

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

CELDI

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

Precademic/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 appropriate 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 Education

What 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

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)

Desired Results Developmental Profile (DRDP) - (Preschoolers Ages 3, 4 and 5 years)

- ☐ Not Applicable
☐ Alternative response mode
☐ Sensory support
☐ Assistive equipment or device
☐ Visual 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

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
☐ 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

☐ Word processing software with spell and grammar check tools turned off on essay responses

Modification

- ☐ Assistive device that interferes with independent work of student
☐ Dictionary
☐ Math manipulatives on the mathematics tests
☐ Test questions and answer options read aloud to student or used audio CD presentation
☒ 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

Ok

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 <u>construct a visual model to compare them to other sources and related topics</u> with 90% accuracy in 2 of 3 trials as measured by teacher-developed assessments/rubrics and student work samples.	1/23/2014	Lisa Johnson	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 business letters, 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	Lisa Johnson	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 of each rule</u> with 90% accuracy in 2 of 3 trials as measured by teacher-made assessment and student work samples.	1/23/2014	Lisa Johnson	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

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Proposed goals:

Reading / fluency & comprehension. grade level material

writing / #1 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

unsure 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

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

Name <u>Thompson, Jonathon</u>	Birthdate <u>11/1/1998</u>	Date of Meeting: <u>1/7/2015</u>
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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
- ☒ 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 _____

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 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
- ☒ 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</u>
	<input checked="" type="checkbox"/> Personnel	<u>01/07/2015</u>	<u>01/06/2016</u>			<u>classrooms</u>

Special Education Transportation ☒ No ☐ Yes

SPECIAL EDUCATION and RELATED SERVICES

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

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):

Upon completion of school I will *take a vocational class.*

Transition Service Code as Appropriate:

830 Vocational assessment, counseling, guidance, and career assessment

Activities to Support Post Secondary Goal:

**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*

Community Experiences as Appropriate:

Linked to Annual Goal # 3

Person/Agency Responsible: Student, Staff

Related Services as Appropriate:

Student's Post Secondary Goal Employment (Required):

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

Transition Service Code as Appropriate:

830 Vocational assessment, counseling, guidance, and career assessment

Activities to Support Post Secondary Goal:

**Display pre-employment readiness and organization by maintaining a calendar &/or planner with important due dates & events, reviewed & updated weekly*

Community Experiences as Appropriate:

Linked to Annual Goal # 3

Person/Agency Responsible: Student, Staff

Related Services as Appropriate:

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

Upon completion of school I will *drive a vehicle independently.*

Transition Service Code as Appropriate:

830 Vocational assessment, counseling, guidance, and career assessment

Activities to Support Post Secondary Goal:

**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*

Community Experiences as Appropriate:

Linked to Annual Goal # 3

Person/Agency Responsible: Student, Staff, Parents

Related Services as Appropriate:

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):

Upon completion of school I will take a technical class.

*hands-on
job Corps web site research*

Linked to Annual Goal # 3

Person/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*

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 # 3

Person/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 w/ a freedom ←
consequences of decisions*

Linked to Annual Goal # 3

Person/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 Thompson, Jonathon

Age

Date of Birth

1611/1/1998

Grade

IEP Date

101/7/2015

Gender

Male

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

- 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)
- 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)
- 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)
- Is the student able to maintain the skills identified without Extended School Year?
☒ Yes ☐ No If no, specify what skill(s)
- 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 activitiesStudent 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

☐ California Children's Services(CCS)☐ Regional Center☐ Probation☐ Department of Rehabilitation☐ Dept. of Social Services(DSS)☐ County Mental Health (CMH)☐ Other _____

Promotion Criteria:

☒ District ☐ Progress on Goals ☐ Other _____

Parents will be informed of progress

☐ Quarterly ☐ Trimester ☒ Semester ☒ Other Progress Reports, Report Cards

How?

☒ 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

<u>Carmi Spitzer</u>	<u>1-7/15</u>		
Parent/Guardian/Surrogate	Date	Parent/Guardian	Date
<u>Jonathon Thompson</u>		<u>[Signature]</u>	<u>1/7/15</u>
Student/Adult Student	Date	General Education Teacher	Date
<u>[Signature]</u>	<u>1.7.15</u>	<u>[Signature]</u>	<u>1/7/15</u>
LEA Representative/Admin.Designee	Date	Special Education Specialist	Date
		<u>[Signature]</u>	<u>1/7/15</u>
Additional Participant/Title	Date	Additional Participant/Title	Date
		<u>[Signature]</u>	<u>1/7/15</u>
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date

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.

Signature Carmi d Spitzer
☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

Date 1-7-2015

Signature _____
☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

Date _____

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 Carmi 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.

✓