

Individualized Education Program



Student Name: **Manning, Cole D.** Home Phone: **541-632-2441** Date: **01/11/2016**
 Date Of Birth: **05/17/1999** Home Address: **16460 Finley Butte Rd**
 Student No.: **280506** **La Pine, OR 97739**
 State Student ID: **10407243**

Age 16	Gender Male	Grade 10	Home School La Pine High School	Attending School La Pine High School
Ethnicity White			Phone 541-355-8400	Phone 541-355-8400
Primary Language - Date Determined English - 01/03/2011			Address 51633 Coach Rd La Pine, OR 97739	Address 51633 Coach Rd La Pine, OR 97739
Home Language - Date Determined English - 01/03/2011				

Parent/Guardian

Name Travis Manning	Home Phone	Name Wendy Manning	Home Phone
Address 16460 Finley Butte Rd #22 La Pine, OR 97739	Work Phone	Address 353 Drain Section Rd Yoncalla, OR 97499	Work Phone
	Emergency Phone ###-###-####		Emergency Phone 541-632-2722

IEP Review Due Date : **01/10/2017** Re-evaluation Due Date: **01/20/2018**

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

Interpreter Needed: ☐ Yes ☒ No

Documentation of efforts to schedule the IEP Meeting:

Date	Description
01/04/2016	Met with dad and scheduled Cole's annual IEP meeting for Monday Jan. 11, 2016 at 12:30pm. Dad wants Cole to earn passing grades and credits toward graduation.
01/05/2016	Sent mtg notice via mail.
01/08/2016	Reminder call - spoke with Travis

B. IEP Team Members

<u>Names</u>	<u>Position</u>	<u>Present/Absent</u>
Manning, Cole D.	Student	Present
Manning, Travis	Father	Present
Cordiner, Amy L.	District Representative	Present
Kent, Fred E.	General Ed Teacher	Present
Cordiner, Amy L.	Person Interpreting Evaluation Results	Present
Cordiner, Amy L.	Special Ed Teacher	Present
Downing, Amber M.	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.)

Cole is a friendly and respectful young man. He works hard in his classes and wants to earn good grades. He is good at asking for help when he needs it, advocating for himself. Cole likes hands on activities and having examples and demonstrations. He enjoys the outdoors, hunting and fishing as well as roping.

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

Dad is concerned with Cole's grades. He wants Cole to get passing grades and earn credits toward graduation.

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 (ST)	Test Level 06	Test Date 04/12/2012
Subject	Score	Performance Level
Reading	223	Nearly Meets
Mathematics	226	Nearly Meets
Science		
Writing		

Additional Present Levels

Cole is a 10th grade student attending La Pine High School. He is receiving specially designed instruction in the areas of reading, writing and math.

Current Grades: (as of 1/8/16)

PE 1: A 97%

Algebra 1: N/A

Health 1: B- 80%

Study Skills: A+ 98%

Biology 1: N/A

Goal Progress:

Reading: Cole is currently reading a grade level passage at 92 cwpm.

Writing: Cole recently scored a 2 in organization and conventions, and a 3 in sentence fluency.

Math: Cole scored an average of 40% on recent math assessments.

***There are no district/state test results available for grades 7-8. Cole was at various schools during those years.

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

A formal evaluation was conducted in 2010 & 2014 and scores are given below. They are standard scores where 85-115 is the average range.

Cole was given the Differential Ability Scales (DAS) on 6/5/2010 and received the following scores:

Verbal: 93, Non-Verbal: 86, Spatial: 113, General Cognitive Ability: 97

Cole was given the WJIII Achievement Test on 11/19/14 and received the following scores:

Broad Reading: 81

Letter-Word Identification: 79, Reading Fluency: 81, Passage Comprehension: 93

Broad Math: 86

Calculation: 75, Math Fluency: 80, Applied Problems: 103

Broad Written Language: 69

Spelling: 67, Writing Samples: 76, Writing Fluency: 91

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

Due to Cole's learning disability, he does not learn at the same rate as his non-disabled same-aged peers. He requires specially designed instruction in order to make progress toward common curriculum goals.

D. GRADUATION OPTIONS

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Is the student projected to graduate/exit this school year?	Projected Graduation/Exit Date: 06/08/2018
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> With regular document
	<input type="checkbox"/> 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?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes Date informed:
	<input checked="" type="checkbox"/> 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: 05/17/2017
	The district has provided written notice of the transfer of rights to the student and the parent?
	<input type="checkbox"/> Yes Date provided:
	<input checked="" type="checkbox"/> 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

Cole prefers hands on activities and physical activities and hard work. He needs explanation and demonstrations when completing work and a slower pace of instruction. His interests include anything to do with the outdoors especially hunting, fishing and roping. Cole is a friendly and respectful young man. He works hard in his classes and wants to earn good grades. He is good at asking for help when he needs it, advocating for himself.

Results of age-appropriate transition assessments

Based on informal interview, personal profile and a career interest survey Cole has expressed interest in becoming a rancher or outdoor guide.

G. SUMMARY OF AGE-APPROPRIATE TRANSITION PLANNING

MEASURABLE POST-SECONDARY GOALS:

Training

Upon completion of high school Cole will receive training specific to becoming a rancher or outdoor guide.

Education:

Upon completion of high school Cole will take a survival course and contact a local outdoor guide.

Employment:

Upon completion of high school Cole will work as a rancher or outdoor guide.

Independent Living Skill:

Cole does not have independent living skill needs at this time.

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

School Year: 2015-2016

List Courses: Biology 1, Health/PE, Math, Modern World History

Coordinated Activities

Related Services -Will research courses needed to become a farmer or outdoor guide.

Instruction - Take required courses needed to become a farmer or outdoor guide.

Community Experiences - Volunteered for Cottage Grove NPRA Rodeo Assoc.

Development of Employment - Practice completion of job applications.

School Year: 2016-2017

List Courses: ELA, Fine/Applied Arts, Natural Resource Science, US History

Coordinated Activities

Related Services -Will research courses needed to become a farmer or outdoor guide.

Instruction - Take required courses needed to become a farmer or outdoor guide.

Community Experiences - Volunteered for Cottage Grove NPRA Rodeo Assoc.

Development of Employment - Practice completion of job applications.

School Year: 2017-2018

List Courses: Career Planning, Government, Introduction to Agriscience

Coordinated Activities

Related Services -Will research courses needed to become a farmer or outdoor guide.

Instruction - Take required courses needed to become a farmer or outdoor guide.

Community Experiences - Volunteered for Cottage Grove NPRA Rodeo Assoc.

Development of Employment - Practice completion of job applications.

Information received if any agency above did not attend

Cole will not access any outside agencies so no agency participation is 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.

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 ELA (6-10)	Standard without Accommodations		none needed
10	District Math (K-10)	Standard without Accommodations		none needed
10	District Science (6-10)	Standard without Accommodations		none needed
10	District Summative (9,10)	Standard without Accommodations		none needed

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J. MEASURABLE ANNUAL GOALS

When will progress be reported to the parent?

Trimesterly

How will progress be reported?

With schools progress reports

Anticipated Dates

Progress Period 1	03/18/2016
Progress Period 2	06/16/2016
Progress Period 3	12/09/2016

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:

Within 1 academic year given a grade level reading passage Cole will read and answer comprehension questions with 85% accuracy as measured by informal reading assessment.

Present Level:

Cole is currently comprehending with 75% accuracy.

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:

Within 1 academic year given problem from Algebra 1/Foundations of Geometry curriculum Cole will answer questions with 70% accuracy as measured by informal math assessment.

Present Level:

Cole scored an average of 40% on recent math assessments.

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:

Within 1 academic year given a writing assignment Cole will write an edited essay earning a 4 organization using the Oregon state scoring guide where 4 is passing and 6 is exceptional as measured by informal writing assessment.

Present Level:

Cole recently scored a 2 in organization on a recent writing assessment.

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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 *	60 Min	per week	01/11/2016	01/10/2017
Writing	LEA (Local Education Agency)	General Ed Teacher	General Ed/SRC *	60 Min	per week	01/11/2016	01/10/2017
Mathematics	LEA (Local Education Agency)	General Ed Teacher	General Ed/SRC *	40 Min	per week	01/11/2016	01/10/2017

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
Use of basic calculator.	LEA (Local Education Agency)	General Ed Teacher	General Ed Classroom/SRC	20 Min	per week	01/11/2016	01/10/2017
Preferential seating	LEA (Local Education Agency)	General Ed Teacher	General Ed Classroom/SRC	20 Min	per week	01/11/2016	01/10/2017
Frequent checks for understanding when giving instruction or directions during class time.	LEA (Local Education Agency)	General Ed Teacher	General Ed Classroom/SRC	30 Min	per week	01/11/2016	01/10/2017
Extended time for completion of assignments and tests.	LEA (Local Education Agency)	General Ed Teacher	General Ed Classroom/SRC	30 Min	per week	01/11/2016	01/10/2017

Supports for School Personnel

No program modifications or supports are required for the child to advance appropriately toward attaining annual goals.

Description of Supports	Provider	Role	Time	Frequency	Start Date	End Date
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L. STATEMENT OF NONPARTICIPATION JUSTIFICATION

☒ The team has determined the student will need to be removed from participating with nondisabled students in order to receive specially designed instruction, related services, or supplementary aids or services.

Removal Area	Extent of Removal	Explanation and Justification
<input checked="" type="checkbox"/> From the regular classroom	The team has determined that Cole will be removed from the general education setting for SDI in the areas of reading, writing and math for 160 minutes per week.	Cole needs extra support because he is impacted by his disability when trying to access the general education curriculum without SDI.
<input type="checkbox"/> During extracurricular activities		
<input type="checkbox"/> During nonacademic activities		