

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

DEMOGRAPHICS

Rodriguez-Saenz, Ruben	Hillsboro SD 1J	10/1/2015
Student	Resident District	IEP Meeting Date
Gender: ☒ M ☐ F	Grade 11	9/30/2016
11/4/1998	Attending District	Annual IEP Review Date
Date of Birth (mm/dd/yy)	Miller Education Center West	Amendment Date
11074272	Attending School	11/13/2012
Secure Student Identifier (SSID)	William Lowe	Most Recent (re)Evaluation Date
Communication Disorder 50	Case Manager	11/12/2015
Primary Disability Code & Category	Secondary Disability Code & Category - OPTIONAL	Re-Evaluation Due Date

MEETING PARTICIPANTS

Ruben Rodriguez Saenz - Did not participate	Veronica Rodriguez- by phone	Parent/Guardian/Surrogate
Student	Parent/Guardian/Surrogate	
Rourke Lowe - Case manager	Cara Keenan - Language Arts	Rourke Lowe
Special Education Teacher / Provider	Special Education Teacher / Provider	District Representative
Dave Erickson - Math		Rourke Lowe
General Education Teacher	General Education Teacher	Individual Interpreting Instructional Implications of Evaluations
Agency Representative, if appropriate		

NOTE: If required team member participates through written input or is excused from all or part of the IEP meeting, attach documentation of parent's and district's agreement to participate by written input or excuse.

A district provided interpreter was used for this meeting: YES ☐ NO ☒ Name: _____

PROCEDURAL SAFEGUARD NOTIFICATION 34 CFR 300.504(a)

Parent was provided the special education procedural safeguards in his/her native language or other mode of communication

☒ YES ☐ NO

If student is of transition age, he/she was provided the special education procedural safeguards in his/her native language or other mode of communication

☐ YES ☐ NO ☐ N/A

SPECIAL FACTORS

In developing each student's IEP, the IEP team must consider (34 CFR 300.324):

A. Does the student exhibit behavior that impedes his/her learning or the learning of others?		34 CFR 300.324(a)(2)(i)
YES ☐	NO ☒	
If YES, the IEP addresses the use of positive behavioral interventions and supports, and other strategies, to address that behavior(s).		
B. Does the student have limited English Proficiency?		34 CFR 300.324(a)(2)(ii)
YES ☐	NO ☒	
If YES, the IEP team must consider the language needs of the student as those needs relate to the student's IEP.		
C. Is the student blind or visual impaired?		34 CFR 300.324(a)(2)(iii)
YES ☐	NO ☒	
If YES, Braille needs are addressed in the IEP, or an evaluation of reading/writing needs is completed and a determination is made that Braille is not appropriate.		
D. Does the student have communication needs?		34 CFR 300.324(a)(2)(iv)
YES ☒	NO ☐	
If YES, the IEP addresses communication supports, services, and/or instruction.		
E. Is the student deaf or hard of hearing?		34 CFR 300.324(a)(2)(iv)
YES ☐	NO ☒	
If YES, the IEP addresses the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode.		
F. Does the student need assistive technology devices or services?		34 CFR 300.324(a)(2)(v)
YES ☐	NO ☒	
If YES, the IEP addresses assistive technology devices or services.		
G. Does the student require one or more specialized formats (braille, large print, audio, and/or digital text) of educational materials because blindness or other disability prevents effective use of standard print materials?		34 CFR 300.210(b)(3); 300.172(b)(4)
YES ☐	NO ☒	
If YES, alternate format(s) is/are identified in the IEP.		

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

In developing each student's IEP, the IEP team must consider (34CFR 300.324):

Student's overall strengths, interests, and preferences:		34 CFR 300.324 (a)(1)(i)
BACKGROUND INFORMATION: Ruben is a Junior at Miller Education Center in the Hillsboro School District. Ruben was at Hillsboro High School last year and at Hilhi he started working on a Modified Diploma. with a graduation date of June 2017. He was most recently found eligible to receive special education services on 11/01/2015 under the category, Communication Disorder. Ruben receives his core curriculum at MEC in all general education classes with Special Education support for accommodations and modifications. Ruben has earned 8.5 of the 24.0 credits needed towards graduation. Ruben will have to pass his modified OAKS/SBAC state tests scores in reading, writing and math to graduate with a Modified Diploma. Ruben is a student with a lot of energy that tries hard to complete tasks assigned by teachers. He is also quick to offer to help out where needed. Ruben loves to answer questions and work problems on the board. He is also an athlete that likes to compete in multiple sports. Ruben hopes to wrestle after high school, perhaps in a small college. Ruben likes physical activities Ruben rates himself at 4 or 5 in self management skills such as team work, school and cooperation. Ruben has not had a job, but is participating in a Work Experience class at MEC and will complete community services while he is at MEC. Ruben has earned a Food Handlers Card at MEC. Ruben knows how to ride public transportation and is continuing to pursue his operators license. Ruben has responsibilities at home and feels that his independent living skills are high. Ruben learns and feels that he can work best by visually being shown what to do. Ruben has interest in careers in law enforcement or teaching that may require post secondary education. Ruben understands that he needs to keep himself organized and his grades up in order to compete in athletics and graduate		
Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child:		34 CFR 300.324(a)(1)(ii)
Veronica wants Ruben to start focusing on his school work so that he can wrestle for his neighborhood school . She would like to be notified if he and Richie continue using his phone during class. Contact with her about cell phone use will help. She is always available. She wants Ruben to catch up on credits while at Miller. Veronica is interested in Ruben getting vocational work training. Ruben's credit recovery work was turned in to Hilhi for review. Veronica had no concerns or changes to Ruben's IEP. Veronica agreed to re-establishing both boys sensibilities.		
Present level of academic achievement (i.e. reading, writing, mathematics, etc), including most recent performance on State or district-wide assessments: • Strengths of the student • Needs of the student • How the student's disability affects involvement and progress in the general education curriculum		34 CFR 300.324 (a)(1)(i)
ACADEMIC PERFORMANCE: Most recent OAKS State testing results: Math (8th) 215, where 234 was meeting standards. Ruben's modified Math score is 214-218 Reading (8th) 209, where 232 was meeting standards. Ruben's modified Reading score is 214-218 Writing: no data, Ruben's modified Writing score is 20-24 Ruben will have to pass his modified OAKS state tests scores in reading, writing and math to graduate with a Modified Diploma. Ruben is currently enrolled in Language! E, which is taught at the 6th-8th grade level and Math Concepts 3, which is at the 6th-7th grade level. Progress on Current Goals: Math: Progress could not be determined due to lack of work completion. A grade level peer can solve order of operation problems and solve for one variable with at least 80% accuracy. Reading: Ruben is able to answer literal comprehension questions of a text read aloud with 80% accuracy based on 1 opportunity. Inferential questions--50% accuracy. A grade level peer can answer literal comprehension and Inferential questions questions of a text with at least 80% accuracy. Writing: Ruben earned a 2 in Conventions. A grade level peer will score a 4 in the area of conventions IMPACT OF DISABILITY:		

As of this time, Ruben's academic levels in reading, writing and math will make difficult to be successful in a general education classroom and will impact his ability to achieve a standard diploma. He will need to be able to ask for his accommodations and modifications in the high school setting and post high school setting to be successful. If he pursues post-secondary schooling, his academic skill deficits may impact his ability to comprehend written material, assimilate new information, express himself in writing, Ruben will also need to be able to describe his disability and ask for accommodations in a post-high school setting.

Speech-Language:

Ruben receives Speech-Language as a Related service. Currently, these services are accessed within his classroom to assist in supporting his receptive and expressive language needs at the curricular level. At this time, Ruben has been observed volunteering answers in class, working hard on his written tasks and reading what is assigned. He has advocated for himself by asking questions and accepting help when he does not understand. Focus for the up-coming year will be on helping him understand the material and instructions, completing written assignments and giving oral responses to questions asked by the teacher.

Present level of functional performance (not limited to, but may include communication, social skills, behavior, organization, fine/gross motor skills, self-care, self-direction, etc), including the results of initial or most recent formal or informal assessments/observations:

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

34 CFR 300.320(a)(1)

DEVELOPMENTAL/FUNCTIONAL PERFORMANCE:

Based on a Guided Interview Assessment 9/29/2015: Ruben is not fully aware of his disability or how to describe it. At times he can advocate for himself inside and outside the classroom. He expresses his disability as not being able to focus in class. He currently depends on parents, or walking/riding a bike to access the community. He has no competitive work experience. Ruben hopes to wrestle after high school, perhaps in a small college. Ruben likes physical activities Ruben rates himself at 4 or 5 in self management skills such as team work, school and cooperation. Ruben has not had a job, but is participating in a Work Experience class at MEC and will complete community services while he is at MEC. Ruben has earned a Food Handlers Card at MEC. Ruben knows how to ride public transportation and is continuing to pursue his operators license. Ruben has responsibilities at home and feels that his independent living skills are high. Ruben learns and feels that he can work best by visually being shown what to do. Ruben has interest in careers in law enforcement or teaching that may require post secondary education. Ruben understands that he needs to keep himself organized and his grades up in order to compete in athletics and graduate. Currently, he wakes himself up for school each day. Ruben, takes out the garbage and folds his own clothes at home.

PREFERENCES & INTERESTS BASED ON AGE APPROPRIATE TRANSITIONS ASSESSMENT:

Based on a Guided Interview Assessment 9/29/2015: Ruben is interested in helping others and keeping people safe, he would like to become a police officer or teacher some day. Ruben would prefer to attend a 2yr college, live at home and drive himself around the community, after he graduates from high school. He stated that he learns best visually and would prefer to work indoors or outdoors, with others or alone, in a noisy or quiet environment, while being able to move around and use his hands.

TRANSITION PLANNING

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include: 34 CFR 300.320(b)

Results of age-appropriate transition assessments, including student's preferences, interests, needs and strengths (PINS)		34 CFR 300.320(b)(1); 34 CFR 300.43(a)(2)
The results of the Guided Interview Assessment given 9/26/2015: Ruben is interested in helping others and keeping people safe, he would like to become a police officer one day. Ruben would prefer to attend a 2yr college, live at home and drive himself around the community, after he graduates from high school. He stated that he learns best by seeing and would prefer to work indoors or outdoors, with others or alone, in a noisy or quiet environment, while being able to move around and use his hands. Ruben likes physical activities Ruben rates himself at 4 or 5 in self management skills such as team work, school and cooperation. Ruben has not had a job, but is participating in a Work Experience class at MEC and will complete community services while he is at MEC. Ruben has earned a Food Handlers Card at MEC. Ruben knows how to ride public transportation and is continuing to pursue his operators license. Ruben has responsibilities at home and feels that his independent living skills are high. Ruben learns and feels that he can work best by visually being shown what to do. Ruben has interest in careers in law enforcement or teaching that may require post secondary education. Ruben understands that he needs to keep himself organized and his grades up in order to compete in athletics and graduate		
Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments		34 CFR 300.320(b)(1)
Training		34 CFR 300.320(b)(1)
Training: After graduation, Ruben will enroll at a 2yr college to pursue a career in law enforcement or teaching. Ruben will also gain full or part time employment and his further training will come in the way of on the job experience.		
Education		34 CFR 300.43(a)(2)
Post Secondary Education/Training: After graduation, Ruben will enroll at a 2yr college to pursue a career in law enforcement or teaching. Education activities: Participate in College testing (ASSET) Complete Interest Survey's		
Employment		34 CFR 300.320(b)(1)
After graduation, Ruben will work as a police officer or teacher Employment activities: Complete a Job Shadow at school Develop a resume at school		
Independent living skills (where appropriate)		34 CFR 300.43(a)(2)
After graduation, Ruben will live at home with his parents for at least one year if he doesn't go out of state to college. Ruben will access public transportation to access the community. Independent Living: Manage daily time schedule Secure a drivers permit Secure a driver's license		

Transition Services/Activities: Transition Services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. 34 CFR 300.43

NEEDED TRANSITION ACTIVITIES:

Education/Training:
Participate in College testing (ASSET) at school
Complete Interest Survey's at school
Employment:
Complete a Job Shadow at school
Develop a resume at school
Independent Living:
Manage daily time schedule at home
Secure a driver's permit at home
Secure a driver's license at home

Course of Study: (designed to assist the student in reaching the post-secondary goals)

34 CFR 300.320(b)(2)

Ruben will take the following courses to graduate from high school with a Modified Diploma and pursue his post secondary goal: Applied Language Arts, You and the Law, Consumer Math and Electives such as Work Experience and Leadership.

Agency Participation: To the extent appropriate, with consent of the parents or adult student, the school district must invite a representative of any participating agency likely to be responsible for providing or paying for transition services.

34 CFR 300.321(b)(3)

No Agency Participation

Graduation

34 CFR 300.102(a)(3)(i)-(iii)

Anticipated Graduation Date: 6/9/2017

- ☐ With Regular Diploma
☒ With Modified Diploma
☐ With Extended Diploma
☐ With Alternative Certificate

Transfer of Rights

34 CFR 300.320(c), 300.520

The student and parent were informed of his/her rights under Part B of IDEA that will transfer to the student at the age of majority:

☐ YES

Date student was informed: _____

Date anticipated transfer will occur: _____

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.

STATEWIDE ASSESSMENT

34 CFR 300.320(a)(6)

Will the student participate in any Statewide Assessments during this IEP period?

☐ No, Statewide Assessment not conducted at student's grade level (at time of testing)☒ Yes (student's grade level at time of testing 11). If yes, describe participation decisions below:

Standard Assessment or Alternate Assessment (select one)	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Modified Cut Scores (Only available for standard assessment with or without accommodations)	*Explanation State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.
☒ Standard: English Language Arts / Literacy ☐ Without accessibility supports ☐ With accessibility supports ☐ Alternate: Extended Assessment*	Read or reread directions to student (A101)		
☒ Standard: Mathematics ☐ Without accessibility supports ☐ With accessibility supports ☐ Alternate: Extended Assessment*	Read Mathematics, Science and Social Studies items and response choices aloud to the student by the test administrator or by use of technology following the ODE adapted NAEP Math read-aloud guidelines posted (A203)		
☒ Standard: Science ☐ Without accessibility supports ☐ With accessibility supports ☐ Alternate: Extended Assessment*	Read Mathematics, Science and Social Studies items and response choices aloud to the student by the test administrator or by use of technology following the ODE adapted NAEP Math read-aloud guidelines posted (A203)		
☐ Standard: Social Sciences ☐ Standard without accessibility supports ☐ Standard with accessibility supports			

Standard Assessment	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Exemption Decisions (Identify appropriate domains) Due to the nature of some students' disabilities, an IEP team might exempt the student from responding to a particular domain	*Explanation Statement why student cannot participate in select domains
☐ English Language Proficiency Assessment ☐ Without accessibility supports ☐ With accessibility supports		☐ *Listening ☐ *Reading ☐ *Writing ☐ *Speaking	
☐ Kindergarten Assessment (KA) ☐ Without accessibility supports ☐ With accessibility supports		☐ *Early Literacy ☐ *Early Math ☐ *Approaches to Learning	

DISTRICT-WIDE ASSESSMENT

District-wide Assessment

Will the student participate in any District-wide assessment during this IEP period?

☐ No, District-wide Assessment not conducted at student's grade level (at time of testing)

☒ Yes, student's grade level at time of testing 11. If yes, describe participation decisions below:

Standard Assessment or Alternate Assessment (select one)	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	*Explanation State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.
☒ Standard District Assessment: Interim Assessment ☐ Without accessibility supports ☐ With accessibility supports ☐ Alternate District Assessment: ☐ Without accessibility supports ☐ With accessibility supports		

Goal Area:	34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency):	
Math: Ruben will demonstrate an improved ability to solve real world and mathematical problems involving all four operations with rational numbers with 85% accuracy as measured by formative and summative assessment.	
Objectives (if needed):	
1. Given a one or two -step word problem, Ruben will assign a variable and generate an equation to solve the problem.	
2. Given a multi-step math / word problem, Ruben will identify the relevant information, utilize the appropriate operation(s) and solve the problem.	
3. Given the cost of multiple good, Ruben will determine the total cost of items and indicate the change due back after paying with a specified amount of money.	
Related Content Standard(s), if applicable:	
How progress will be measured:	
Criteria: 85% accuracy in 3 of 4 opportunities. Procedures: Work samples and/or teacher created math probes	
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i)	
How: progress reports, Frequency: grading periods	
Progress Towards Goal	34 CFR 300.320(a)(3)(ii)

Goal Area:	34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency):	
Reading When given a text or passage at the 10th grade level during the quarter, Ruben will demonstrate an improved ability to cite strong and thorough evidence of what the text says explicitly, as well as inferences drawn from the text, by answering a variety of comprehension questions (inferential, cause and effect, prediction, evaluative, etc) with 80% accuracy as measured by formative and summative assessment.	
Objectives (if needed):	
1. Ruben will answer literal recall questions and return to the text to locate support (proof) for his answers.	
2. Ruben will answer inferential and evaluative questions and return to the text to locate support for his answers.	
3. Ruben will answer cause and effect questions and provide examples from the text to back up his answers.	
Related Content Standard(s), if applicable:	
How progress will be measured:	
Criteria: 80% accuracy in 3 of 4 opportunities. Procedures: formative assessments, summative assessments, work samples	
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i)	
How: Progress Reports, Frequency: grading periods	
Progress Towards Goal	34 CFR 300.320(a)(3)(ii)

Goal Area:	34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency):	
Writing: Ruben will produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience by generating multi-sentence paragraphs that include a clear topic sentence, supporting details with evidence, explanations and examples and a conclusion and that include accurate capitalization, punctuation, spelling, and organization that score 3 or better in 4 of 5 opportunities over the course of a year as measured by rubric scored writing samples. Objectives (if needed): Given a topic, Ruben will produce a 5 sentence paragraph with clear and coherent development and organization (beginning, middle, and end) with a score of 3 as measured by a writing rubric in 4 out of 5 opportunities. Richard will generate a multi-paragraph essay with clear and coherent writing that contains a clear beginning, middle and end and appropriate supporting details with a score of 3 as measured by a writing rubric in 4 out of 5 opportunities. 3. Given a task requiring a written response, Ruben will use correct capitalization, punctuation and spelling to score a 4 in conventions in 4 of 5 opportunities.	
Related Content Standard(s), if applicable:	
How progress will be measured:	
Criteria: A score of 4, 5, or 6 in the area of conventions on the Oregon Essential Skills rubric for writing in 3 of 4 opportunities, Procedures: State Scoring Guide on independent writing samples; Teacher observation.	
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i)	
How: Progress Reports, Frequency: grading periods	
Progress Towards Goal	34 CFR 300.320(a)(3)(ii)

Goal Area:	34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency): Employ-ability Given specialized instruction, support and practice, Richard will demonstrate effective employ-ability skills, voice and leadership in a work experience simulation during his quarterly review.	
Objectives (if needed): 1. Given a simulated work experience or similar setting, Ruben will: Display and model work habits that convey quality of work, independence and initiative as measured by a Work Experience rubric with scores of 4 or better in 3 of 4 opportunities monthly. 2. Given a simulated work experience or similar setting, Ruben will: Display and model proper work place communication skills, such as cooperation, following instructions and adaptability as measured by a Work Experience rubric with scores of 4 or better in 3 of 4 opportunities monthly	
Related Content Standard(s), if applicable:	
How progress will be measured: Criteria: Scores of 4 or better based on work experience rubric in 3 of 4 opportunities..	
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i) Written Progress Reports, Quarterly	
Progress Towards Goal	34 CFR 300.320(a)(3)(ii)

SERVICES

The IEP team must identify and provide appropriate services to enable the student:

- To advance appropriately towards attaining the annual goals 34 CFR 300.320(a)(4)(i)
- To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities 34 CFR 300.320(a)(4)(ii)
- To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities 34 CFR 300.320(a)(4)(iii) & 300.107

Specialty Designed Instruction 34 CFR 300.39	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Mathematics	30 Minutes/Weekly	School Wide	10/1/2015	9/30/2016	LEA	Case Manager
Reading	20 Minutes/Weekly	School Wide	10/1/2015	9/30/2016	LEA	Case Manager
Writing	20 Minutes/Weekly	School Wide	10/1/2015	9/30/2016	LEA	Case Manager
Employ-ability	20 Minutes/Weekly	School Wide	10/1/2015	9/30/2016	LEA	Case Manager

Related Services 34 CFR 300.40	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
20 - Speech/Language Therapy	90 Minutes/Monthly		10/1/2015	9/30/2016	LEA	SLP - Speech Language Pathologist

Supplementary Aids/Services; Accommodations 34 CFR 300.320(a)(4)(i)-(iii)	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
access to technology	writing assignments longer than 2 paragraphs	School Wide	10/1/2015	9/30/2016	LEA	Case Manager
Modified tests & assignments	in all General Education classes	School Wide	10/1/2015	9/30/2016	LEA	Case Manager
ability to take tests orally	in all general education classes	School Wide	10/1/2015	9/30/2016	LEA	Case Manager
Frequent Breaks	every 15-20 min, as requested by Ruben	School Wide	10/1/2015	9/30/2016	LEA	Case Manager
copy of notes or powerpoints	when notes or PPT are taken by class	School Wide	10/1/2015	9/30/2016	LEA	Case Manager
Modified performance criteria	in all General Education classes	School Wide	10/1/2015	9/30/2016	LEA	Case Manager
Extra Time for tests & assignments	one additional class period	School Wide	10/1/2015	9/30/2016	LEA	Case Manager

Supplementary Aids/Services; Modifications 34 CFR 300.320(a)(4)(i)-(iii)	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Program Modifications/Supports for School Personnel 34 CFR 300.320(a)(4)(i)-(iii)	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
NONPARTICIPATION JUSTIFICATION 34 CFR 300.320(a)(5) Describe the extent (including amount), if any, to which the child will not participate with nondisabled children in the regular classroom and in extracurricular and other nonacademic activities: Provide explanation justifying the removal, if any:						

EXTENDED SCHOOL YEAR (ESY) SERVICES 34 CFR 300.106; OAR 581-015-2065Criteria/Inquiry:

Does the student experience regression on his/her IEP goals and objectives?

☐ Yes☒ No☐ More information needed

Explanation:

Does the student experience a prolonged recoupment period of time to relearn previously learned skills?

☐ Yes☒ No☐ More information needed

Explanation:

Other factors considered by the team:

Decision:

Does the student require ESY services?

☐ Yes (described below, including goals to be addressed) ☒ No ☐ To be determined by _____

Specialty Designed Instruction 34 CFR 300.39	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Related Services 34 CFR 300.34	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring

Special Education Placement Determination

Student's Name: Rodriguez-Saenz, Ruben

ID# 11074272

Date: 10/01/15

Placement Team (name and title)	
Cara Keenan - Teacher	Rourke Lowe - Case manager
Person Knowledgeable About the Child	
Veronica Rodriguez	Ruben Rodriguez Saenz - Did not participate
Parent	Other
Person Knowledgeable About Placement Options	
	Rourke Lowe
	Dave Erickson - Teacher
	Other

This placement is based on:

- ☒ the attached IEP, dated 10/01/15
- ☐ attached evaluation information
- ☐ other:

Below, document discussions regarding placement option(s), and indicate selected placement

Placement Option(s) Considered	Benefits	Possible Harmful Effects on the Child and/or the Services to be Provided	Modifications/Supplementary Aids & Services Considered	Indicate Whether Option is Selected and Reason(s) Rejected or Selected
General Education classes with LRC classes for reading, writing, and math	Will receive small group/individualized instruction.	Not included with general education peers throughout the school day	Other Accommodations	☐ Selected ☒ Rejected Needs to receive individualized/specialized instruction
General education setting with special education support.	Small class size, access to general education curriculum.	Located away from his neighborhood school and its age and grade level peers.	access accommodations	☒ Selected ☐ Rejected Best meets Ruben's need to receive individualized/specialized instruction in a smaller setting within his neighborhood school district.
				☐ Selected ☐ Rejected
				☐ Selected ☐ Rejected

30 Federal Placement Code (SECC)

☒ Parent provided with copy of placement determination.