

## Individualized Education Program

Student Name:	<b>Coplin, Jordan T.</b>	Home Phone:	<b>360-931-3504</b>	Date:	<b>11/03/2015</b>
Date Of Birth:	<b>08/12/1999</b>	Home Address:	2265 NE Scarlet Ct		
Student No.:	<b>278408</b>		<b>Bend, OR 97701</b>		
State Student ID:	<b>14530856</b>				

Age <b>16</b>	Gender <b>Female</b>	Grade <b>10</b>	Home School <b>Mountain View High School</b>	Attending School <b>Mountain View High School</b>
Ethnicity <b>White</b>			Phone <b>541-355-4400</b>	Phone <b>541-355-4400</b>
Primary Language - Date Determined <b>English - 08/16/2010</b>			Address <b>2755 NE 27th St</b>	Address <b>2755 NE 27th St</b>
Home Language - Date Determined <b>English - 08/16/2010</b>			<b>Bend, OR 97701</b>	<b>Bend, OR 97701</b>

## Parent/Guardian

Name <b>Steven Coplin</b>	Home Phone	Name <b>Michelle Coplin</b>	Home Phone <b>541-330-2661</b>
Address <b>2265 NE Scarlet Ct</b>	Work Phone <b>541-306-8172</b>	Address <b>2265 NE Scarlet Ct</b>	Work Phone
<b>Bend, OR 97701</b>	Emergency Phone <b>360-931-3504</b>	<b>Bend, OR 97701</b>	Emergency Phone <b>###-###-####</b>

IEP Review Due Date : **11/02/2016** Re-evaluation Due Date: **11/12/2017**Eligibility(ies): **Other Health Impairment (OHI-80)**Interpreter Needed:  Yes  No

## Documentation of efforts to schedule the IEP Meeting:

Date	Description
10/29/2015	Left message with two optional dates for IEP meeting - asked for a call back with confirmation.
10/29/2015	Parent called back and explained her commuting situation and gave available times.
10/29/2015	Tried home # listed but it was not a working #.
10/30/2015	Contact made between parent/SRC - Meeting scheduled.
10/30/2015	Meeting notice sent home in US Mail.
11/02/2015	Made a reminder call for scheduled meeting.

## B. IEP Team Members

<u>Names</u>	<u>Position</u>	<u>Present/Absent</u>
Coplin, Jordan T.	Student	Present
Coplin, Steven	Father	Present
Coplin, Michelle	Mother	Present
Harding, Brett C.	District Representative	Present
McBrien, Patrick L.	General Ed Teacher	Present
Harding, Brett C.	Person Interpreting Evaluation Results	Present
Harding, Brett C.	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.)

Jordan is a very nice girl with strong interpersonal skills and a high level of self confidence. Her relative academic strengths include writing, verbal comprehension, and visual discrimination. Jordan is also a very hard worker

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

Jordan's parents are concerned about the gaps in her learning due to missing significant amounts of school due to her health issues. The medication that she is taking is also making her very lethargic. Credit recovery is also of concern.

#### 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>easyCBM Math - CCSS (DI)</b>	Test Level <b>08</b>	Test Date <b>01/31/2014</b>
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Subject	Score	Percentile	Performance
<b>Fall</b>		<b>13th</b>	<b>At-Risk</b>
<b>Winter</b>		<b>14th</b>	<b>At-Risk</b>
<b>Spring</b>			

Test <b>OAKS (ST)</b>	Test Level <b>08</b>	Test Date <b>03/20/2014</b>
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Subject	Score	Performance Level
<b>Reading</b>	<b>233</b>	<b>M</b>
<b>Mathematics</b>	<b>223</b>	<b>DNM</b>
<b>Science</b>	<b>222</b>	<b>DNM</b>
<b>Writing</b>		

#### Additional Present Levels

McBrien (Physical Science)- Jordan is doing great overall, very attentive. Turning stuff in has been a bit of an issue technology wise.

Crum- (US History)- Jordan is doing exceptionally well. She is passionate about US history and has done well on all assessments thus far.

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

There are no concerns in this area at this time.

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

Due to Jordan's diagnosis of ADHD, she has a difficult time focusing during her regular education classes, which results in Jordan missing directions and content. She also struggles with executive functioning skills, making planning, organizing, and remembering tasks challenging for her.

### D. GRADUATION OPTIONS

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

Projected Graduation/Exit Date: 06/09/2018

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  
 Not-applicable

Date informed: 11/03/2015

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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: 11/02/2016

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, interests & strengths

Jordan likes to sing and has shown strong self confidence with performing by herself in front of a crowd. She would love to become more involved in theater arts. She is interested in horses and rides regularly. Jordan's strengths include writing, verbal comprehension, a good work ethic and kindness to her peers. She needs academic support in the areas of reading and math.

### Results of age-appropriate transition assessments

Based on an informal interview with Jordan, she expressed that she would like go to school to become a marine biologist.

## G. SUMMARY OF AGE-APPROPRIATE TRANSITION PLANNING

### MEASURABLE POST-SECONDARY GOALS:

#### Training

Within six months of graduating from high school, Jordan will enroll in classes at a college that offers a degree program in marine biology.

#### Education:

Jordan will start her post-secondary education at college of her choice that offers a program in marine biology within six months of graduation

#### Employment:

Within one year of receiving her college degree, Jordan will find employment in the area of marine biology.

#### Independent Living Skill:

Jordan does not require goals in this area.

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

School Year: 2015-2016

List Courses: Algebra 1, American Lit and Comp, Biology, U.S. History

Coordinated Activities

Instruction - classes Jordan will take in order to prepare her for college.

School Year: 2016-2017

List Courses: Court Sports, Forensics, Integrated Math 3, Law, Writing Workshop

Coordinated Activities

Instruction - classes Jordan takes or will take while in high school to prepare her for college.

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

IEP team decision that no outside agencies were needed at this time.

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#### **H. SPECIAL FACTORS FOR IEP DEVELOPMENT**

Check all factors that apply	Explanation
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	
Does the student have communication needs?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, needs must be addressed in the IEP	
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.	
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	

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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.

Testing Grade	Assessment Area	Administration Method	Assessment Participation	
			Explanation*	Accommodation
10	District Summative (9,10)	Standard without Accommodations	<i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	Accommodations are not necessary for this assessment.
10	District Math (K-10)	Standard without Accommodations		Accommodations are not necessary for this assessment.
10	District ELA (6-10)	Standard without Accommodations		Accommodations are not necessary for this assessment.
10	District Science (6-10)	Standard without Accommodations		Accommodations are not necessary for this assessment.

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## **J. MEASURABLE ANNUAL GOALS**

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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>

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**Category: Reading**

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

Goal:

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

In 36 instructional weeks, Jordan will read grade level material in her Lit and Comp class and show her comprehension by completing classroom assessments with 85% or higher accuracy as measured by teacher reports.

Present Level:

Jordan's first CEC paragraph was scored at a 22/34 or 65%.

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**Category: Mathematics**

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

Goal:

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

In 36 instructional weeks, Jordan will complete classroom math assessments with 90% accuracy as measured by teacher reports.

Present Level:

Jordan's average math assessment score based on her first quarter grades is 80%.

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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 Education Class	30 Min	per week	11/03/2015	11/02/2016
Mathematics	LEA (Local Education Agency)	General Ed Teacher	General Education Class	30 Min	per week	11/03/2015	11/02/2016

### 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
Given a written assignment of more than 1 page in a general education class the student will be allowed to use a word processor with speech to text capability and concept mapping software.	LEA (Local Education Agency)	General Ed Teacher	Gen Ed	30 Min	per week	11/03/2015	11/02/2016
Given an assignment, or assessment, in a general education class, the student will be allowed access to the SRC to complete said assessment.	LEA (Local Education Agency)	General Ed Teacher	Gen Ed	30 Min	per week	11/03/2015	11/02/2016
Given an assignment, or assessment, in a general education class, the student will have extended time (1 1/2 X) to complete the assessment.	LEA (Local Education Agency)	General Ed Teacher	Gen Ed	30 Min	per week	11/03/2015	11/02/2016
Allowed to use notes on math related assessments in the general education setting.	LEA (Local Education Agency)	General Ed Teacher	Gen Ed	30 Min	per week	11/03/2015	11/02/2016
Frequent checks for understanding, break down assignments into manageable chunks, provide directions in written form and provide printed copy of lecture notes.	LEA (Local Education Agency)	General Ed Teacher	Gen Ed	30 Min	per week	11/03/2015	11/02/2016

### 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
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Consultation with SRC staff	LEA (Local Education Agency)	Case Manager 10 Min	every month 11/03/2015 11/02/2016

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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)".

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(parent initials)