

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

DEMOGRAPHICS

Jones, Jacob	Hillsboro SD 1J	3/11/2016
Student	Resident District	IEP Meeting Date
Gender: <input checked="" type="checkbox"/> M <input type="checkbox"/> F Grade 10	Hillsboro SD 1J	3/10/2017
	Attending District	Annual IEP Review Date
6/28/2000	Glencoe High School	
Date of Birth (mm/dd/yy)	Attending School	Amendment Date
10301453	Kelsey Hoggard	4/1/2014
Secure Student Identifier (SSID)	Case Manager	Most Recent (re)Evaluation Date
Other Health Impairment 80		3/31/2017
Primary Disability Code & Category	Secondary Disability Code & Category – OPTIONAL	Re-Evaluation Due Date

MEETING PARTICIPANTS

Jacob Jones	Rylan & Marian Jones	
Student	Parent/Guardian/Surrogate	Parent/Guardian/Surrogate
Kelsey Hoggard, Case Manager/ Marcus Glaze (REVISION 1/28/16)		Kelsey Hoggard, Case Manager
Special Education Teacher / Provider	Special Education Teacher / Provider	District Representative
John Gibbs, General Education Teacher		Kelsey Hoggard, Case Manager
General Education Teacher	General Education Teacher	Individual Interpreting Instructional Implications of Evaluations
Agency Representative, if appropriate		
<p>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.</p> <p>A district provided interpreter was used for this meeting: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> Name: _____</p>		

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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<i>If YES, the IEP addresses the use of positive behavioral interventions and supports, and other strategies, to address that behavior(s).</i>		
B. Does the student have limited English Proficiency?		34 CFR 300.324(a)(2)(ii)
YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<i>If YES, the IEP team must consider the language needs of the student as those needs relate to the student's IEP.</i>		
C. Is the student blind or visual impaired?		34 CFR 300.324(a)(2)(iii)
YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<i>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.</i>		
D. Does the student have communication needs?		34 CFR 300.324(a)(2)(iv)
YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<i>If YES, the IEP addresses communication supports, services, and/or instruction.</i>		
E. Is the student deaf or hard of hearing?		34 CFR 300.324(a)(2)(iv)
YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<i>If YES, the IEP addresses the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.</i>		
F. Does the student need assistive technology devices or services?		34 CFR 300.324(a)(2)(v)
YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<i>If YES, the IEP addresses assistive technology devices or services.</i>		
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 <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<i>If YES, alternate format(s) is/are identified in the IEP.</i>		

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)
<p>Background: Jacob is a 10th grade student at Glencoe High School. He receives Special Education Services under the eligibility of Other Health Impairment (ADHD). He has goals in the areas of reading, writing, math and self management. . His initial eligibility for services began on 9/25/2008. He is on track to earn a modified diploma and, as such the team made a decision earlier in the year, to remove him from Algebra I. He was enrolled in a math support class, in addition to the Algebra I course, but since he has been removed from the Algebra class, he was also taken out of the support class. He will take Math for Consumers during his junior year, where the curriculum focuses on functional use of mathematical concepts that Jacob will need as he moves into post-secondary life. He receives support for reading and writing in a modified ELA class in which the curriculum is aligned to the common core for 10th grade, but has been modified in depth, breadth and complexity to better meet Jacob's needs and abilities.</p> <p>Strengths: Jacob has a strong desire to do well and be accepted by staff and peers. He has recently begun playing baseball, which has been a great activity for Jacob. Due to a number of failing grades during first semester, Jacob will not be able participate in games, but will continue to practice with the team. The IEP team feels this is a positive activity for Jacob, and he has the goal of being eligible for summer ball. Now that his class schedule is aligned with pursuit of a modified diploma, his grades will likely improve. That being said Jacob will need to exert some effort toward work completion and test preparation. Jacob builds strong relationships with teachers, and is well liked by staff.</p> <p>Interests and Preferences: Jacob is very interested in learning and enjoys non-fiction topics, such as the military, weather, the solar system, and airplanes. Jacob prefers activities that are hands-on.</p>	
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)
<p>Parent Concern: Parents want to see Jacob graduate from high school. Jacob is currently working towards a modified diploma. His father shared that he knows how much Jacob wants to feel a part of the school community.</p>	
Present level of academic achievement (i.e. reading, writing, mathematics, etc), including most recent performance on State or district-wide assessments:	34 CFR 300.324 (a)(1)(i)
<ul style="list-style-type: none">• Strengths of the student• Needs of the student• How the student's disability affects involvement and progress in the general education curriculum	
<p>PRESENT LEVEL OF ACADEMIC PERFORMANCE: Strengths: While Jacob's overall academic skills are below grade level, he does demonstrate some understanding of grade level content. He is better able to show what he knows orally than in writing.</p> <p>Writing: Jacob's current writing level is very difficult to assess, as he did not complete any of the writing samples assigned during first semester. Based on previous reports, it is clear that his writing skills are well below those of his typical peers. Students in 10th grade are expected to generate clear and coherent writing in which the development, organization and style are appropriate to the task purpose and audience. A typical 10th grader is expected to write multi-paragraph</p>	

essays in narrative, persuasive, and expository modes. Jacob will need to work hard to develop his writing skills. He will need to engage in the instruction and actually practice his writing skills in order to improve in this area. Jacob is most successful when writing about a topic he is familiar with.

Reading:

Jacob did not complete a reading assessment during first semester, so it is difficult to assess whether he has made any progress toward his current goal. He is functioning well below the level of his typically developing peers. Students in 10th grade are expected be able to determine a theme or central idea of a text and analyze in detail its development over the course of the text, including details; provide an objective summary. Jacob has a difficult time focusing on reading material. He is enrolled in a modified ELA course in which the grade level core content has been modified and reduced. Even with modifications, he continues to struggle with comprehension. He is slightly better able to engage in discussions of content he hears orally than information he is expected to read on his own.

Math: Jacob was enrolled in an Algebra I class during first semester. When he arrived at Glencoe, he was placed in Algebra I as forecasted by the staff at his previous school. It became clear during the course of first semester, that Algebra I concepts were beyond Jacob's understanding. He lacks many of the pre-requisite skills needed to manipulate linear equations, solve for a variable in one and two step equations or represent linear equations graphically. He will math for consumers during his junior year, which will enable him to hone his basic math skills and understanding and apply the knowledge to functional math concepts he will be able to use in his every day life.

Jacob was administered a WJ-III in March of 2014. He achieved the following scores: In Broad math he received a standard score of 79, in reading a standard score of 86 and in written expression a standard score of 80. When using a standard score measure, a score of 100 is average. The average range is approximately 85-115, with 85 being at the low end of the average range. When looking at subtests within each academic area, Jacob scored below average math calculation, math reasoning, academic fluency, These scores indicate that Jacob is performing below grade level in all academic areas. As an 8th grader, when he was tested, the majority of his academic skills were at approximately 4th grade level.

Jacob was last assessed using the state assessment in the 8th grade. Each achieved the following scores.

State Assessments, 8th grade:

Reading - Jacob scored 210. He did not met the benchmark of 232 (OAKS)

Math - Jacob scored 220. He did not meet the benchmark of 234 (OAKS)

Science - Jacob scored 221. He met the benchmark of 235 (OAKS)

These scores are significantly below the benchmark scores needed to demonstrate proficiency of essential skills.

Jacob will participate in the standard administration of S-BAC as a junior. Given his historical test performance and below grade level achievement the team has determined an alternate benchmark score required for Jacob to demonstrate growth toward proficiency of essential skills. Jacob will need to achieve a score of 2300 or better on the ELA portion of the S-BAC to meet the alternate benchmark for reading and writing. He will need to achieve a score of 2350 or better on the math portion of the S-BAC to meet the alternate benchmark in math.

Needs of the student: Jacob needs to have curriculum that has been modified and reduced in depth breadth and complexity in order to access general education curriculum. He will need to have modified grading and modified expectations when participating in the general ed, setting. It may be necessary

ACCOMMODATIONS:

- Use of graphic organizers
- Instructions and directions being repeated and to check for understanding
- Extended time and shortened assignments that involve writing
- Testing in a quiet location
- Verbal prompts to redirect Jacob when he is off task

Jacob is pursuing a Modified Diploma. Initial Consent for Modified Diploma was signed by Jacob's father on 1/21/15

Present level of functional performance (not limited to, but may include communication, social skills, behavior, organization, fine/gross motor skills, self-care, self-direction, etc), including the results of initial or most recent formal or informal assessments/observations:

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

34 CFR 300.320(a)(1)**SELF-MANAGEMENT/CLASSROOM PERFORMANCE:**

Teachers report that Jacob has missing assignments. Concerns include; slow progress on assignments, not completing/turning in assignments, off task behavior (behavior can be distracting to other students in the class) and resistance to help from aide in different classes.

Jacob needs to make sure class assignments are completed and turned in and that he is asking for help/explanations when needed. He needs to use class time (including support classes) to get additional help and complete required class assignments.

INVOLVEMENT IN THE GENERAL EDUCATION CURRICULUM:

Jacob's weakness in staying focused in classes affects his ability to comprehend and complete tasks at grade level.

He will participate in Modified ELA and take Math for consumers during his junior year.. These classes will provide support, structure and instruction to help Jacob experience success in his classes.

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)
Jacob understands that he has a disability and knows that school is difficult for him. He admits that he gets distracted, but does not seem to be fully aware of how impacted he is by his inability to stay on task and focused.	
Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments	34 CFR 300.320(b)(1)
Training	34 CFR 300.320(b)(1)
Within three months of the completion of school age services, Jacob will receive "on the job training" in an entry level position aligned with his career interests.	
Education	34 CFR 300.43(a)(2)
Within three months of the completion of school age services, Jacob will enroll in a community college or training program.	
Employment	34 CFR 300.320(b)(1)
Within one month of the completion of school age services, Jacob will obtain paid employment in a part time or full time job.	
Independent living skills (where appropriate)	34 CFR 300.43(a)(2)
Independent Living: After high school, Jacob will live at home and use public transportation. He plans on getting his driver's license eventually. Jacob would like to eventually live in an apartment, and be able to support himself independently.	
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)
In order to achieve a modified diploma, Jacob will need to complete the following courses.	
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	

Student: Jones, Jacob (10301453)

Date: 3/11/2016

Amend Date: _____

District: Hillsboro SD 1J

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

Anticipated Graduation Date: 6/8/2018

- ☐ 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: 3/30/2015

Date anticipated transfer will occur: _____

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 HS). If yes, describe participation decisions below:

Standard Assessment or Alternate Assessment (select one)	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Modified Cut Scores (Only available for standard assessment with or without accommodations)	*Explanation State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.
<input checked="" type="checkbox"/> Standard: English Language Arts / Literacy <input type="checkbox"/> Without accessibility supports <input checked="" type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*	Text to speech Streamlined interface	2300 or better	
<input checked="" type="checkbox"/> Standard: Mathematics <input type="checkbox"/> Without accessibility supports <input checked="" type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*	Text to speech Streamlined interface	2350 or better	
<input checked="" type="checkbox"/> Standard: Science <input type="checkbox"/> Without accessibility supports <input checked="" type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*	test items and answers read aloud		
<input type="checkbox"/> Standard: Social Sciences <input type="checkbox"/> Standard without accessibility supports <input type="checkbox"/> 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	<u>*Explanation</u> Statement why student cannot participate in select domains
<input type="checkbox"/> English Language Proficiency Assessment <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		<input type="checkbox"/> *Listening <input type="checkbox"/> *Reading <input type="checkbox"/> *Writing <input type="checkbox"/> *Speaking	
<input type="checkbox"/> Kindergarten Assessment (KA) <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		<input type="checkbox"/> *Early Literacy <input type="checkbox"/> *Early Math <input type="checkbox"/> *Approaches to Learning	

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 HS . 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 <i>State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.</i>
<input checked="" type="checkbox"/> Standard District Assessment: <u>Interim Assessment</u> <input type="checkbox"/> Without accessibility supports <input checked="" type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate District Assessment: _____ <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports	Read or reread directions to student Test a small group of students in a separate location	

Goal Area:	34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency): READING: Given specially designed instruction and a 7th grade level text read independently or a grade level text presented orally, Jake will cite textual evidence to support his analysis of what the text states explicitly as well as inferences drawn from the text, by answering a variety of comprehension questions (literal, inferential, evaluative, cause and effect, predictive) with 80% accuracy and returning to the text to locate support for his answers with 70% accuracy as measured by formative and summative assessment.	
Objectives (if needed): 1. Jacob will answer literal recall questions with 80% accuracy after reading a 7th grade text independently or hearing a grade level text presented orally. 2. Jacob will return to the given text to find support for his literal comprehension answers with 70% accuracy. 3. Jacob will answer inferential comprehension questions with 80% accuracy after reading a 7th grade text independently or hearing a grade level text presented orally. 4. 2. Jacob will return to the given text to find support for his inferential comprehension answers with 70% accuracy.	
Related Content Standard(s), if applicable:	
How progress will be measured: Criteria: 80% comprehension 70% accuracy when locating textual evidence, Procedures: formative and summative assessment.	
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i) How: written report When: one time per semester	
Progress Towards Goal	34 CFR 300.320(a)(3)(ii)

Goal Area:	34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency): Self Management Given specially designed instruction and modeling and a planner or other organizational tool, Jacob will record homework assignments, due dates and assessment dates and complete and turn in homework 80% of the time.	
Objectives (if needed): 1. Jacob will record assignments, due dates and assessment dates in a planner or other organizational tool in 4 of 5 opportunities. 2. Jacob will complete and turn in assignments 80% of the time. 3. Jacob will use his planner or organizational tool to prepare for assessments prior to the scheduled date in 4 of 5 opportunities.	
Related Content Standard(s), if applicable:	
How progress will be measured: Criteria: 80% accuracy and frequency Procedures: teacher observation and record.	
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i) How: written report, Frequency: one time per semester	
Progress Towards Goal	34 CFR 300.320(a)(3)(ii)

Goal Area:	34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency): MATH: Given specially designed instruction and real life and mathematical problems, Jacob will solve problems involving the four operations with rational numbers with 80% accuracy. Objectives (if needed): <ol style="list-style-type: none">1. Given a one step word problem, Jacob will determine the relevant information and appropriate operation(s) to solve the problem with 80% accuracy.2. Given a dollar amount for a purchase and a dollar amount presented for payment, Jacob will determine the change due.3. Given a wage per hour and the numbers of hours worked, Jacob will calculate weekly gross pay.4. Jacob will convert percents to decimals and vice versa.	
Related Content Standard(s), if applicable:	
How progress will be measured: Criteria: 80% accuracy, Procedures: formative and summative assessment.	
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i) How: written report Frequency: one time per semester	
Progress Towards Goal	34 CFR 300.320(a)(3)(ii)

Goal Area:	34 CFR 300.320(a)(2)(i)
Annual Measurable Goal (including conditions and frequency): WRITING: Given specially designed instruction, a grade level prompt and pre-writing tools, Jacob produce clear and coherent writing in which the development, organization and style are appropriate to the purpose, task and audience by generating a paragraph of 7 or more sentences, with a clear topic sentence, supporting details that are expanded with evidence, examples, and explanations and a clear conclusion with conventions edited to 70% accuracy and earning scores of 3 or better in the areas of organization, sentence fluency and ideas and content when scored using the state scoring guide as measured by scored writing samples. Objectives (if needed):	
Related Content Standard(s), if applicable:	
How progress will be measured: Criteria: 80% accuracy, Procedures: student work samples and teacher assessments/evaluation	
How progress will be reported, including frequency: 34 CFR 300.320(a)(3)(i) How: progress reporting periods, Frequency: report card grading periods	
Progress Towards Goal	34 CFR 300.320(a)(3)(ii)
Date of Progress: _____ Narrative and supporting data: Semester 2 - 06/10/2015 Objective 1 and 2: Jacob writes informative/explanatory texts examining and conveying complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content with 60% accuracy 50% of the time. Semester 1 2016 Jacob has not made progress toward his writing goal. He did not complete a writing assessment or complete the required assignments - not able to assess.	

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**

Specially Designed Instruction 34 CFR 300.39	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Reading	90 Minutes/Weekly	Special Ed Classroom	3/11/2016	3/10/2017	LEA	Case Manager
Writing	90 Minutes/Weekly	Special Ed Classroom	3/11/2016	3/10/2017	LEA	Case Manager
Mathematics	180 Minutes/Weekly	Special Ed Classroom	9/1/2016	3/10/2017	LEA	Case Manager
Self Management	10 Minutes/Weekly	Special Ed Classroom	3/11/2016	3/10/2017	LEA	Case Manager

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
access to graphic organizers	writing tasks/large projects	academic classes	3/11/2016	3/10/2017	LEA	Case Manager
instructions/directions repeated	when new concepts/material is introduced	all classes	3/11/2016	3/10/2017	LEA	Case Manager
shortened assignments	writing projects longer than one page, he will have two additional days for each page past the first	academic classes	3/11/2016	3/10/2017	LEA	Case Manager
testing in quiet/familiar location	test/assessments	academic classes	3/11/2016	3/10/2017	LEA	Case Manager
verbal prompts to redirect for focus	when off task/distracted	school-wide	3/11/2016	3/10/2017	LEA	Case Manager
extended time for writing projects	An additional day for every page beyond one page	academic classes	3/11/2016	3/10/2017	LEA	Case Manager

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
Modified Grading/Assignments/Tests	When grades of given	General ed classroom	3/11/2016	3/10/2017	LEA	General Education Teacher
Modified curriculum	when instruction in given	gen ed/sped class	3/11/2016	3/10/2017	LEA	Case Manager

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

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:

Jacob will be removed from the general ed setting for 11% for the remainder of this school year and for 22% of his school day beginning in the fall.

Provide explanation justifying the removal, if any:

Jacob will be receiving specially designed instruction in the area of reading, writing, math and self management.

EXTENDED SCHOOL YEAR (ESY) SERVICES

34 CFR 300.106; OAR 581-015-2065

Criteria/Inquiry:

Does the student experience regression on his/her IEP goals and objectives?

☐ Yes☒ No☐ More information needed

Explanation:

Does the student experience a prolonged recoupment period of time to relearn previously learned skills?

☐ Yes☒ No☐ More information needed

Explanation:

Other factors considered by the team:

Decision:

Does the student require ESY services?

☐ Yes (described below, including goals to be addressed)☒ No☐ To be determined by _____

Specially Designed Instruction 34 CFR 300.39	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring
Related Services 34 CFR 300.34	Anticipated Amount & Frequency	Anticipated Location	Starting Date	Ending Date	Provider	Role Responsible for Monitoring