

HUMBOLDT-DEL NORTE SELPA
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Student Name Thompson, JonathonDate of Birth 11/1/1998IEP Date: 1/7/2015**Strengths/Preferences/Interests**

Jon prefers math or writing over reading, and enjoys visiting with friends. He shares, and enjoys computer work. He prefers to work in a group.

Concerns of parent relevant to educational progress

Academic progress, keeping out of trouble.

SBAC (Scores not available from 2014)

English/Language Arts Adv. Proficient Basic Below Basic Far Below Basic
 Math Adv. Proficient Basic Below Basic Far Below Basic

CA Standards Test**Science**

Adv. Proficient Basic Below Basic Far Below Basic

CMA

Science Adv. Proficient Basic Below Basic Far Below Basic

CAPA

English/Language Arts Adv. Proficient Basic Below Basic Far Below Basic
 Math Adv. Proficient Basic Below Basic Far Below Basic
 Science Adv. Proficient Basic Below Basic Far Below Basic

CELDT

Listening _____ Speaking _____ Reading _____ Writing _____

Physical Education Testing (grades 5, 7 & 9): *absent for 9th grade fitnessgram*

Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.)

Hearing Date: (1/3/2013) Pass Fail Other _____

Vision Date: (1/3/2013) Pass Fail Other w/glasses

Preacademic/Academic/Functional Skills

Jon has been able to maintain passing grades this fall semester, but has struggled with English, History, and Geometry. He enjoys hands-on classes, and has done well in Wood Shop, even turning in his box project early. Mr. Curry reports that Jon has great craftsmanship skills, but hasn't always followed directions, and sometimes is distracted in groups. Jon responds well to positive encouragement. He has an A- in Wood currently. Jon reports that Computer/Tech class is boring for him, as he did similar work last year, and had a C+ in Tech at the end of Term 2. Jon currently has a D (60%) in Geometry. Math is a relative strength for him, but Mr. Walston reports that Jon has not been using class time well, not completing assignments, and needs to show more effort. Jon's Term grades in English went from an F to a D, and he currently has about 66% overall. He did not turn in an IRP (Independent Reading Project) yet, and needs to have at least one in by 1/13/15. Mr. Nystrom reports that Jon misses points by not raising his hand to participate in class, and that Jon turned in his English notebook on time recently. Jon's other grades are: Core Support, B; World History, D-. In Core, he participates in the group time, but needs prompting and sometimes 1-1 help to work on homework - he needs to use the time better. Ms. Myers reports that Jon does not complete all his assignments in History, is behind on History Day project, and missed a big essay project, dropping his grade.

Communication Development

Jonathon shows age appropriate communication development. This is not an area of concern at this time.

Gross/Fine Motor Development

Jonathon shows age gross/fine motor development. This is not an area of concern at this time.

Social Emotional/Behavioral

Jonathon has sometimes gotten into trouble, distracted w/ peer issues.

Vocational

Individualized Transition Plan for life after high school

Adaptive/Daily Living Skills

Jonathon shows age appropriate adaptive/daily living skills. This is not an area of concern at this time.

Health

Jonathon wears glasses and shows age appropriate health development. This is not an area of concern at this time.

For student to receive educational benefit, goals will be written to address the following areas of need:

Reading, Writing, Transition

HUMBOLDT-DEL NORTE SELPA
SPECIAL FACTORSStudent Name Thompson, JonathonDate of Birth 11/1/1998IEP Date: 1/7/2015Does the student require assistive technology devices and/or services? No Yes

Rationale

*Jonathon would benefit from the use of calculator and word processing software due to his learning disability.*Does the student require low incidence services, equipment and/or materials to meet educational goals? No Yes
(if yes, specify)*Jonathon does not require low incidence services, equipment and/or materials to meet educational goals.*Considerations if the student is blind or visually impaired: *Jonathon is not blind or visually impaired.*Considerations if the student is deaf or hard of hearing: *Jonathon is not deaf or hard of hearing.*

If the student is an English Learner, complete the following section:

Does the student need primary language support? No Yes if yes, who will provide? _____
What will be the language of instruction for the student? _____Who will provide ELD services to student? General Education Special EducationWhat type of ELD services will be provided? English Language Mainstream Structured English Immersion
 Alternative Program (primary language instruction)

Comments:

Does student's behavior impede learning of self or others? No Yes

If yes, specify positive behavior interventions, strategies, and supports

 Behavior Goal is part of this IEP Behavior Intervention Plan (BIP) attached

HUMBOLDT-DEL NORTE SELPA
Statewide Assessments

Student Name: Jonathon Thompson Date of Birth: 11/1/1998 IEP Date: 1/7/2015

Indicate student's participation in the California Assessment of Student Performance and Progress (CAASPP) below:
English Language Arts (Grades 3-8, & 11)

- Out of testing range
- SBAC without Designated Supports or Accommodations
- SBAC with Designated Supports Embedded
- SBAC with Designated Supports Non-embedded
- SBAC with Accommodations Embedded
- SBAC with Accommodations Non-embedded
- SBAC with Accessibility Support (requires CDE Approval)
- Alternate Assessment

Math (Grades 3-8, & 11)

- Out of testing range
- SBAC without Designated Supports or Accommodations
- SBAC with Designated Supports Embedded
- SBAC with Designated Supports Non-embedded
- SBAC with Accommodations Embedded
- SBAC with Accommodations Non-embedded
- SBAC with Accessibility Support (requires CDE Approval)
- Alternate Assessment

Science (Grades 5, 8 & 10)

- Out of testing range
- CST without Designated Supports or Accommodations
- CST with Designated Supports
- CST with Accommodations
- CMA without Designated Supports or Accommodations
- CMA with Designated Supports
- CMA with Accommodations
- CAPA Level 1. 2. 3. 4. 5.

If student is taking CMA, CAPA, or Alternate Assessment the IEP team has reviewed the criteria for taking alternate assessments.

The student will not participate in the SBAC because *Note: Jon has not enrolled in a science class yet at the high school level

Participation in an Alternate Assessment is appropriate

Physical Fitness Test (Grades 5, 7 & 9)

- Out of testing range
- Without Accommodations
- With Accommodations
- With Modifications (Check with PFT Office prior to use)

CAHSEE (Grades 10-12, or ages 15+ and grade code is 'Ungraded')

- Outside of testing range



PLEASE NOTE: You must disable any pop-up blocking software to utilize the Print Form Feature in SEIS. [Click here for instructions \(/Resources/docs/printInstructions.htm\)](#)

Name: Jonathon Thompson DOB: 11/1/1998 Age: 16 year(s) 2 months Grade Level: 10 Tenth grade SEIS ID: 1113859 District ID: 122854 School: McKinleyville High Case Manager: KELLEY PATTON Current IEP: 5/22/2014 Affirmed: 6/11/2014 Eligibility Status: Eligible	S Special Factors (/forms/state1415/forms/specialFactors.aspx?iepid=10223165)	Statewide Assessments (/forms/state1415/forms/StatewideAssessments.aspx?iepid=10223165)	Goals > (/forms/state11)
<p>View All Forms 0-9 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</p> <p>Student Search Show All Students</p> <p>Last Name <input type="text"/> First Name <input type="text"/> DOB <input type="text"/> <input type="button" value="Find"/></p> <p><input type="button" value="Save"/> <input type="button" value="Print"/> <input type="button" value="Print Multiple Forms"/> <input type="button" value="Check Spelling"/></p> <p>Quick Links</p> <ul style="list-style-type: none">Edit Student Record (/Teachers/TeacherStudentInformation.aspx?iepid=10223165)Student IEPs (/Teachers/searchTeacherIEPList.aspx?iepid=10223165)Email Team (/districts/searchemailusers.aspx?iepid=10223165&redirectTo=%2fforms%2fstate1415%2fforms%2fStatewideAssessments.aspx%3fiepid%3d1113859&hidIepID=10223165&PageFrom=https%3a%2f%2fwww.seis.org%2fforms%2fstate1415%2fforms%2fStatewideAssessments.aspx%3d10223165)Attachments (/Teachers/attachments.aspx?iepid=10223165)Student Change Form (/districts/changerequest.aspx?studentID=1113859&hidIepID=10223165&PageFrom=https%3a%2f%2fwww.seis.org%2fforms%2fstate1415%2fforms%2fStatewideAssessments.aspx%3d10223165)			

Statewide Assessments**Student Name** Thompson, Jonathon**Birthdate** 11/1/1998**IEP Date** 01/07

Indicate student's participation in the California Assessment of Student Performance and Progress (CAASPP) below:

English Language Arts (Grades 3-8, & 11) Select Supports and Accommodations

- Out of testing range
- SBAC without Designated Supports or Accommodations
- SBAC with Designated Supports Embedded
- SBAC with Designated Supports Non-embedded
- SBAC with Accommodations Embedded
- SBAC with Accommodations Non-embedded
- SBAC with Accessibility Support (requires CDE Approval)
- Alternate Assessment

Math (Grades 3-8, & 11) Select Supports and Accommodations

- Out of testing range
- SBAC without Designated Supports or Accommodations
- SBAC with Designated Supports Embedded
- SBAC with Designated Supports Non-embedded
- SBAC with Accommodations Embedded
- SBAC with Accommodations Non-embedded
- SBAC with Accessibility Support (requires CDE Approval)
- Alternate Assessment

Science (Grades 5, 8 & 10) Select Supports and Accommodations

- Out of testing range
- CST without Designated Supports or Accommodations
- CST with Designated Supports
- CST with Accommodations
- CMA without Designated Supports or Accommodations
- CMA with Designated Supports
- CMA with Accommodations
- CAPA Level 1, 2, 3, 4, 5.

If student is taking CMA, CAPA, or Alternate Assessment the IEP team has reviewed the criteria for taking alternate assessments.

hasn't had science or
CSTs -

The student will not participate in the SBAC because:

Participation in an Alternate Assessment is appropriate because:

Physical Fitness Test (Grades 5, 7 & 9) Select Supports and Accommodations

Out of testing range
 Without Accommodations
 With Accommodations
 With Modifications (Check with PFT Office prior to use)

CAHSEE (Grades 10-12, or ages 15+ and grade code is 'Ungraded') Select Supports and Accommodations

Outside of testing range
 Without Accommodations
 With Accommodations
 CAHSEE with Modifications (waiver required)

Exemption/ Medical Exemption
 To participate in Alternate Assessment

Other State-Wide/ District-Wide Assessment(s) Alternate Assessment(s)

Support and Accommodations

Accommodations

Administration at most beneficial time
 Braille transcriptions provided by contractor
 Large print version or test items enlarged to a font size larger than used in large print versions
 Student dictates multiple-choice question responses orally, or in MCE to a scribe, audio recorder, or speech to text converter for selected-response items
 Supervised breaks within a section of the test
 Test over more than one day for a test or test part to be administered in a single sitting
 Word processing software with spell and grammar check tools turned off on essay responses
 Modification
 Alternative communication system
 Arithmetic table or formulas
 Calculator on the mathematics test
 Essay responses dictated orally, in MCE or in ASL to a scribe, audio recorder, or speech to text converter
 MCE or ASL to present test questions and answer options
 Word processing software with spell and grammar check tools enables on essay responses

Assistive device that does not interfere with the independent work of student
 Essay responses dictated orally or in MCE to a scribe audio recorder, or speech to text converter
 MCE or ASL to present test questions and answer options
 Student marks responses in test booklet and responses are transferred to a scorable answer document by employee
 Test administered at home or in hospital by a test examiner
 Test questions and answer options read aloud to student or used audio CD presentation

Desired Results Developmental Profile (DRDP) - (Preschoolers Ages 3, 4 and 5 years)
 Not Applicable Assistive equipment or device
 Alternative response mode Visual support
 Sensory support Alternative mode for written language

CELDT (English Learners Only) Select Supports and Accommodations
Listening without Accommodations
Listening with Accommodations

Speaking without Accommodations
Speaking with Accommodations

Reading without Accommodations
Reading with Accommodations

Writing without Accommodations
Writing with Accommodations

Alternate Assessment to CELDT

If yes, areas of alternate assessment: Listening Speaking Reading Writing

Name of alternate assessment(s):

Person responsible to administer alternate assessment(s):

Standards based Tests in Spanish STS Select Supports and Accommodations

Math without Accommodations
 Math with Accommodations

Reading, Language, Spelling without Accommodations
 Reading, Language, Spelling with Accommodations

Save **Print** **Print Multiple Forms** **Check Spelling** **Top of Page**

Name: Jonathon Thompson Birth Date: November 1, 1998

Previous goals

Title	Goal	Updated On	Updated By	Added On	Added By
Language Arts	By 01/09/2015, when given several literary works by a single author, on a single issue, Jonathon will <u>paraphrase the ideas</u> and construct a visual model to <u>compare them to other sources</u> and related topics with 90% accuracy in 2 of 3 trials as measured by teacher-developed assessments/rubrics and student work samples.	1/23/2014	by English class	1/9/2014	Lisa Johnson
Language Arts	By 01/09/2015, when given three different forms (ex: letter of application, request for services, editorial) and styles of <u>business letters</u> , Jonathon will <u>compare formats, style and necessary elements</u> listing differences and similarities with 90% accuracy in 2 of 3 trials as measured by teacher-made assessment and student work samples.	1/23/2014	Tech class assignment	1/9/2014	Lisa Johnson
Mathematics	By 01/09/2015, when given the rules of <u>exponents</u> , Jonathon will define (taking the opposite, finding the reciprocal, taking a root and raising to a power) and give <u>written examples</u> of each rule with 90% accuracy in 2 of 3 trials as measured by teacher-made assessment and student work samples.	1/23/2014	Working on this	1/9/2014	Lisa Johnson
Organization	By 01/09/2015, Jonathon will be able to record in his assignments in his <u>homework planner</u> with 90% accuracy, as measured by teacher record.	1/23/2014	Lisa Johnson	9/27/2013	Lisa Johnson

Back

Proposed goals:

Reading / fluency & comprehension, grade level material

writing / # structure/essay composition

Transitions

Mtg. 1/9/13 (re-eval)

- Math, relative strength
- Reading 5th grade level, poor decoding skills
- Math word problems difficult
- Weaknesses in memory & speed impact his ability to assimilate, process, & retain information.
- Verbal comprehension average
- Writing "shallow", lacks conventions
- glasses, seating in front
- perceptual reasoning average

12/15/14 mtg. w/Jon

interests: inside / computer work group, not independent job writing/math better than reading

vision of college/career/job ideas

Name: Jonathon Thompson Birthdate: November 1, 1998

Title	Goal	Updated On	Updated By	Added On	Added By
Reading/Comprehension	By 1/6/2016, given his accommodations and staff supports as needed, Jon will read leveled passages such as SRA booklets and complete comprehension questions to 75% mastery 3 of 4 trials as measured by classwork and teacher records.	1/14/2015	KELLEY PATTON	1/8/2015	KELLEY PATTON
Writing	By 1/6/2016, given accommodations and supports as needed, Jon will compose three paragraphs containing 7 or more sentences each, edited for mechanics and grammar to 75% mastery 3 of 4 trials as measured by teacher records &/or work samples.	1/14/2015	KELLEY PATTON	1/8/2015	KELLEY PATTON
Transition	By 1/6/2016, given staff supports as needed, Jon will: Identify options & descriptions of vocational/hands-on classes available at the high school, Review the Job Corps website and identify vocational pathways/training available, and discuss w/ staff &/or parent, Display pre-employment readiness and organization by maintaining a calendar &/or planner with important due dates & events, reviewed & updated weekly; Identify & discuss w/ parent/staff 3 positive benefits and 3 potential risks of teen driving, Define liability as relates to a driver and vehicle ownership & discuss w/ parent &/or staff as measured by staff & parent observations.	1/14/2015	KELLEY PATTON	1/8/2015	KELLEY PATTON

Back

HUMBOLDT-DEL NORTE SELPA
Accommodations, Modifications, Supports and Supplementary Aids and Services

Name <i>Thompson, Jonathon</i>	Birthdate <i>11/1/1998</i>	Date of Meeting: <i>1/7/2015</i>
Accommodations & Modifications to support access to Core Curriculum in General/Special Education environments: (Specify subject area(s) for each item(s) selected)		

Reduced/shortened assignments as needed

Note taking support _____

Highlight textbooks/study notes _____

Use of visual place holder _____

Large print _____

Use of scribe _____

Textbook on CD _____

Books on tape _____

Use of manipulatives for Math/Science as needed

Use of calculator for Math/Science _____

Access to computer on campus _____

Adult support/staff assistance _____

Modified assignments _____

Other: explain _____

Strategies related to Instruction/Grading

Present one task/direction at a time _____

Instructions repeated/rephrased eye contact, written as needed

Check for understanding ask him to repeat/restate as needed

Extended time to complete assignments _____

Access to separate study area room 307/as needed

Use of Essential Standards as basis of instruction _____

Grading based on essential standards _____

Gen Ed report card with Spec Ed notation _____

Special projects in lieu of assignments _____

Use of out of grade level materials _____

Modified Grades: (explain) _____

Alternate Proficiency Grading (CAPA) _____

Other: explain _____

Strategies Related to Organization/Behavioral Support:

Preferential/assigned seating: (explain) close to front; away from distractions

Short breaks between assignments _____

Cues/prompts/reminders of rules: (explain) _____

Offer choices _____

Use of sensory strategies: (explain) _____

Supervision during unstructured time (recess, lunch, passing time between classes): (explain) _____

Use of assignment notebook planner or e-planner for organization

Home school communication system: (explain) _____

Implementation of Behavior Support Plan _____

Other: (explain) _____

Variations/Accom/Modifications related to test situations:

Alternative response for classroom tests _____

Open Book for classroom tests _____

Use of notes for classroom tests _____

Test read aloud to student for classroom tests _____

Use of word processor with functions disabled enabled for CAHSEE

Flexible setting _____

Flexible time/scheduling _____

Braille _____

Large Print _____

Use of scribe _____

Answer options read aloud (CMA) _____

Calculator on Math test (grade 5) (CMA) _____

Math manipulatives on Math/Science test (CMA) _____

Test prompt/questions read aloud to student for Writing/Math/Science/Social Science (CST) _____

Test questions read aloud to student for Reading/Language/Spelling (CST) _____

Calculator/multiplication table/math (CST) for all math assessments

Results of STAR testing not representative of IEP progress _____

Other: explain _____

Comments:

Specific Learning Disability due to memory & processing speed deficits affects reading and writing; ADHD affects planning, maintaining attention, & organization

Important Information:

Modifications are listed in bold. Modifications alter or lower the standards and expectations of the course standards and test. Significant modifications may lead to a non-diploma outcome and modified test results.

HUMBOLDT-DEL NORTE SELPA
Accommodations, Modifications, Supports and Supplementary Aids and Services

Name *Thompson, Jonathon*Birthdate *11/1/1998*Date of Meeting: *1/7/2015*

Accommodations & Modifications to support access to Core Curriculum in General/Special Education environments: (Specify subject area(s) for each item(s) selected)

Reduced/shortened assignments as needed
 Note taking support _____
 Highlight textbooks/study notes _____
 Use of visual place holder _____
 Large print _____
 Use of scribe _____
 Textbook on CD _____
 Books on tape _____
 Use of manipulatives for Math/Science as needed
 Use of calculator for Math/Science _____
 Access to computer on campus _____
 Adult support/staff assistance _____
 Modified assignments _____
 Other: explain _____

Strategies related to Instruction/Grading

Present one task/direction at a time _____
 Instructions repeated/rephrased eye contact & a written as needed
 Check for understanding as needed
 Extended time to complete assignments _____
 Access to separate study area room 307/as needed
 Use of Essential Standards as basis of instruction _____
 Grading based on essential standards _____
 Gen Ed report card with Spec Ed notation _____
 Special projects in lieu of assignments _____
 Use of out of grade level materials _____
 Modified Grades: (explain) _____
 Alternate Proficiency Grading (CAPA) _____
 Other: explain _____

Variations/Accom/Modifications related to test situations:

Preferential/assigned seating: (explain) close to front; away from distractions
 Short breaks between assignments _____
 Cues/prompts/reminders of rules: (explain) _____
 Offer choices _____
 Use of sensory strategies: (explain) _____
 Supervision during unstructured time (recess, lunch, passing time between classes): (explain) _____
 Use of assignment notebook/planner or e-planner for organization
 Home school communication system: (explain) _____
 Implementation of Behavior Support Plan _____
 Other: (explain) _____

Alternative response for classroom tests _____
 Open Book for classroom tests _____
 Use of notes for classroom tests _____
 Test read aloud to student for classroom tests _____
 Use of word processor with functions disabled for CHASE
 Flexible setting _____
 Flexible time/scheduling _____
 Braille _____
 Large Print _____
 Use of scribe _____
 Answer options read aloud (CMA) _____
 Calculator on Math test (grade 5) (CMA) _____
 Math manipulatives on Math/Science test (CMA) _____
 Test prompt/questions read aloud to student for Writing/Math/Science/Social Science (CST) _____
 Test questions read aloud to student for Reading/Language/Spelling (CST) _____
 Calculator/multiplication table/math (CST) for all classes
 Results of STAR testing not representative of IEP progress _____
 Other: explain _____

Comments:

Important Information:

Modifications are listed in bold. Modifications alter or lower the standards and expectations of the course standards and test. Significant modifications may lead to a non-diploma outcome and modified test results.

HUMBOLDT-DEL NORTE SELPA
Offer of FAPE - SERVICES

Student Name Thompson, JonathonBirthdate 11/1/1998IEP Date: 1/7/2015

The Service Options that were considered by the IEP team (In selecting LRE, describe the consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs): General education, resource

Supplementary Aids, Services & Other Supports for school personnel, or for student, or on behalf of the student

Aids, Services, Program Accommodations/Modifications, and/or Supports		Start Date	End Date	Frequency	Duration	Location
RSP Consultation, accommodations as per IEP	<input checked="" type="checkbox"/> Student	<u>01/07/2015</u>	<u>01/06/2016</u>	<u>daily</u>	<u>as needed</u>	<u>MHS classrooms</u>
	<input checked="" type="checkbox"/> Personnel	<u>01/07/2015</u>	<u>01/06/2016</u>			

Special Education Transportation No Yes

SPECIAL EDUCATION and RELATED SERVICES

Service: Specialized Academic Instruction Provider: District of Service Duration/Freq: 55 min x 1 Totaling: 55 min served Daily Comments: Core Support class for extra help and time for assignments	Start Date: 1/7/2015 End Date: 1/6/2016 <input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input checked="" type="checkbox"/> Sec Transition Location: Regular classroom/public day school
Service: Vocational assessment, counseling, guidance, and career assessment Provider: District of Service Duration/Freq: 90 min served Yearly Comments: WorkAbility, Transition activities within the school program	Start Date: 1/7/2015 End Date: 1/6/2016 <input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition Location: Regular classroom/public day school

EXTENDED SCHOOL YEAR (ESY)

Yes No

Rationale:

Programs and services will be provided according to when student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

**HUMBOLDT-DEL NORTE SELPA
INDIVIDUAL TRANSITION PLAN (ITP)**

Student Name Thompson, Jonathon

Date of Birth 11/1/1998

IEP Date: 1/7/2015

Student Invited: Yes No

If Appropriate, and agreed upon, agencies invited:
 Yes No N/A

Describe how the student participated in the process:

Present At Meeting Interview Prior
 Interest Inventories Questionnaire

Age-appropriate transition assessments/instruments were used: Yes No

Describe the results of the assessments:

Jon reports he would prefer inside, possibly computer related work with group, not independent job. He prefers writing & math over reading tasks, and is unsure at this time as to college, career, or job ideas. Transition worksheets in spring 2014 note interpersonal/group work strength, interests in digital media, photography/film, police academy, automotive technology, graphic design, art, cooking, & truck driving. He would like to live on his own and drive independently when he completes high school.

Student's Post Secondary Goal Training or Education (Required):

<p>Upon completion of school I will <i>take a vocational class</i>.</p> <p>Linked to Annual Goal # <u>3</u></p> <p>Person/Agency Responsible: <u>Student, Staff</u></p>	<p>Transition Service Code as Appropriate: <u>830 Vocational assessment, counseling, guidance, and career assessment</u></p> <p>Activities to Support Post Secondary Goal: <i>*Identify options & descriptions of vocational/hands-on classes available at the high school</i> <i>*Review the Job Corps website and identify vocational pathways/training available, and discuss w/ staff &/or parent</i></p> <p>Community Experiences as Appropriate:</p> <p>Related Services as Appropriate:</p>
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Student's Post Secondary Goal Employment (Required):

<p>Upon completion of school I will <i>have a part-time job</i>.</p> <p>Linked to Annual Goal # <u>3</u></p> <p>Person/Agency Responsible: <u>Student, Staff</u></p>	<p>Transition Service Code as Appropriate: <u>830 Vocational assessment, counseling, guidance, and career assessment</u></p> <p>Activities to Support Post Secondary Goal: <i>*Display pre-employment readiness and organization by maintaining a calendar &/or planner with important due dates & events, reviewed & updated weekly</i></p> <p>Community Experiences as Appropriate:</p> <p>Related Services as Appropriate:</p>
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Student's Post Secondary Goal Independent Living (As appropriate):

<p>Upon completion of school I will <i>drive a vehicle independently</i>.</p> <p>Linked to Annual Goal # <u>3</u></p> <p>Person/Agency Responsible: <u>Student, Staff, Parents</u></p>	<p>Transition Service Code as Appropriate: <u>830 Vocational assessment, counseling, guidance, and career assessment</u></p> <p>Activities to Support Post Secondary Goal: <i>*Identify & discuss w/ parent/staff 3 positive benefits and 3 potential risks of teen driving</i> <i>*Define liability as relates to a driver and vehicle ownership, discuss w/ parent &/or staff</i></p> <p>Community Experiences as Appropriate:</p> <p>Related Services as Appropriate:</p>
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**HUMBOLDT-DEL NORTE SELPA
INDIVIDUAL TRANSITION PLAN (ITP)**

Student Name Thompson, JonathonDate of Birth 11/1/1998IEP Date: 1/7/2015Student Invited: Yes NoIf Appropriate, and agreed upon, agencies invited:
 Yes No N/A

Describe how the student participated in the process:

Present At Meeting Interview Prior
 Interest Inventories Questionnaire

Age-appropriate transition assessments/instruments were used: Yes No

Describe the results of the assessments:

Jon reports he would prefer inside, possibly computer related work with group, not independent job. He prefers writing & math over reading tasks, and is unsure at this time as to college, career, or job ideas. Transition worksheets in spring 2014 note interpersonal/group work strength, interests in digital media, photography/film, police academy, automotive technology, graphic design, art, cooking, & truck driving. He would like to live on his own and drive independently when he completes high school.

Student's Post Secondary Goal Training or Education (Required):

Upon completion of school I will take a technical class.

*hands-on
job corps web site research*

Linked to Annual Goal # 3Person/Agency Responsible: Student, Staff**Transition Service Code as Appropriate:**830 Vocational assessment, counseling, guidance, and career assessment**Activities to Support Post Secondary Goal:**

**gather specific info about vocational classes available*

Community Experiences as Appropriate:**Related Services as Appropriate:**

Student's Post Secondary Goal Employment (Required):

Upon completion of school I will have a part-time job.

*organization
planning ← pre-employment skills
job duties
handling skills*

Linked to Annual Goal # 3Person/Agency Responsible: Student, Staff**Transition Service Code as Appropriate:**830 Vocational assessment, counseling, guidance, and career assessment**Activities to Support Post Secondary Goal:****Community Experiences as Appropriate:****Related Services as Appropriate:**

Student's Post Secondary Goal Independent Living (As appropriate):

Upon completion of school I will drive a vehicle independently.

*responsibility needed first
liability balanced of a freedom ←
consequence of decisions*

Linked to Annual Goal # 3Person/Agency Responsible: Student, Staff**Transition Service Code as Appropriate:**830 Vocational assessment, counseling, guidance, and career assessment**Activities to Support Post Secondary Goal:**

**identify requirements to gain drivers' permit
work toward eligibility for drivers' training

Community Experiences as Appropriate:**Related Services as Appropriate:**

**HUMBOLDT-DEL NORTE SELPA
INDIVIDUAL TRANSITION PLAN (ITP)**

Name Thompson, JonathonDate of Birth 11/1/1998IEP Date: 1/7/2015**District Graduation Requirements:****Course of Study**

A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their post secondary goal. Yes No

*Transcript & schedule attached*Units/Credits Completed: 60Units/Credits Pending: 170

Student's course of study leads to:

Anticipated Completion Date: 06/09/2017(Select one option below) Certificate of Completion Diploma**CAHSEE (High School Exit Exam)** CAHSEE/ELA date: _____ Score: _____ Passed Did not pass CAHSEE/Math date: _____ Score: _____ Passed Did not pass CAHSEE Other: Jonathon will take the CAHSEE for the first time in spring as a sophomore.**Age of Majority:** On or before the student's 17th birthday, he/she has been advised of rights at age of majority(age 18)By whom: Lisa JohnsonDate: 01/09/2014

When you reach the age of 18, the age of majority, you have the right to receive all information about your educational program and make all decisions related to your education. This includes the right to represent yourself at an IEP meeting and sign the IEP in place of your parent or guardian.

Is there an appropriate measurable post secondary goal(s) that covers education or training, employment and, as needed, independent living? Yes No

Is the Post secondary goal(s) addressed/updated in conjunction with the development of the Annual IEP? Yes No

Are there transition services included in the IEP that will reasonably enable the student to meet his or her post secondary goals? Yes No

Are there annual goal(s) included in the IEP that are related to the student's transition services needs? Yes No

**HUMBOLDT-DEL NORTE SELPA
ESY ELIGIBILITY WORKSHEET**

Student Name	<u>Thompson, Jonathon</u>		Date of Birth	<u>11/1/1998</u>	IEP Date	<u>1/7/2015</u>	
Age			16	Grade	10	Gender	<u>Male</u>

Definitions

ESY Extended School Year services are programs and services that assist the student in working toward the same goals and objectives that the student works on during the school year. ESY services are only provided for those areas on the current IEP where the student has demonstrated a) regression of skills during an extended school break and b) limited ability to benefit from re-teaching of skills after an extended school break. Regression Loss of previously attained skills documented by a review of the IEP goals, due to an extended school break.

Rate of Recoupment: Length of time required to re-learn skills following an extended school break.

Regression of Recoupment: Some students have disabilities that are likely to continue indefinitely or for a prolonged period. In this situation, interruption of the student's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disabling condition. (5 C.C.R. Section 3043.)

Directions The IEP Team shall determine the following in order to designate a student as requiring ESY as part of FAPE

Using input from staff and parents, answer the following questions

1. At the start of the school year, with a review period equal to that of general education students, was the student unable to regain skills lost over the break that would otherwise be expected in view of the student's disabling condition?
 Yes No If yes, specify what area(s)
2. Does this student display a loss of previously taught skills and an inability to regain those skills following interruptions in instruction during the regular school year, i.e., Thanksgiving break, Winter Break, and Spring Break?
 Yes No If yes, specify what area(s)
3. Is the current student at a crucial stage in learning a skill(s), such that an interruption in school program might cause loss of a skill(s) that the student would not be able to re-learn in a reasonable period of time in view of the student's disabling condition?
 Yes No If yes, specify what essential skill(s)
4. Is the student able to maintain the skills identified without Extended School Year?
 Yes No If no, specify what skill(s)
5. Does the student require ESY to continue to achieve at the level of independence that is expected in view of the student's disabling condition?
 Yes No

Note: refer to criteria specified on the ESY Worksheet pg. 2 if answer is "yes" on #5 above

HUMBOLDT-DEL NORTE SELPA
Offer of FAPE - EDUCATIONAL SETTING

Student Name Thompson, JonathonDate of Birth 11/1/1998IEP Date: 1/7/2015Physical Education General Specially Designed Other _____District of Service Northern Humboldt Union High School of Attendance McKinleyville High School Type Public day schoolFederal Setting Regular classroom/Public day school

Federal Preschool Setting _____

All special education services provided at student's school of residence?

 Yes No (rationale)*Jonathon will receive special education services through his Core Support class at MHS.*13 % of time student is outside the regular class & extracurricular & non academic activities87 % of time student is in the regular class & extracurricular & non academic activities

Student will not participate in the regular class & extracurricular & non academic activities 1 period daily because so that he may receive the extra support needed in Core Support to understand & complete assignments.

Other Agency Services

<input type="checkbox"/> California Children's Services(CCS)	<input type="checkbox"/> Regional Center
<input type="checkbox"/> Probation	<input type="checkbox"/> Department of Rehabilitation
<input type="checkbox"/> Dept. of Social Services(DSS)	<input type="checkbox"/> County Mental Health (CMH)
<input type="checkbox"/> Other _____	

Promotion Criteria: District Progress on Goals Other _____Parents will be informed of progress Quarterly Trimester Semester Other Progress Reports, Report CardsHow? Progress Summary Report Other PASS, IEP meetings, report cards, progress reports**ACTIVITIES TO SUPPORT TRANSITION** (e.g. preschool to kindergarten, special education and/or NPS to general education class, 8th-9th grade, etc)*Individual Transition Plan to prepare for life after High School***GRADUATION PLAN** (Grade 7 and Higher)Projected graduation date and/or secondary completion date 06/09/2017 10 To participate in high school curriculum leading to a diploma 20 To participate in high school curriculum leading to certificate of completion or other than diploma

HUMBOLDT-DEL NORTE SELPA
SIGNATURE AND PARENT CONSENT

Student Name Thompson, JonathonDate of Birth 11/1/1998IEP Date 1/7/2015

IEP Meeting Participants

Carrie Spitzer

Parent/Guardian/Surrogate

1-7-15

Date

Parent/Guardian

Jeff Thompson

Student/Adult Student

Date

1/7/15Vigilante

LEA Representative/Admin.Designee

1-7-15

General Education Teacher

Date

1/7/15

Additional Participant/Title

Date

Special Education Specialist

Date

1/7/15

Additional Participant/Title

Date

Additional Participant/Title

Date

1/7/15

Additional Participant/Title

Date

Additional Participant/Title

Date

Additional Participant/Title

Date

Additional Participant/Title

Date

1/7/15**CONSENT**

I agree to all parts of the IEP.
 I agree with the IEP, with the exception of _____.
 I decline the offer of initiation of special education services.
 I understand that my child is not eligible for special education.
 I understand that my child is no longer eligible for special education.

As a means of improving services and results for your child did the school facilitate parent involvement?

 Yes No No Response

Signature below is to authorize and approve the IEP.

Carrie SpitzerDate 1-7-2015 Parent Guardian Surrogate Adult Student

Signature _____

Date _____

 Parent Guardian Surrogate Adult Student

If my child is or may become eligible for public benefits (Medi-Cal): I authorize the LEA/district to release student information for the limited purpose of billing Medi-Cal/Medicaid and to access Medi-Cal: health insurance benefits for applicable services.

Signature Carrie Spitzer Parent Guardian Surrogate Adult Student Parent/Adult Student has received a copy of the Procedural Safeguards Parent/Adult Student has received a copy of assessment report (if applicable) Parent/Adult Student has received a copy of the Individualized Education Plan (IEP) Parent/Adult Student has received written notification of protections available to parents when LEA requests to access Medi-Cal benefits Student enrolled in private school by their parents. Refer to Individual Service Plan, if appropriate.

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