

Coos Bay School District
 Special Education
 1255 Hemlock
 Coos Bay, OR 97420
 Phone: 541-267-1328
 Fax: 541-269-6952

Individualized Education Program



Student Name: **Carpenter, Devon J.** Home Phone: Date: **12/01/2015**
 Date Of Birth: **04/17/1998** Home Address: **1125 Central Ave**
 Student No.: **301855** **Coos Bay, OR 97420**
 State Student ID: **7865201**

Age 17	Gender Male	Grade 12	Home School Marshfield High School	Attending School Marshfield High School
Ethnicity White			Phone 541-267-1405	Phone 541-267-1405
Primary Language - Date Determined			Address 10th Ingersoll	Address 10th Ingersoll
Home Language - Date Determined English			Coos Bay, OR 97420	Coos Bay, OR 97420

Parent/Guardian

Name Carl Armstrong	Home Phone	Name Jennifer Armstrong	Home Phone 541-808-0894
Address 1125 Central Ave	Work Phone	Address 1125 Central Ave	Work Phone
Coos Bay, OR 97420	Emergency Phone 541-863-1755	Coos Bay, OR 97420	Emergency Phone 541-863-1750

IEP Review Due Date : **11/30/2016** Re-evaluation Due Date: **01/05/2018**

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

Interpreter Needed: ☐ Yes ☒ No

Documentation of efforts to schedule the IEP Meeting:

Date	Description
11/12/2015	Sent out Calendar Invites
11/16/2015	Made a copy of current IEP and Eligibility to give to Devon per parent request. Devon also took a copy of the Team Meeting Notice about the upcoming meeting.
11/17/2015	Mailed another Team Meeting Notices and Parent Input Request letter
11/30/2015	Made reminder call-talked to mom, she plans on attending.

B. IEP Team Members

<u>Names</u>	<u>Position</u>	<u>Signature</u>	<u>Present/Absent</u>
Carpenter, Devon J.			Invited
Armstrong, Carl	Father		Invited
Armstrong, Jennifer	Mother		Invited
Howard, Travis	District Representative		Invited
Scriven, Chad	General Education Teacher		Invited
Crook, Kayla	Individual Interpreting Evaluation		Invited
Crook, Kayla	Special Ed Case Manager		Invited

* 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.)

Devon has strengths in his ability to compensate for below grade level skills in his classes. He is ahead on credits and needs very little in way of specially designed instruction. Devon's ability to process information, use new information, and to think using pictures are all strengths.

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

Devon's parents were concerned with Smarter Balanced testing and his career portfolio. It was explained that he did not pass the smarter balanced test, but he would be completing work samples to meet requirements of the essential skills. The career portfolio is a requirement of the state for graduation. He will complete this in PAT (advisory).

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

State Assessment

Test Level

Test Date

Subject	Score	Percentile	Description
Reading	2456		
Math	2308		
Writing	2394		
Science	NA		
ELA	NA		

Scores have not arrived from previous Oregon School.

Present level of academic performance, including the student's most recent performance on state or district-wide assessments

Devon is currently a senior at Marshfield High School. He transferred recently from North Bend High School. He has earned 21.333 out of the 25 credits needed to graduate. After this term, he will need .5 credit in English and .168 in Social Studies. At this time, there are no academic concerns that would prevent Devon from graduating this school year.

He has passed one informational reading work sample. He will need to complete one more in reading, two in writing, and two in math.

The team determined that Devon's specially designed instruction should be in transition only.

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

WISC-IV (2009)

Verbal Comprehension- 87 SS
Perceptual Reasoning- 108 SS
Working Memory- 94 SS
Processing Speed- 97 SS
Full Scale IQ- 95 SS

Woodcock Johnson- III (2014)

Letter Word ID 80 SS
Reading Fluency 83 SS
Passage Comprehension 78 SS

Calculations 56 SS
Math Fluency 73 SS
Applied Problems 75 SS

Spelling 57 SS
Writing Fluency 75 SS

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

Devon has a learning disability due to a weakness in the area of verbal comprehension. He may need checks for understanding, tests in the resource room, access to a calculator, and access to a word processor.

D. GRADUATION OPTIONS

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

Projected Graduation/Exit Date: 06/11/2016

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☒ 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?

☒ 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: 12/01/2015

☐ 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: 04/17/2016

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

Devon would prefer to join the military upon graduation. He needs to complete the ASVAB again. He is interested in becoming a military police officer in the US Airforce. He has strengths in his self discipline and ability to overcome his weaknesses.

Results of age-appropriate transition assessments

According to an informal transition interview, Devon would like to join the US Airforce to work as a military police officer.

G. SUMMARY OF AGE-APPROPRIATE TRANSITION PLANNING

MEASURABLE POST-SECONDARY GOALS:

Training

Within 6 months of graduating high school, Devon will enlist in the US Military and receive on the job training.

Education:

After boot camp, Devon will be enrolled in an education program within the US military.

Employment:

Devon will be employed in the US military.

Independent Living Skill:

NA

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

School Year: 2017-2018

List Courses: Advisory for Transition

Coordinated Activities

Information received if any agency above did not attend

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H. SPECIAL FACTORS FOR IEP DEVELOPMENT

Check all factors that apply	Explanation
<p>Does the student's behavior impede his or her learning or that 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, services or devices must be addressed in the IEP</p>	Access to a calculator and word processor

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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.

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J. MEASURABLE ANNUAL GOALS

When will progress be reported to the parent?

3 times per IEP year

How will progress be reported?

Written Reports and/or conferences

Anticipated Dates

Same as Gen Ed Schedule

Category: Transition

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

☒ General curriculum

☐ Modified general curriculum

☐ Alternate curriculum

Goal:

When given instruction in research, Devon will identify and compare/contrast three potential jobs within the United States Airforce with regards to student needs, abilities, obligations, and eligibility as measured by a completed post secondary plan.

Present Level:

Devon plans to enlist in the US Air Force.

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K. SERVICE SUMMARY

Specially Designed Instruction

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Transition Services	LEA	Special Ed Teacher	General Ed Class	30 Min	per week	12/01/2015	06/10/2016

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)

- ☒ Current data shows NO regression and/or recoupment of skills.
☐ Current data shows regression and/or recoupment of skills.
☐ Will be determined by the following date.

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
Access to a calculator for all math calculations	LEA	General Education Teacher	Classroom Setting	10 Min	per week	12/01/2015	06/10/2016
Tests to the resource room during assigned resource time	LEA	General Education Teacher	Classroom Setting	10 Min	per week	12/01/2015	06/10/2016
Access to a word processor for all written essays	LEA	General Education Teacher	Classroom Setting	10 Min	per week	12/01/2015	06/10/2016
Frequent checks for understanding at least twice per week	LEA	General Education Teacher	Classroom Setting	10 Min	per week	12/01/2015	06/10/2016

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 to teaching staff	LEA	Special Ed Teacher	20 Min	every month	12/01/2015	06/10/2016

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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	1 period	Devon continues to need a resource class in order to keep up on core curriculum and work on transition goals.
<input type="checkbox"/> During extracurricular activities		
<input type="checkbox"/> During nonacademic activities		

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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)