

CONFIDENTIAL

Oregon Standard Individualized Education Program

HILLSBORO HIGH SCHOOL
3285 SE ROOD BRIDGE ROAD
HILLSBORO, OR 97123

DEMOGRAPHICS

Rodriguez, Jaiven	Hillsboro SD 1J	9/14/2015
Student	Resident District	IEP Meeting Date
Gender: ☒ M ☐ F	Hillsboro SD 1J	9/13/2016
Grade 12	Attending District	Annual IEP Review Date
3/10/1998	Hillsboro High School	
Date of Birth (mm/dd/yy)	Attending School	Amendment Date
7865872	Russell Jellesed	9/19/2013
Secure Student Identifier (SSID)	Case Manager	Most Recent (re)Evaluation Date
Specific Learning Disability 90		9/18/2016
Primary Disability Code & Category	Secondary Disability Code & Category - OPTIONAL	Re-Evaluation Due Date

MEETING PARTICIPANTS

Jaiven Rodriguez	Tiffany Rodriguez	Joe Rodriguez
Student	Parent/Guardian/Surrogate	Parent/Guardian/Surrogate
Russ Jellesed	Russ Jellesed	Russ Jellesed
Special Education Teacher / Provider	Special Education Teacher / Provider	District Representative
Michiah Kaiser	Kory Dundas	Russ Jellesed
General Education Teacher	General Education Teacher	Individual Interpreting Instructional Implications of Evaluations
N/A		
Agency Representative, if appropriate		
Pete Mullenburg/Assistant Principal	Arin Pinkstaff/School Counselor	
Other	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: _____

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Student: RODRIGUEZ, JAIVEN (/ 0000 / 2)

Date: 9/14/2015

Amend Date:

District: HILLSBORO SD 1J

PROCEDURAL SAFEGUARD NOTIFICATION

34 CFR 300.504(a)

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

☒ YES ☐ NO

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

☐ YES ☐ NO ☒ N/A

SPECIAL FACTORS

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

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

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

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

Student's overall strengths, interests, and preferences:		34 CFR 300.324 (a)(1)(i)
BACKGROUND INFORMATION:		
Jaiven is a 17 year old Senior at Hillsboro High School who is working toward the completion of a Modified Diploma in 2016. He was most recently made eligible to receive special education services in September of 2013 under the category of Learning Disabled. Jaiven receives his core instruction through both modified classes (Applied Language Arts, Math for Consumers) and the general curriculum (People and Politics, Health 2, Economics). He also participates in electives through the general education curriculum (Strength Training). His most recent grades are 1 A in Team Sports, 1 C in PE-2, 2 D's in Content Area Strategies and Math Concepts and Applications, 4 F's in Junior English Language Arts, General Science, Spanish 1, and Construction Tech. As to this time Jaiven has earned 8.5 of 24 credits toward completion of a Modified Diploma. Jaiven has a 65% attendance rate and a cumulative GPA of .87.		
STRENGTHS:		
Jaiven is a state champion wrestler. He is also good at reading and he is an outgoing friendly student.		
DEVELOPMENTAL/FUNCTIONAL PERFORMANCE:		
Based upon a Guided Interview Assessment 9/16/2015, Jaiven knows his disability area, and is currently working on advocating for himself with classroom teachers regarding his needed accommodations and modifications. Jaiven walks, rides his bike, and gets rides from his parents to access the community. He has cooked meals for his family and does wash his own clothes. Jaiven has duties around the house like taking out the garbage, sweeping the floor, doing the dishes, and cutting the lawn. Jaiven has had any competitive work experience landscaping, but has not had volunteer or school work experience.		
PREFERENCES & INTERESTS BASED ON AGE APPROPRIATE TRANSITION ASSESSMENT:		
Based upon the Guided Interview Assessment given on 9/14/2015 Jaiven reported that he likes helping people with their problems. He also likes sports, especially football, wrestling, and fishing. Jaiven is interested in a career in law enforcement. Jaiven will be attending community college and living at home the first year after graduation from high school.		
NEEDS BASED UPON AGE APPROPRIATE TRANSITION ASSESSMENTS:		
Education: Because Jaiven is interested in attending community college and because of this Jaiven needs to continue to receive specially designed instruction in reading, writing, and math.		
Employment: Jaiven needs to further explore personal and educational requirements for his career interest of law enforcement.		
Independent Living: No current needs at this time.		
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)
PARENT INPUT:		
Parent's are excited to report that they will now be available in the mornings to help Jaiven get to school.		
Present level of academic achievement (i.e. reading, writing, mathematics, etc), including most recent performance on State or district-wide assessments:		
• Strengths of the student • Needs of the student • How the student's disability affects involvement and progress in the general education curriculum		34 CFR 300.324 (a)(1)(i)

ACADEMIC PERFORMANCE:

Results of the most recent Statewide Assessments (2012 - 2013) indicate that Jaiven currently does not meet state standards in reading (236 meets and Jaiven's score was 218 which equates to a Lexile score of 745 and a 7th grade level), a typical student has in the 11th grade can perform certain tasks like cite strong evidence through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, etc. Jaiven does not meet the state standards in math (236 meets and Jaiven's score was 225 - 14th %). Jaiven is currently working in Math Concepts and Applications (pre-algebra class that is at a 6th - 7th grade level). Jaiven has no record of a recent Statewide Writing Sample. In order to achieve graduation, students working toward a Modified Diploma must demonstrate proficiency in the required Essential Skills. With the implementation of the new Statewide Assessment protocol we will hold off on determining what Jaiven will have to score on the test to demonstrate proficiency until more information is gathered.

On the Woodcock Johnson III standardized testing administered (scores between 85 - 115 are within the average range) on 5/13/2013 Jaiven had the following scores:

Sub Test	Standard Score	Percentile Rank
Basic Reading	96	40th
Spelling	76	5th
Reading Comprehension	78	8th
Reading Fluency	80	9th
Written Expression	80	9th
Math Calculations	54	1st

Progress Reports:

11/07/2014
Jaiven completed a one-paragraph writing sample on 11/07/2014. His writing remained on topic, but his supporting details lacked development. His sample earned a score of 2 in the area of "Ideas & Content."

01/28/2015
This annual goal (and the short-term objectives associated with it) were not assessed during this progress reporting period.

- 4/7/2015
Quarter 3
- 1. Score of 3 in an informative text
 - 2. Score of 3
- Strengths:
Organization, on topic, easy to read
- Weaknesses:
Conventions- Run on Sentences

Quarter 4
6/12/2015
Jaiven was absent during the writing assessments given this quarter.

In order to achieve graduation, students working toward a Modified Diploma must demonstrate proficiency in the required Essential Skills. With the implementation of the new Statewide Assessment protocol we will hold off on determining what Jaiven will have to score on the test to demonstrate proficiency until more information is gathered.

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

STRENGTHS:

34 CFR 300.320(a)(1)

Jaiven is a state champion wrestler. He is also good at reading and he is an outgoing friendly student.

IMPACT OF HIS DISABILITY

As of this time, Jaiven's academic levels in reading, writing and math in which he receives specially designed instruction make it difficult for him to be successful in a general education classroom, however the team has placed Jaiven on a Modified Diploma which should alleviate some of the impact. Jaiven will also need to be able to describe his disability and ask for accommodations in post-high school setting.

NEEDED TRANSITION ACTIVITIES:

Education/Training

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)
STRENGTHS: Jaiven is a state champion wrestler. He is also good at reading and he is an outgoing friendly student. DEVELOPMENTAL/FUNCTIONAL PERFORMANCE: Based upon a Guided Interview Assessment 9/14/2015, Jaiven knows his disability area, and is currently working on advocating for himself with classroom teachers regarding his needed accommodations and modifications. Jaiven walks, rides his bike, and gets rides from his parents to access the community. He has cooked meals for his family and does wash his own clothes. Jaiven has duties around the house like taking out the garbage, sweeping the floor, doing the dishes, and cutting the lawn. Jaiven has had any competitive work experience landscaping, but has not had volunteer or school work experience. PREFERENCES & INTERESTS BASED ON AGE APPROPRIATE TRANSITION ASSESSMENT: Based upon the Guided Interview Assessment given on 9/14/2015 Jaiven reported that he likes helping people with their problems. He also likes sports, especially football, wrestling, and fishing. Jaiven is interested in a career in law enforcement. Jaiven will be attending community college and living at home the first year after graduation from high school.		
Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments		34 CFR 300.320(b)(1)
Training		34 CFR 300.320(b)(1)
Jaiven will continue his education beyond high school by attending community college next year.		
Education		34 CFR 300.43(a)(2)
Jaiven will continue his education beyond high school by attending community college next year.		
Employment		34 CFR 300.320(b)(1)
Jaiven will obtain a part time job next year while attending community college.		
Independent living skills (where appropriate)		34 CFR 300.43(a)(2)
Jaiven will get his driver's license.		
Transition Services/Activities: Transition Services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.		34 CFR 300.43
N/A		
Course of Study: (designed to assist the student in reaching the post-secondary goals)		34 CFR 300.320(b)(2)
Applied Language Arts, Consumer Math, Computer Keyboarding, World of Work, Team Sports, Health 2		

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

34 CFR 300.321(b)(3)

No agency participation at this time.

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

Anticipated Graduation Date: 6/9/2016

☐ 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: 9/14/2015

Date anticipated transfer will occur: 6/9/2016

The district must also provide written notice of the transfer of rights to the student and the parent when the student reaches the age of majority.

STATEWIDE ASSESSMENT 34 CFR 300.320(a)(6)

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

- ☐ No, Statewide Assessment not conducted at student's grade level (at time of testing)
☒ Yes (student's grade level at time of testing 12th). If yes, describe participation decisions below:

Standard Assessment or Alternate Assessment (select one)	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Modified Cut Scores (Only available for standard assessment with or without accommodations)	*Explanation State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.
☒ Standard: English Language Arts / Literacy ☐ Without accessibility supports ☐ With accessibility supports ☐ Alternate: Extended Assessment*			
☒ Standard: Mathematics ☐ Without accessibility supports ☐ With accessibility supports ☐ Alternate: Extended Assessment*			
☒ Standard: Science ☐ Without accessibility supports ☐ With accessibility supports ☐ Alternate: Extended Assessment*			
☐ Standard: Social Sciences ☐ Standard without accessibility supports ☐ Standard with accessibility supports			

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

DISTRICT-WIDE ASSESSMENT

District-wide Assessment

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

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

Standard Assessment or Alternate Assessment (select one)	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	*Explanation State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.

Student: Rodriguez, Jaiven (1000012)	Date: 9/14/2013	Amended Date:	District: Hillsboro SD 1J
Goal Area:			34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency):			
Writing: Given specially designed instruction with modeling and support, three times each semester Jaiven will develop a three paragraph essay with scores of 3 or higher in all areas of the Oregon State Writing Rubric with 100% accuracy.			
Objectives (if needed):			
1. Jaiven will write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content and he will score 3's or higher in all areas of the given writing rubric (Statewide or teacher generated). 2. Jaiven will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. He will score 3's or higher in all areas of the given writing rubric (Statewide or teacher generated).			
Related Content Standard(s), if applicable:			
See above			
How progress will be measured:			
Criteria: See measurable short-term objectives, Procedures: Statewide or teacher generated writing rubric.			
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i)			
How: On regular education report cards, Frequency: On regular education report card dates			
Progress Towards Goal			34 CFR 300.320(a)(3)(ii)

Student: Rodriguez, Jaiven (1005612) Date: 9/14/2013 Amend Date: _____ District: Hillsboro SD 1J	34 CFR 300.320(a)(2)(i)
Goal Area:	
Annual Measurable Goal (including conditions and frequency): Math: Given specially designed instruction, with modeling and support, Jaiven will meet the 6th grade common core standards by multiplying and dividing fractions and decimals; describe and relate two-dimensional shapes; analyze, and determine relationships and patterns using tables with 100% accuracy on work samples and/or teacher made probes.	
Objectives (if needed): 1. Jaiven will multiply and divide fractions and decimals with 80% accuracy on 3 out of 4 opportunities. 2. Jaiven will describe and relate two-dimensional shapes to three-dimensional shapes and analyze their properties, including volume and surface area with 80% accuracy on 3 of 4 opportunities. 3. Jaiven will analyze, and determine relationships and patterns using tables, graphs, symbols with 80% accuracy on 3 out of 4 opportunities. 4. Jaiven will solve integer operations.	
Related Content Standard(s), if applicable:	
How progress will be measured: Work samples and/or teacher created math probes	
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i) How: On regular education report cards, Frequency: On regular education report card dates	
Progress Towards Goal	
34 CFR 300.320(a)(3)(ii)	

Student: Rodriguez, Jaiven (1000012)	Date: 9/14/2013	Amended Date:	District: Hillsboro SD 1J
Goal Area:			
Annual Measurable Goal (including conditions and frequency):			
Reading: Given specially designed instruction, with modeling and support, Jaiven will meet the 9th grade common core standards by demonstrating the ability to determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide and objective summary of the text and analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them with 100% accuracy on teacher made assignments and tests.			
Objectives (if needed):			
1. Jaiven will demonstrate the ability to determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide and objective summary of the text with 80% accuracy on teacher made assignments and tests. 2. Jaiven will demonstrate the ability to analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them with 80% accuracy on teacher made assignments and tests.			
Related Content Standard(s), if applicable:			
How progress will be measured:			
Criteria: See short term objectives, Procedures: Teacher made assignments and tests			
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i)			
Progress Towards Goal			
34 CFR 300.320(a)(3)(ii)			

Student: Rodriguez, Jaiven (1805612) Date: 9/14/2013 Amend Date: _____ District: Hillsboro SD 1J	34 CFR 300.320(a)(2)(i)
Goal Area: Annual Measurable Goal (including conditions and frequency): Transition: Given specially designed instruction in identifying job resources, Jaiven will demonstrate employment seeking skills and use employment resources available to assist in finding a job as measured by teacher made assessments to 80% accuracy.	
Objectives (if needed): 1. Given steps of the job-seeking process, Gildardo will identify the steps involved in searching for a job with 80% accuracy. 2. Given a job application, Gildardo will complete a real or simulated job application with 80% accuracy.	
Related Content Standard(s), if applicable:	
How progress will be measured: Teacher observations, teacher made assessments	
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i) Progress will be reported in narrative form accompanying students report cards on report card dates.	
Progress Towards Goal	34 CFR 300.320(a)(3)(ii)

SERVICES

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

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

Specialty Designed Instruction 34 CFR 300.39	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Reading	120 Minutes/Weekly	Special Ed Classroom	9/14/2015	9/13/2016	LEA	Special Education Teacher/Provider
Writing	120 Minutes/Weekly	Special Ed Classroom	9/14/2015	9/13/2016	LEA	Special Education Teacher/Provider
Math	120 Minutes/Weekly	Special Ed Classroom	9/14/2015	9/13/2016	LEA	Special Education Teacher/Provider

Related Services 34 CFR 300.40	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
00 - No Related Services						

Supplementary Aids/Services; Accommodations 34 CFR 300.320(a)(4)(i)-(iii)	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Pass to leave class	1x period if needing a break/ 5 min.	classroom	9/14/2015	9/13/2016	LEA	General Education Teacher
Shortened assignments/tests/projects	By 1/4 when behind in work	General Ed.	9/14/2015	9/13/2016	LEA	General Education Teacher
Verbal positive reinforcement	Daily/appropriate	General Ed.	9/14/2015	9/13/2016	LEA	General Education Teacher
Preferential Seating away from distractions	all classes/every day	classroom	9/14/2015	9/13/2016	LEA	General Education Teacher
Teacher confrontation in private	When intervention needed	classroom	9/14/2015	9/13/2016	LEA	General Education Teacher
Option to take test in alternative setting	When tests are given	classroom	9/14/2015	9/13/2016	LEA	General Education Teacher
Modified grading	All tests, projects, and assignments	General Ed.	9/14/2015	9/13/2016	LEA	General Education Teacher

Modified material	All tests, projects, and assignments	General Ed.	9/14/2015	9/13/2016	LEA	General Education Teacher
Check for understanding	After directions given/every time	classroom	9/14/2015	9/13/2016	LEA	General Education Teacher
Supplementary Aids/Services; Modifications 34 CFR 300.320(a)(4)(i)-(iii)	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
None Needed						

Program Modifications/Supports for School Personnel 34 CFR 300.320(a)(4)(i)-(iii)	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
None at this time						

NONPARTICIPATION JUSTIFICATION 34 CFR 300.320(a)(5)

Describe the extent (including amount), if any, to which the child will not participate with nondisabled children in the regular classroom and in extracurricular and other nonacademic activities:

25% of the school day

Provide explanation justifying the removal, if any:

To receive specially designed instruction in the areas in which he has IEP goals.