

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

DEMOGRAPHICS

Student's Name: Hernandez-Hernandez, Yosalin	District: McMinnville School District	IEP Meeting Date: 10/12/2015
Gender: Female	Home School: McMinnville High School	Annual IEP Review Date: 10/11/2016
Date of Birth (mm/dd/yy): 12/18/1997	Attending District: McMinnville School District	Amendment Date:
Grade: 12	Attending School: McMinnville High School	Most Recent (re)Evaluation Date: 9/28/2015
Secure Student Identifier (SSID): 13814567	Case Manager: Jones, Linda	Reevaluation Due: 9/28/2018
Primary Disability Code & Category: 82-Autism Spectrum Disorder	Secondary Disability Code & Category - OPTIONAL:	

MEETING PARTICIPANTS:

Student: Hernandez-Hernandez, Yosalin	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, Yosaiinn

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?

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

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 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)(v)

☐ 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?**

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

☐ 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)

Yosalin is a polite, hard working student. She has a good attitude and work well with others in class. When given time Yosalin completes quality work. Yosalin 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.

34 CFR 300.324(a)(1)(ii)

Yosalin'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

34 CFR 300.324(a)(1)(iii)

Reading - Yosalin 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. Yosalin 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 - Yosalin 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 Yosalin's previous math classes in other school districts. Yosalin does not need any more math credits to graduate with a standard diploma and she has met the math requirements for graduation.

Written Language - Yosalin 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.

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)

Yosallinn qualifies for special education services as a student with Autism Spectrum Disorder (ASD). An evaluation was completed in 2014 showing that Yosallinn 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; Fleeing 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

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

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

Yosallinn 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 300.43(a)(2)

Yosallinn 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. Yosallinn 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, Yosallinn will be enrolled in community college.

Education

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

Employment

After graduation, Yosallinn 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.

34 CFR 300.43

None

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

34 CFR 300.320(b)(2)

None

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Date: 10/12/2015

School District: McMinnville School District

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)

None

Graduation

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

Anticipated Graduation Date: 6/10/2016

- ☒ 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: 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)	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.
<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*			

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	