-evaluation Due Date: **04/02/2016**

Eligibility(ies): **Specific Learning Disability, Communication Disorder**

Interpreter Needed: Yes No

Documentation of efforts to schedule the IEP Meeting:

Date	Description
03/17/2015	Scheduling assistant arranged meeting via translator and followed up with written notice.

B. IEP Team Members

<u>Names</u>	<u>Position</u>	<u>Present/Absent</u>
Tello Tello, Abel	Student	Present
Callaway, Cathy	Counselor	Did not attend
Galusha, Jerry	District Representative	Present
Carter, Sandi	General Ed Teacher	Present
Novitt, Chester	General Ed Teacher	Present
Vanwye, Karen	Interpreter	Present
Galusha, Jerry	Person Knowledgeable about Evaluation Data	Present
Galusha, Jerry	Person Knowledgeable about Placement Options	Present
Galusha, Jerry	Person Knowledgeable about the Child	Present
Galusha, Jerry	Special Ed Teacher	Present
Baumann, Susan	Speech/Language Therapist	Present

* If required team member is excused, attach signed written agreement between parent and district before proceeding.

Name Tello Tello, Abel	Date of Birth 02/05/2000	Student Number 396069	Document Date 03/30/2015
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C. SUMMARY OF PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Strengths of Student (Academic, Behavior, Learning characteristics, etc.)

Abel is respectful and attentive in class. He has many cognitive strengths such as comprehensive knowledge, processing speed, and auditory processing. He intends to do well enough to avoid LRC classes.

Concerns of the parent(s) for enhancing the education of the student

Previously, no concerns were expressed.

Present level of academic performance, including the student's most recent performance on state or district-wide assessments

Results of state and district group assessment measures:

Test OAKS	Test Level	Test Date 03/18/2013
Subject	Subject	Score
Math	7th	218
Reading	7th	212
Science	NA	NA
Writing	NA	NA

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

See above for previous grade OAKS scores. Although these scores do not meet statewide standards, they do display a growth trend. GPA is 1.4. Has earned 2.5 of 24 credits to date. Is currently passing 5/7 classes.

Communication: Abel continues to struggle to understand/use grade level vocabulary and curricular concepts in his classes due to receptive and expressive language deficits. He has consistently struggled in understanding the concepts presented in his gen ed Physical Science class since the start of the year, although, he is currently earning a passing grade of a D+. He is failing his Health class this term. The smaller class size, slower pace and instruction presented at his levels provided in his LRC classes appear beneficial to Abel. While quiet and reserved, Abel has been a willing participant in pull out language lessons which have focused on increasing vocabulary and listening and reading comprehension skills using a variety of strategies. Despite his work in these sessions, Abel has not demonstrated generalization of these skills to the gen ed setting. Abel will continue to benefit from accommodations as written in this IEP to provide him with support as he continues to develop his language skills.

Present level of developmental and functional performance (including results of initial or most recent evaluations)

Most recent evaluations showed strengths in areas listed above. Testing also showed weaknesses in the areas of short and long term memory and also in fluid reasoning.

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

Abel's cognitive weaknesses have made his academic growth difficult. He has trouble engaging and keeping pace in many of his general education classes. He requires classroom accommodations, a study skills class, and algebra support if taking algebra 1 next year.

D. GRADUATION OPTIONS

Is the student projected to graduate/exit this school year?

Projected Graduation/Exit Date: **06/08/2018**

Yes No

With regular document

With alternate document (describe below)

E. TRANSFER OF RIGHTS

Will the student be age of majority, married, or legally emancipated while the current IEP is in effect?

The student and parent have been informed of rights under Part B of IDEA that will transfer to the student at the age of majority?

Yes No

Yes

Date informed:

Not-applicable

The district has provided written notice of the transfer of rights to the student and the parent?