

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

DEMOGRAPHICS

Student's Name: Hernandez-Hernandez, Yosalinn
 Gender: Female
 Date of Birth (mm/dd/yy): 12/18/1997
 Grade: 12
 Secure Student Identifier (SSID): 13814567
 Primary Disability Code & Category: 82-Autism Spectrum
 Disorder

District: McMinnville School District
 Home School: McMinnville High School
 Attending District: McMinnville School District
 Attending School: McMinnville High School
 Case Manager: Jones, Linda
 Secondary Disability Code & Category -
 OPTIONAL:

MEETING PARTICIPANTS:

Student: Hernandez-Hernandez, Yosalinn

Parent(s): Hernandez, Maria

Parent(s):

Special Education Teacher/Provider: Jones, Linda

Special Education Teacher/Provider:

District Representative Fast, Amy

General Education Teacher: Johnson, Katie

General Education Teacher:

Individual Interpreting Evaluations: Blanco, Therese

Agency Representative, if appropriate:

Other: Monroe, Laura - Counselor

Other:

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: _____

Student's Name: Hernandez-Hernandez, Yosalinn

Date: 10/12/2015

School District: McMinnville School District

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? 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?** YES NO**English Language Proficiency Level:** _____*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 visually impaired?** 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?** YES NO*If YES, the IEP addresses communication supports, services, and/or instruction.***E. Is the student deaf or hard of hearing?** 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, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.***F. Does the student need assistive technology devices or services?** YES NO*If YES, the IEP addresses assistive technology devices or services.*

34 CFR 300.324(a)(2)(i)

34 CFR 300.324(a)(2)(ii)

34 CFR 300.324(a)(2)(iii)

34 CFR 300.324(a)(2)(iv)

34 CFR 300.324(a)(2)(v)

34 CFR 300.324(a)(2)(vi)

34 CFR 300.324(a)(2)(vii)

34 CFR 300.324(a)(2)(viii)

34 CFR 300.324(a)(2)(ix)

34 CFR 300.324(a)(2)(x)

34 CFR 300.324(a)(2)(xi)

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?

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)

Yosalinn is a polite, hard working student. She has a good attitude and work well with others in class. When given time Yosalinn completes quality work. Yosalinn is interested in becoming a life guard and plans on attending community college.

Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child.

Yosalinn's mom wants her to continue making progress towards graduating with a regular diploma.

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

Reading - Yosalinn receives reading instruction in the general education classroom with push-in support from the resource room. She completed a Burns and Roe Informal Reading Inventory in October 2015. At grade level, Yosalinn was not able to answer any main idea or detail questions without additional discussion and prompting. She is currently in an Essential Skills class designed to help her meet the graduation requirements for reading.

Mathematics - Yosalinn receives math instruction in the general education classroom. She is currently in a Geometry class, which is below grade level for a senior. This placement is based on Yosalinn's previous math classes in other school districts. Yosalinn does not need any more math credits to graduate with a standard diploma and she has met the math requirements for graduation.

Written Language - Yosalinn receives written language instruction in the general education classroom with push-in support from the resource room. She is able to write a multi-paragraph paper, but needs continued support with editing. She often uses the incorrect tense of words and uses minimal variation in sentence structure. These things make her writing difficult to read at times. She will continue working towards the completion of the writing tasks required to meet Essential Skills for graduation.

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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 300.220(a)(1)

Yosalinn qualifies for special education services as a student with Autism Spectrum Disorder (ASD). An evaluation was completed in 2014 showing that Yosalinn meets the criteria for this disability in the following areas:

Communication - History of echolalia; Difficulty with idioms, sarcasm and subtle humor; Difficulty regulating facial expressions; Fleeting eye contact

Social Interaction - Difficulty initiating interaction with peers and understanding nonverbal cues; History of isolating herself from others

Repetitive Patterns of Behavior - Does best with consistent routines; History of using same cup and plate only; History of hand-flapping as a child; Fixates on anxiety

Sensory - Sensitive to loud noises; Overwhelmed in unstructured situations; Dislikes being touched by others

Yosalinn is not aware of her qualifying disability but knows that she needs extra help to learn and be successful at school.

Communication - Yosalinn is able to maintain appropriate eye contact and reciprocity in conversation. She previously received specially designed instruction to address this need, but is able to communicate clearly with familiar and unfamiliar people. However, Yosalinn does not usually ask for help from peers or adults. This can impact her in the classroom, especially during group projects.

Functional Skills - In most areas, Yosalinn is similar to same age peers. She does struggle with focus at times, but is easily redirected with verbal cues. Yosalinn is able to turn most work in on time and follow school and classroom rules.

Yosalinn is currently participating in the general education setting with minimal support.

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 300.436(a)(2)

Yosalinn completed a Student Transition Questionnaire in September 2015. She would like to be a life guard and go to community college. She feels that she still needs help with reading, math and writing, and plans on living at home following graduation. Yosalinn is a hard-worker and feels that she always tries to do her best.

Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments 34 CFR 300.320(b)(1)

Training

Six months after graduation, Yosalinn will be enrolled in community college.

Education

Six months after graduation, Yosalinn will be enrolled in community college.

Employment

After graduation, Yosalinn will be working as a life guard at the local swimming pool.

Independent living skills (where appropriate)

NA at this time

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.

None

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

None

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Agency Participation: To the extent appropriate, with consent of the parents of 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 300.221(b)(3)

None

Graduation

34 CFR 300.102(a)(3)(ii)(m)

Transfer of Rights

34 CFR 300.320(e), 300.520

Anticipated Graduation Date: 6/10/2016

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

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: 10/12/2015
- Date anticipated transfer will occur: 12/18/2015

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 Assessment 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 ____). 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)	(Only available for standard assessment with or without accommodations)	*Explanation
<input type="checkbox"/> Standard: English Language Arts / Literacy	<input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		
<input type="checkbox"/> Alternate: Extended Assessment*			
<input type="checkbox"/> Standard: Mathematics	<input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		
<input type="checkbox"/> Alternate: Extended Assessment*			
<input type="checkbox"/> Standard: Science	<input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		
<input type="checkbox"/> Alternate: Extended Assessment*			
<input type="checkbox"/> Standard: Social Sciences	<input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		
<input type="checkbox"/> Alternate: Extended Assessment*			

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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 State why student cannot participate in select domains
<input type="checkbox"/> English Language Proficiency Assessment (ELPA)	<input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports	<input type="checkbox"/> *Listening <input type="checkbox"/> *Reading <input type="checkbox"/> *Writing <input type="checkbox"/> *Speaking	
<input type="checkbox"/> Kindergarten Assessment (KA)	<input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports	<input type="checkbox"/> *Early Literacy <input type="checkbox"/> *Early Math <input type="checkbox"/> *Approaches to Learning	