

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

DEMOGRAPHICS

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|--|---|---------------------------------|
| Rodriguez, Jaiven | Hillsboro SD 1J | 9/14/2015 |
| Student | Resident District | IEP Meeting Date |
| Gender: <input checked="" type="checkbox"/> M <input type="checkbox"/> F | Grade 12 | 9/13/2016 |
| | Hillsboro SD 1J | Annual IEP Review Date |
| 3/10/1998 | Attending District | 11/30/2015 |
| Date of Birth (mm/dd/yy) | Hillsboro High School | Amendment Date |
| 7865872 | Attending School | 9/19/2013 |
| Secure Student Identifier (SSID) | Russell Jellesed | Most Recent (re)Evaluation Date |
| Specific Learning Disability 90 | Case Manager | 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 Mulienburg/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: _____

Student: Koarniquez, Javen (1803814)

Date: 9/14/2015

Arrival Date: 11/30/2015

District: Hillsboro SD 1J

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: 1/27/2017

- ☐ 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.

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:

BACKGROUND INFORMATION:

34 CFR 300.324 (a)(1)(i)

Jaiven is a 17 year old Senior at Hillsboro High School who is working toward the completion of a Modified Diploma in 2017. 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:

PARENT INPUT:

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

Parents 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)