

## Individualized Education Program

Student Name: **Archer, Samuel E.**Home Phone: **541-678-1300**Date: **09/24/2015**Date Of Birth: **02/02/1998**Home Address: **680 NE Bellevue Dr**Student No.: **232279****Bend, OR 97701**State Student ID: **8136823**

Age <b>17</b>	Gender <b>Male</b>	Grade <b>11</b>	Home School <b>Mountain View High School</b>	Attending School <b>Marshall High School</b>
Ethnicity <b>White</b>			Phone <b>541-355-4400</b>	Phone <b>541-355-3500</b>
Primary Language - Date Determined <b>English - 09/01/2006</b>			Address <b>2755 NE 27th St</b>	Address <b>1291 NE 5th St</b>
Home Language - Date Determined <b>English - 09/01/2006</b>			<b>Bend, OR 97701</b>	<b>Bend, OR 97701</b>

## Parent/Guardian

Name <b>Jerrie Archer</b>	Home Phone <b>541-678-1300</b>	Name	Home Phone
Address <b>680 NE Bellevue Dr #B135</b>	Work Phone	Address	Work Phone
<b>Bend, OR 97701</b>	Emergency Phone		Emergency Phone

IEP Review Due Date : **09/23/2016** Re-evaluation Due Date: **09/23/2018**Eligibility(ies): **Other Health Impairment (OHI-80), Specific Learning Disability (SLD-90)**Interpreter Needed:  Yes  No

## Documentation of efforts to schedule the IEP Meeting:

Date	Description
09/11/2015	Called Sam's mom to set up IEP and fill out a pre-evaluation sheet.
09/22/2015	Called Sam's mom to remind her of the meeting and ask some questions for present levels.

## B. IEP Team Members

<u>Names</u>	<u>Position</u>	<u>Present/Absent</u>
Archer, Samuel E.	Student	Present
Archer, Jerrie	Mother	Present
Mills, Jim L.	District Representative	Present
Johnson, Marsa F.	General Ed Teacher	Present
Mills, Jim L.	Person Interpreting Evaluation Results	Present
Luff-Lopez, Karla A.	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, Functional, Behavior, Learning characteristics, etc.)

Sam is friendly and able to adapt to a variety of settings well. Sam is also a good athlete and is involved in track and field, parkour, acrobatics, and hanging out with friends.

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

Sam's mom, Gerry, wants to make sure he is asking for help when he needs it.

#### 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>10</b>	Test Date <b>05/07/2014</b>
Subject	Score	Performance Level
Reading	224	Does Not Meet
Mathematics	232	Does Not Meet
Science		
Writing		

#### Additional Present Levels

Ms. Swan (reading and writing strategies) Sam has made great strides in his work ethic and reading and writing skill level. He is able to analyze text more accurately and independently, and produce writing that is planned and clearly written. He still struggles with spelling and grammar as well as reading higher level texts.

Ms. Peters (Geometry) He has passed 2 math work samples so he has met his essential skills requirement for math.

Ms. Lyons (Science) He is not doing so much. He is also falling into some social distractions so I have tried preferential seating but that doesn't always work for him either.

Mr. Lemke (Design Tech) Sam has good attendance, gets along with peers, positive attitude, but should engage more, ask for help when needed, and complete classwork.

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

##### Standard Scores:

2015 ACT Aspire : unrecordable score  
2014 Spring OAKS: math (does not meet) 224  
2014 reading (does not meet) 232

SRI 2nd semester 2015 856 Grade 9 equivalent

2012

WJ III Reading fluency SS 76 passage comprehension SS 87 letter word SS 74

Math fluency SS 66 calculation SS 72

Writing fluency SS 94 spelling SS 74

WISC IV, 7/12/2012 Full Scale 83

BASC clinically significant- hyperactivity, attention problems, learning problems, school problems, atypicality, and study skills.

BRIEF elevated scores- initiate, working memory, plan/organize, organization of material monitoring of self and task

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

Sam has a difficult time focusing on the classroom task and thus has a difficult time keeping up with his peers. Moreover, he struggles with reading comprehension which makes it difficult for him to access information from grade level reading.

### D. GRADUATION OPTIONS

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

Projected Graduation/Exit Date: 06/09/2017

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Yes  No

With regular document  
 With alternate document (describe below)  
 Oregon Modified Diploma

#### 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: 09/24/2015  
 Not-applicable

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.

Date anticipated: 02/02/2016

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

Yes Date provided: 10/09/2015  
 Student has not reached age of majority

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

### **Student preferences, needs, interests & strengths**

Preferences: Sam is not sure about a specific job at this point, but Sam is sure that he would like to have a job that allows him to be outdoors and moving.

Interests: Sam has expressed an interest in some kind of post secondary education.

Needs: Sam needs support with finding education and employment options that allow movement and not extended "sit" time.

Strengths: Sam is very outgoing, friendly and athletic.

### **Results of age-appropriate transition assessments**

Student dream sheet: Sam sees himself living with his parents after graduation, but a goal of living independently at some point in the future. Sam intends to go to college, but is not sure what field of student he would like to focus on in college. Sam has a goal of getting track scholarship. Sam has not thought of a specific field of employment, he is focused on school and track and field. // Sam does chores around the house and is willing to help, if asked. He can use a lawnmower and wood working tools. He describes himself as a fast learner. Sam makes some of his own choices, such as when he wants to go to bed and when he can meet up with friends. Sam feels good about his current abilities to make his own choices.

## **G. SUMMARY OF AGE-APPROPRIATE TRANSITION PLANNING**

### **MEASURABLE POST-SECONDARY GOALS:**

#### **Training**

After graduation, Sam will have determined what occupation he wants to pursue and which college/university offers courses in the employment field of interest.

#### **Education:**

After graduation, Sam will attend college to pursue his career interest.

#### **Employment:**

Sam would like to focus on school and track and field while still in high school and into college. An employment goal is not set at this time.

#### **Independent Living Skill:**

Within one month of graduation, Sam will have obtained his driver's license.

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

School Year: 2015-2016

List Courses: Design Tech, Foundations of Algebra, Language arts, PE

Coordinated Activities

Instruction - Standard curriculum

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

The school YTP coordinator is working with Sam and will put him in touch with other agencies in the future, if needed.

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#### H. SPECIAL FACTORS FOR IEP DEVELOPMENT

Check all factors that apply	Explanation
<p>Does the student exhibit behavior that impedes his/her learning or the learning of others?</p> <p><input type="checkbox"/> Yes  <input checked="" 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>	
<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>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>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>	
<p>Does the student need assistive technology devices or services?</p> <p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p> <p>If yes, services or devices must be addressed in the IEP</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.

Testing Grade	Assessment Area	Administration Method	Assessment Participation	
			Explanation*	Accommodation
11	State ELA/Literacy (3-8, 11)	Standard with Accommodations	Student is on a modified diploma, but will still participate in State testing with accommodations	All universal, embedded accommodations. Noise cancelling headphones, frequent breaks, preferential seating, small group.
11	State Math (3-8, 11)	Standard with Accommodations	Student is on a modified diploma, but will still participate in State testing with accommodations	All universal, embedded accommodations. Noise cancelling headphones, frequent breaks, preferential seating, small group.
11	State Science (5, 8, HS)	Standard with Accommodations	Student is on a modified diploma, but will still participate in State testing with accommodations	All universal, embedded accommodations. Noise cancelling headphones, frequent breaks, preferential seating, small group.
11	State Social Studies (5, 8, HS)	Standard with Accommodations	Student is on a modified diploma, but will still participate in State testing with accommodations	All universal, embedded accommodations. Noise cancelling headphones, frequent breaks, preferential seating, small group.

### 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.

Testing Grade	Assessment Area	Administration Method	Assessment Participation	
			Explanation*	Accommodation
11	ACT (11)	Standard with Accommodations	Student is on a modified diploma, but will still participate in State testing with accommodations	frequent breaks, preferential seating, small group.

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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>02/04/2016</b>
Progress Period 2	<b>06/16/2016</b>

**Category: Mathematics**

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

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

No

In 36 instructional weeks, with the use of a calculator, Sam will solve multistep problems involving percentages, decimals, and fractions with 70% accuracy.

Present Level:

Sam is still working on this goal. Some days he is very focused and pays attention to detail in his math calculations. Other days, he has trouble staying focused. He usually understands the steps to take to solve multi-step equations, but he is not consistent in using the steps correctly.

**Category: Reading**

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

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

No

In 36 instructional weeks, given a grade level passage, Sam will read with 95% accuracy, 75% comprehension.

Present Level:

Currently Sam is reading at 768 Lexile. He is engaged in reading class and doing well. His comprehension level is currently at 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

In 36 instructional weeks, Sam will write a multiparagraph with a clear beginning, middle and end, using correct writing sequences with 70% accuracy.

Present Level:

Sam is working toward completion of a 5 paragraph writing sample with a school wide selected topic.

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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)	General Ed Teacher	General Ed/SRC *	30 Min	per week	09/24/2015	09/23/2016
Writing	LEA (Local Education Agency)	General Ed Teacher	General Ed/SRC *	30 Min	per week	09/24/2015	09/23/2016
Mathematics	LEA (Local Education Agency)	General Ed Teacher	General Ed/SRC *	30 Min	per week	09/24/2015	09/23/2016

### 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, services, accommodations or modifications and determined that they are needed.

Description	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Lower grading curve by 10%	LEA (Local Education Agency)	General Ed Teacher	regular education classroom and SRC	15 Min	per week	09/24/2015	09/23/2016
routinely check for understanding of new concepts and directions	LEA (Local Education Agency)	General Ed Teacher	regular education classroom and SRC	10 Min	per week	09/24/2015	09/23/2016
Shortened assignments by up to 30%	LEA (Local Education Agency)	General Ed Teacher	regular education classroom and SRC	15 Min	per week	09/24/2015	09/23/2016
preferential seating (minimize distraction)	LEA (Local Education Agency)	General Ed Teacher	regular education classroom and SRC	15 Min	per day	09/24/2015	09/23/2016
Extra time to complete assignments and assessments - up to 50% more time	LEA (Local Education Agency)	General Ed Teacher	regular education classroom and SRC	30 Min	every month	09/24/2015	09/23/2016

### 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
Special Education consultation	LEA (Local Education Agency)	Special Ed Teacher	15 Min	every month	09/24/2015	09/23/2016

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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)

##### Transfer of Rights

I have been notified that when my student turns 18, all special education rights given to the parent(s) transfer to the student, unless a court has appointed a legal guardian. Parent(s) will continue to receive any future notice required by state and federal laws regarding the educational program for the student.