

Individualized Education Program

Student Name: **Gunningham, Bryce R.**Home Phone: **541-420-5447**Date: **05/12/2015**Date Of Birth: **08/16/2000**Home Address: **17684 Suza Ct**Student No.: **279478****La Pine, OR 97739**State Student ID: **7649134**

Age 14	Gender Male	Grade 08	Home School La Pine Middle School	Attending School La Pine Middle School
Ethnicity White			Phone 541-355-8200	Phone 541-355-8200
Primary Language - Date Determined English - 08/30/2010			Address 16360 1st St	Address 16360 1st St
Home Language - Date Determined English - 08/30/2010			La Pine, OR 97739	La Pine, OR 97739

Parent/Guardian

Name Jamie Huberd	Home Phone	Name	Home Phone
Address 17684 Suza Ct	Work Phone	Address	Work Phone
La Pine, OR 97739	Emergency Phone 541-420-5447		Emergency Phone

IEP Review Due Date : **05/11/2016** Re-evaluation Due Date: **05/12/2017**Eligibility(ies): **Other Health Impairment (OHI-80)**Interpreter Needed: Yes No**Documentation of efforts to schedule the IEP Meeting:**

Date	Description
04/01/2015	Mailed notice home
04/01/2015	Left message
04/20/2015	Mailed notice home
04/27/2015	Notice mailed home

B. IEP Team Members

<u>Names</u>	<u>Position</u>	<u>Present/Absent</u>
Gunningham, Bryce R.	Student	Consulted
Huberd, Jamie	Mother	Not Present
Coveau, Joyce M.	Special Ed Teacher	Present
Parker, Emily R.	General Ed Teacher	Present
Parker, Emily R.	District Representative	Present
Coveau, Joyce M.	Person Interpreting Evaluation Results	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.)

Bryce is a very polite young man who is always very respectful to staff. Bryce has really come out of his shell this school year. He works hard in all of his classes. Bryce participates in leadership this school year and is looking forward to highschool next year.

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

Mom wants Bryce to successful in school. She is also concerned that if Bryce does not get straight A's he tends to get depressed.

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 05/15/2014
Subject	Score	Performance Level
Reading	223	Does Not Meet
Mathematics	221	Does Not Meet
Science		
Writing		

Additional Present Levels

Currently, in Reading Bryce is able to read a 8th grade level passage at a rate of 84 correct words per minute. Bryce's peers are expected to read a grade level passage at a rate of 150 correct words per minute by the end of the school year.
In Math, Bryce is able to perform addition, subtraction, multiplication, division and some fraction problems. Bryce is currently working on solving variable equations.

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

Bryce has a physicians statement signed by Dr. Darin Vaughan, that states Bryce has a Repaired, complex, congenital heart disease and Asthma. Bryce had additional surgery on April 21st to repair his heart valve.

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

Bryce is currently participating on a regular education for reading and a regular education for math. He receives his special education support in these classes. Bryce is currently not removed from the general education setting.

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?

Yes Date provided:
 Student has not reached age of majority

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H. SPECIAL FACTORS FOR IEP DEVELOPMENT

Check all factors that apply	Explanation
Does the student need assistive technology devices or services? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, services or devices must be addressed in the IEP	
Does the student have communication needs? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, needs must be addressed in the IEP	
Does the student exhibit behavior that impedes his/her learning or the learning of others? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the IEP team must consider the use of strategies, positive behavioral interventions and supports to address the behavior(s)	
Does the student have limited English proficiency? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Is the student blind or visually impaired? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 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	
Is the student deaf or hard of hearing? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 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.	

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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	Assessment Participation		Accommodation
		Administration Method	Explanation*	
08	State ELA/Literacy (3-8, 11)	Standard with Accommodations	<i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	Text to speech on allowable parts.
08	State Math (3-8, 11)	Standard with Accommodations		Text to speech on allowable parts.

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	Assessment Participation		Accommodation
		Administration Method	Explanation*	
09	District Math (K-10)	Standard without Accommodations		None needed
09	District ELA (6-10)	Standard without Accommodations		None needed
09	District Science (6-10)	Standard without Accommodations		None needed
09	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	06/12/2015
Progress Period 2	12/11/2015
Progress Period 3	03/18/2016

Category: Reading

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

Yes (If Yes, short-term objectives are required)
 No

By 5/11/16, given a grade level passage, Bryce will be able to read the passage at a rate of 104 correct words per minute.

Present Level:

Bryce is currently able to read a 8th grade passage at a rate of 84 correct words per minute.

Category: Mathematics

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

Yes (If Yes, short-term objectives are required)
 No

By 5/11/16, given a set of 10 variable linear equations ($y= 4x + 5$), Bryce will be able to solve the correctly with 80% accuracy.

Present Level:

Bryce has just started to work on solving variable equations and is able to solve only simple ones only without prompting.

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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 *	50 Min	per week	05/12/2015	05/11/2016
Mathematics	LEA (Local Education Agency)	General Ed Teacher	General Ed/SRC *	50 Min	per week	05/12/2015	05/11/2016

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
Adapted reading assignments in the general education setting.	LEA (Local Education Agency)	General Ed Teacher	On reading assignments in the general ed.	20 Min	per week	05/12/2015	05/11/2016
Preferential seating	LEA (Local Education Agency)	General Ed Teacher	All classes	20 Min	per week	05/12/2015	05/11/2016
Extra time for work completion	LEA (Local Education Agency)	General Ed Teacher	On classwork	20 Min	per week	05/12/2015	05/11/2016
Frequent checks for understanding/ restate reteach concepts.	LEA (Local Education Agency)	General Ed Teacher	All classes when new information is given	10 Min	per week	05/12/2015	05/11/2016

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