

## Individualized Education Program



Student Name: **Defoyd, Bailey M.** Home Phone: **541-588-0404** Date: **02/02/2015**  
 Date Of Birth: **03/01/2000** Home Address: **1409 NE Tucson Way #1**  
 Student No.: **242001** **Bend, OR 97701**  
 State Student ID: **10083197**

Age <b>14</b>	Gender <b>Male</b>	Grade <b>09</b>	Home School <b>Pilot Butte Middle School</b>	Attending School <b>Mountain View High School</b>
Ethnicity <b>White</b>			Phone <b>541-355-7400</b>	Phone <b>541-355-4400</b>
Primary Language - Date Determined <b>English - 08/10/2010</b>			Address <b>1501 NE Neff Rd</b> <b>Bend, OR 97701</b>	Address <b>2755 NE 27th St</b> <b>Bend, OR 97701</b>
Home Language - Date Determined <b>English - 08/10/2010</b>				

## Parent/Guardian

Name <b>Steven Defoyd</b>	Home Phone <b>541-588-0404</b>	Name	Home Phone
Address <b>1409 NE Tucson Way Apt#1</b> <b>Bend, OR 97701</b>	Work Phone <b>541-548-2865</b>	Address	Work Phone
	Emergency Phone		Emergency Phone

IEP Review Due Date : **02/01/2016** Re-evaluation Due Date: **02/01/2018**

Eligibility(ies): **Specific Learning Disability (SLD-90)**

Interpreter Needed: ☐ Yes ☒ No

## Documentation of efforts to schedule the IEP Meeting:

Date	Description
01/23/2015	Called cell phone # - No longer in service.
01/23/2015	Did not have a working # for parent. Meeting notice sent home in US Mail.
01/23/2015	Called Mr. Defoyd - Work # No longer works there.

## B. IEP Team Members

<u>Names</u>	<u>Position</u>	<u>Present/Absent</u>
Defoyd, Bailey M.	Student	Present
Defoyd, Steven	Father	Present
Worcester, Andy T.	District Representative	Present
Zilk, Beth M.	General Ed Teacher	Present
Worcester, Andy T.	Person Interpreting Evaluation Results	Present
Worcester, Andy T.	Special Ed Teacher	Present

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

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### C. SUMMARY OF PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

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

Bailey is a 9th grade student at MVHS who receives special education services for a learning disability. Bailey has had great attendance so far this year, and has shown great improvement in his general behavior. Verbal comprehension, and math are emerging as relative academic strengths for him.

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

Bailey's dad, Steve, is very concerned that Bailey doesn't feel that there are any real consequences for his lack of effort in school. He feels he is seeing a why bother attitude from Bailey, and worries where his lack of progress will take him. He knows Bailey is capable, but just doesn't follow through.

#### 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 <b>OAKS (ST)</b>		Test Level <b>08</b>	Test Date <b>04/14/2014</b>
Subject	Score	Performance Level	
Reading	221	Does Not Meet	
Mathematics	228	Does Not Meet	
Science	238	Meets	
Writing			

#### Additional Present Levels

Bailey has really struggled this year with follow through when it comes to assignment completion. He has shown improvement in both his behavior and participation in class. His general comprehension improves verbally. Writing is Bailey's greatest difficulty, particularly when handwriting. He has his school iPad to use for writing assignments, but he is still reluctant to complete assignments. Reading comprehension has improved for Bailey, and he has increased his participation in classroom discussions. Recently, Bailey demonstrated about 70% comprehension. Although math has emerged as a relative academic skill strength for Bailey, his lack of effort has him only demonstrating about 50% accuracy in calculations. Behaviorally, Bailey has shown tremendous compared to what was reported in middle school. Occasionally he can be disruptive in class, but is easily redirected. Bailey's greatest setback at this point is his lack of effort and follow through. He often has an attitude of not caring about his grades, and consequently failed 4 classes first semester.

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

Bailey is developmentally and functionally performing at the same rate as his peers. Not a concern at this time. The following are Bailey's most recent assessments and evaluations:

WIAT III- Test of Achievement 1/23/12 (average scores are between 85-110)

Math Reasoning SS 92  
MATH COMPOSITE SS 85  
Psuedoword Decoding SS 82  
Numerical Operations SS 81  
Reading Comprehension SS 76  
READING COMPOSITE SS 74  
Word Reading SS 71  
Written Expression SS 65

\*Writing is Bailey's main weakness.

WISC IV Test of Cognitive Abilities 1/19/12

Crystallized Intelligence SS 95 Average  
Working Memory SS 74 Delayed  
Fluid Reasoning SS 90 Average  
Processing Speed SS 85 Low average

Bailey shows a deficit in working memory which is linked to struggles in writing and reading.

BRIEF-Executive Functioning 10/24/11

Executive functions are a collection of processes that are responsible for guiding, directing and managing cognitive, emotional and behavioral functions, particularly during active, novel problem solving.

\*Scores fell into the average range. According to Bailey's father's responses, Bailey not not exhibit any difficulty with Executive Functions.

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

Bailey continues to experience significant academic delays, which inhibit his ability to progress in the general curriculum at the same rate as his peers.

**D. GRADUATION OPTIONS**

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

☐ Yes ☒ No

Projected Graduation/Exit Date: 06/07/2018

☒ 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?

☐ Yes ☒ No

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 Date informed:  
☐ Not-applicable

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

☐ Yes Date provided:  
☐ Student has not reached age of majority

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## F. SUMMARY OF PRESENT LEVELS OF PERFORMANCE FOR TRANSITION PLANNING

### Student preferences, needs, and interests

Bailey prefers hands on activities, and has an interest in military service.

### Results of age-appropriate transition assessments

Bailey plans on joining a branch of the military after high school.

## G. SUMMARY OF AGE-APPROPRIATE TRANSITION PLANNING

### MEASURABLE POST-SECONDARY GOALS:

Training

none at this time

Education:

Bailey will review entrance requirements for military service.

Employment:

Bailey will take necessary steps for entrance into military service within 6 months of graduation.

Independent Living Skill:

none needed

### Transition services (including projected courses of study) to assist in meeting post-secondary goals:

School Year: 2014-2015

List Courses: biology, english, history, math

Coordinated Activities

Instruction - Standard curriculum

### Information received if any agency above did not attend

No other agencies were involved in this IEP.

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### H. SPECIAL FACTORS FOR IEP DEVELOPMENT

Check all factors that apply	Explanation
<p>Does the student need assistive technology devices or services?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, services or devices must be addressed in the IEP</p>	Bailey has an iPad with writing text support.
<p>Does the student have communication needs?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, needs must be addressed in the IEP</p>	
<p>Does the student exhibit behavior that impedes his/her learning or the learning of others?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, the IEP team must consider the use of strategies, positive behavioral interventions and supports to address the behavior(s)</p>	Bailey has a behavior goal to address needs.
<p>Does the student have limited English proficiency?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
<p>Is the student blind or visually impaired?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, Braille needs must be addressed in the IEP, or evaluation of reading/writing needs has been completed and determined that Braille is not appropriate</p>	
<p>Is the student deaf or hard of hearing?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>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.</p>	

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## I. REQUIRED TESTING AND ASSESSMENTS

### Statewide Assessments

Will the student participate in any Statewide Assessment?

- ☐ Yes – assessment will be conducted while the current IEP is in effect.  
☒ No – at the time of testing, assessment is not conducted at the student's grade level.

### Districtwide Assessments

Will the student participate in any Districtwide Assessment?

- ☒ Yes – assessment will be conducted while the current IEP is in effect.  
☐ No – at the time of testing, assessment is not conducted at the student's grade level.

Assessment Participation				
Testing Grade	Assessment Area	Administration Method	Explanation* <i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	Accommodation
10	District Math (K-10)	Standard with Accommodations		extended time
09	District Summative (9,10)	Standard with Accommodations		extended time
10	District ELA (6-10)	Standard with Accommodations		extended time
10	District Science (6-10)	Standard with Accommodations		extended time

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## J. MEASURABLE ANNUAL GOALS

When will progress be reported to the parent?

Semesterly

How will progress be reported?

With schools progress reports

Anticipated Dates

Progress Period 1	<b>06/11/2015</b>
Progress Period 3	<b>01/29/2016</b>

### Category: Reading

Is the goal area related to alternate assessments aligned to alternative achievement standards?

☐ Yes (If Yes, short-term objectives are required)

☒ No

Goal:

In 36 instructional weeks, when given a grade level reading selection, Bailey will use comprehension strategies to increase accuracy to 80%, as measured by probes

Present Level:

Recent probes suggest Bailey is comprehending at a rate of 70%.

### Category: Writing

Is the goal area related to alternate assessments aligned to alternative achievement standards?

☐ Yes (If Yes, short-term objectives are required)

☒ No

Goal:

In 36 instructional weeks, given a topic and sources, Bailey will write a passage with at least two body paragraphs, in which he states a claim, supports it with evidence from a source, and uses commentary to justify, in 60% of his paragraphs, as measured by in class samples.

Present Level:

Up to this point in the school year, Bailey has not turned in a writing sample.

### Category: Mathematics

Is the goal area related to alternate assessments aligned to alternative achievement standards?

☐ Yes (If Yes, short-term objectives are required)

☒ No

Goal:

In 36 instructional weeks, with the use of a calculator, Bailey will be able to set up and solve linear equations, with 70% accuracy, as measured by in class assignments and assessments.

Present Level:

Currently, Bailey is averaging about 50% accuracy.

### Category: Behavioral Skills

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Is the goal area related to alternate assessments aligned to alternative achievement standards?

☐ Yes (If Yes, short-term objectives are required)

☒ No

Goal:

In 36 instructional weeks, during independent work time in a classroom setting, Bailey will be able to return his focus to the given task, needing only one prompt from a staff member, as measured by informal staff observation.

Present Level:

Bailey is easily pulled off task, and requires multiple prompts from staff to regain focus.

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## K. SERVICE SUMMARY

### Specially Designed Instruction

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Reading	LEA (Local Education Agency)	Case Manager	General Ed/SRC *	45 Min	per week	02/02/2015	02/01/2016
Behavior Skill	LEA (Local Education Agency)	General Ed Teacher	General Ed/SRC *	20 Min	per week	02/02/2015	02/01/2016
Writing	LEA (Local Education Agency)	Case Manager	General Ed/SRC *	60 Min	per week	02/02/2015	02/01/2016
Mathematics	LEA (Local Education Agency)	Educational Assistant	General Education Class	30 Min	per week	02/02/2015	02/01/2016

### Related Services

The team considered the need for related services and determined that the student is not in need of related services.

☐ Yes ☒ No The team has determined the student requires Special Education transportation due to the disability and access to the program site.

### Extended School Year Services (ESY)

- ☒ The team has determined the student DOES NOT require ESY services
- ☐ The team has determined that ESY services WILL be provided to this student
- ☐ The team will meet to determine whether ESY services are required

### Supplementary Aids/Services; Modifications; Accommodations

The team considered the need for supplemental aids and services and determined that they are needed.

Description	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Shortened writing assignments when proficiency can be demonstrated.	LEA (Local Education Agency)	General Ed Teacher	general ed. class	30 Min	every month	02/02/2015	02/01/2016
Calculator for math assessments	LEA (Local Education Agency)	General Ed Teacher	general ed. class	35 Min	per week	02/02/2015	02/01/2016

### Supports for School Personnel

The following supports are necessary for school personnel in order for this student to benefit from instruction in the general education classroom:

Description of Supports	Provider	Role	Time	Frequency	Start Date	End Date
Consultation with SRC staff	LEA (Local Education Agency)	Case Manager	20 Min	every month	02/02/2015	02/01/2016

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**L. STATEMENT OF NONPARTICIPATION JUSTIFICATION**

☒ The team has determined that no removal is necessary in order for the student to receive specially designed instruction, related services, or supplementary aids or services.

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**M. PARENT STATEMENTS**

Parents Rights

I have had the opportunity to participate in the development of this Individualized Education Program (IEP). I have received a copy of "Parent Rights for Special Education (K-18)".  
\_\_\_\_\_(parent initials)