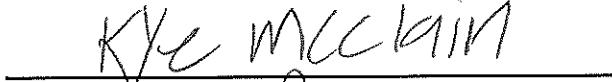
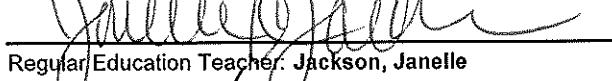
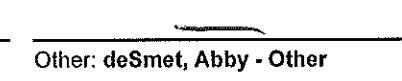
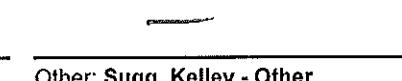
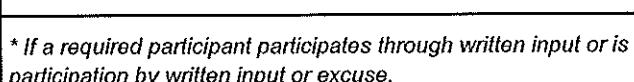
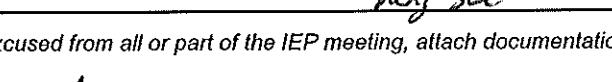
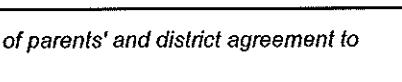
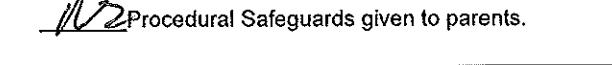


Dayton SD 8
Part B: Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM
For students age 16 or older when IEP is in effect

To be used in conjunction with Individualized Education Program, Part A: IEP Guidelines for Completion

Student's Name: McClain-Perlenfein, Kye Anthony-Matthew	District: Dayton School District	Annual IEP Meeting Date: 05/29/2015
Gender: Male	Home School: Dayton High School	Revision date(s) to annual IEP (if needed):
Date of Birth (mm/dd/yy): 12/05/1999	Attending School/District: Dayton High School / Dayton School District	
Grade: 09	Case Manager: Stahl, Mandy	Reevaluation Due: 12/17/2015
Secure Student Identifier (SSID): 7609655	Disability Code: 82-Autism Spectrum Disorder	

* IEP Meeting Participants:		
		
Parent(s): McClain, Sandra; Russell, Jacob 	Student: McClain-Perlenfein, Kye Anthony-Matthew 	Other: Morrison, Eileen - Other 
Special Education Teacher/Provider: Stahl, Mandy 	Regular Education Teacher: Jackson, Janelle 	Other: deSmet, Abby - Other 
District Representative: Stahl, Mandy 	Individual Interpreting Evaluations: Klein-Holly 	Other: Sugg, Kelley - Other 
* If a required participant participates through written input or is excused from all or part of the IEP meeting, attach documentation of parents' and district agreement to participation by written input or excuse.		
 Procedural Safeguards given to parents.		

The IEP team must consider these factors as part of IEP development:

A. Does the student need assistive technology devices or services?

Yes, services/devices addressed in IEP No

B. Does the student have communication needs?

Yes, addressed in IEP No

C. Does the student exhibit behavior that impedes his/her learning or the learning of others?

Yes No

(if yes, the IEP Team must consider the use of strategies, positive behavioral interventions, and supports to address the behavior(s))

D. Does the student have limited English proficiency?

Yes No

(if yes, the IEP Team must consider the language needs of the student as those needs relate to the IEP)

E. Is the student blind or visually impaired?

Yes No

(if yes, Braille needs are addressed in the IEP, or evaluation of reading/writing needs is completed and a determination is made that Braille is not appropriate)

F. Is the student deaf or hard of hearing?

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 child'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)

Present Levels of Academic Achievement and Functional Performance

The Present Levels of Academic Achievement and Functional Performance must include specific information addressing:

- The strengths of the student;
- The concerns of the parents for enhancing the education of their child;
- The present level of academic performance, including the student's most recent performance on State or district-wide assessments;
- The present level of developmental and functional performance (including the results of the initial or most recent evaluation);
- How the student's disability affects involvement and progress in the general education curriculum; and,
- The student's preferences, needs, interests, and the results of age-appropriate transition assessments.

Background:

Kye is a ninth grade student at Dayton High School. He had a successful summer, where he attended a camp away from home. He is willing to try school this year and wants to graduate. The team decided it would be best to start Kye with less classes. This year he started his day with his first class being tutorial, he will then have lunch, and then finish out the day. If Kye feels successful then the team can lengthen his day. Kye is working on an online class and ALEKS online, which he can work at his own pass without the pressure of other kids pace in the classroom. Kye has not passed classes in the regular school setting, but has been able to pass some online classes that are of interest to him.

PAST INFORMATION

Kye is currently an eighth grade student attending Dayton Junior High School. He was new to Dayton last year, coming through open enrollment. His mom shared that

before Dayton he attended school at Patton Middle School. Kye became very overwhelmed with that environment. He was overwhelmed in the halls and did not like to go to school. They have tried online school with him in the past, but that was not a successful option for him. Kye is currently identified as eligible for special education services under the category of Autism Spectrum Disorder. He was first identified under this category on 3/22/07. This year Kye has had a rough start. He has had a level I threat assessment for verbal words towards students and a level II threat assessment for verbal words and elbowing a student. A behavior plan is in place and a modified day. Kye's mom has had a psychological evaluation and has recently seen a doctor to adjust his medication. UPDATE: Kye has not been coming to school. He was dropped from school due to ten days of not being here and then re-enrolled. His mother has been trying to get him here, but she feels that it is not safe for him or other students that he is attending classes full time. The IEP team decided that he would work on Odesseyware (an online program) and ALEKS (an online math program) at home. He will then receive two hours a week of tutoring at the school to get support for those classes and special education support. Kye will also be seeing the behavior support specialist at the school. His mom will be taking him to the doctor to make sure he has the correct diagnosis and medication. She will take with him about his anxiety, depression, obsession with computers, and inability to sleep at night. She will also take Kye to see a counselor.

The strengths of the student; Kye is a very intelligent young man. He enjoys spending time with his dogs and learning about history.

The concerns of the parents for enhancing the education of their child; None at this time. Mom is pleased with his progress.

The present level of academic performance, including the student's most recent performance on State or district-wide assessments;

2013-14 - Math 209 does not meet, Literacy 233 meets, Science 238 meets

2012-13 - Math 217 does not meet, Literacy 232 meets

2011-12 - Math 215 does not meet, Literacy 229 meets

Informal Reading Inventory

12/16/15 9th grade level 138 words per minute, 100% word recognition, 100% comprehension

6/3/14 8th grade level, 169 words per minute, 100% word recognition, 100% comprehension w/ referring 90% without

5/30/13 7th grade level, 123 words per minute, 99% word recognition, 100% comprehension w/ referring 65% without

Mathematics: Kye is extremely below grade level in math and has shown a pattern of struggling in this area. He has been working on the online math program, ALEKS, at the pre-algebra level, but struggles in understanding the concepts.

Writing: Writing is a struggle for Kye. He has good concepts and ideas, but has difficulty putting them on paper and understanding the conventions. Kye has a difficult time with inferring ideas that are not concrete, so has difficulty explaining the concepts.

Communication:

Kye has shared that he has a low desire to communicate with others. He feels safer without communicating. He doesn't have friends to hang out with at lunch. The team is going to try to show him the alternate locations where some kids go to spend time hanging out at lunch. Kye continues to have a hard time reading faces and knowing how he should react to what they are showing. He does understand sarcasm. He learned that from the speech teacher at Wascher Elementary School. Mom shared that Kye communicated using pictures for the first three years of his life. The team would like to continue working with Kye on his current goal, extending his ability to communicate to unfamiliar subjects and various classes. He also needs to work on interjecting, clarifying, or correcting information in a respectful manner. Kye can express his ideas to teachers, but it can be difficult. He has a hard time interacting and communicating with peers. He feels that students his own age are annoying. When Kye is feeling overwhelmed he has difficulty positively getting what he needs or wants. He easily gets overloaded by sensory items.

The present level of developmental and functional performance (including the results of the initial or most recent evaluation);

See file for specific results of all examinations. Kye has been evaluated for eligibility under the category of Autism Spectrum Disorder. Kye was given The Social Skills

Improvement System (SSIS). See Autism Observation report dated 12/17/12 for results. He does exhibit characteristics in all four areas used for determining eligibility.

ACADEMICS:

Woodcock-Johnson Tests of Achievement-III (Administered by J. Roberts on 12/4/12)

AREA/STANDARD SCORE/CLASSIFICATION

Broad Reading/100/Average

Broad Math/68/Deficient

Broad Written Language/88/Low Average

COMMUNICATION:

Social Language Development Test Adolescent (Administered by Peggy Button on 12/13/12)

CORE/PERCENTILE RANK

Making Inferences/78/7

Interpreting Social Language/91/27

Problem Solving/92/29

Social Interaction/76/5

Interpreting Ironic Statements/113/80

Total Test/88/22

MEDICAL:

Medical statement dated 11/1/12 signed by Dr. Marcella Anderson, MD indicating Autism Spectrum Disorder and ADHD. Mom has reported that he also had anxiety and depression. He recently, October 2013, had a psychological evaluation and had an appointment to discuss his medication. He has not had a medication change for three years prior to this and Kye has grown tremendously. Mom has stated that she is not sure if the doctors have the right diagnosis of ADHD, but feels that his anxiety and depression are more of the issues. She is looking into these issues, as well as, asking the doctors for a sleep study to see why he is not sleeping at night.

How the student's disability affects involvement and progress in the general education curriculum;

Kye struggles with understanding and engaging with his peers for social or academic purposes. He is often battling his anxiety in those social and academic situations as well, fearing rejection and/or failure to the point that he shuts down or refuses to engage. At this time Kye is so overwhelmed with sensory and perceived bullying that he is not functioning in class. He is unable to complete a full day and negative behaviors have been the result. Even though Kye feels he has/is being bullied he has self reported that he has/is bullying kids too. Kye has gaps and holes in his education. He has a barrier to math. He has shown a pattern of being below grade level in this area for most of his school years.

The student's preferences, needs, interests, and the results of age-appropriate transition assessments; Kye is not sure what he would like to do when he gets older. He participated in a transition survey and it showed he would like to work on in a self paced environment that is not overwhelming with people. He said he would like to work in a job that he makes good money. His interests include playing video games, history, and his dogs. Mom signed paperwork that explains the different diploma options. Paperwork was signed that Kye would be working towards a modified diploma. Next year Kye will be in afternoon Skysail program.

Transition:**Appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills:**

One year after high school Kye will be living at home. One year after high school Kye is not sure if he would like to be working or going to school. He has not given it much thought. Kye is not sure what type of career he would like to pursue after high school. He does have an interest around history and enjoys spending time with his dogs.

Course of study (designed to assist the student in reaching the post-secondary goals):

Kye will take a careers class to explore different career options and the pathways to get there. He will participate in a job shadow. Kye will also take a variety of history classes.

Agency Participation: If the representative from any other agency likely to be responsible for providing or paying for transition services did not attend, document the information received for consideration in planning transition services.

None

Graduation:

Anticipated graduation date: 6/2/2018

with regular diploma
 with alternate document (describe) Modified Diploma

Transfer of Rights:

The student has been 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 _____

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

Will the student participate in any Statewide Assessment 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 11th). If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	*Explanation <i>State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.</i>	Accommodations
Reading/Literature: 3, 4, 5, 6, 7, 8, and HS/11 <input checked="" type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		Test a small group of students in a separate, but familiar location (A402)
Mathematics: 3, 4, 5, 6, 7, 8, and HS/11 <input checked="" type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		Test a small group of students in a separate, but familiar location (A402) Read items/stimuli and response choices aloud to the student by the test administrator - follow guidelines. (A203)
Writing 4, 7 and HS/11 <input type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		
Science 5, 8 and HS/11 <input checked="" type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		Test a small group of students in a separate, but familiar location. (A402) Read items/stimuli and response choices aloud to the student by the test administrator. (A203)
ELPA: English Language Proficiency Assessment <input type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> *Standard Administration <input type="checkbox"/> *Scaffold Administration		

Districtwide Assessment:

Will the student participate in any Districtwide Assessment during this IEP period?

No, Districtwide 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:

Regular Assessment	Alternate Assessment	*Explanation: <i>State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.</i>	Accommodations
Assessment: <hr/> Grades administered: _____ <input type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other: _____		
Assessment: <hr/> Grades administered: _____ <input type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other: _____		
Assessment: <hr/> Grades administered: _____ <input type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other: _____		
Assessment: <hr/> Grades administered: _____ <input type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other: _____		

Measurable Annual Goals/Objectives*/Activities/Strategies: FOR STUDENTS AGE 16 OR OLDER WHEN IEP IS IN EFFECT

*Objectives required for students taking alternate assessments aligned to alternate achievement standards.

The IEP team must consider the students needs relating to:

- instruction and/or related services
- community experiences
- employment and other post-school adult living objectives
- acquisition of daily living skills, if appropriate

MEASURABLE ANNUAL GOAL:	1	Progress will be measured as indicated below:		How progress will be reported to parents: -With written reports	When progress will be reported to parents: -At Report Card Time
		Criteria	Evaluation Procedures		
Mathematics: Kye will show increased knowledge of math concepts and skills by meeting the following objectives:		-80% or higher, on 4 out of 5 consecutive trials	-daily work samples, teacher probes, informal assessments		
Measurable Short-Term Objectives:					
1.3 Kye will perform various operations (add, subtract, multiply, and divide) using fractions, with 80% accuracy, on 4 out of 5 consecutive trials.					
1.4 Kye will solve multiple step story problems using various strategies, with 80% accuracy, on 4 out of 5 consecutive trials.					
1.6 Kye will learn how to use mathematical tools, such as a multiplication chart to help him finish a math problem.					
Student's Progress Toward Goal					

Measurable Annual Goals/Objectives*/Activities/Strategies: FOR STUDENTS AGE 16 OR OLDER WHEN IEP IS IN EFFECT

*Objectives required for students taking alternate assessments aligned to alternate achievement standards.

The IEP team must consider the students needs relating to:

- instruction and/or related services
- community experiences
- employment and other post-school adult living objectives
- acquisition of daily living skills, if appropriate

MEASURABLE ANNUAL GOAL:	3	Progress will be measured as indicated below:		How progress will be reported to parents: -With written reports	When progress will be reported to parents: -At Report Card Time		
		Criteria	Evaluation Procedures				
<p>Social Skills: Kye will improve his ability to communicate his ideas and thoughts about subjects, connect them to others' ideas (critical thinking) and identify/use strategies for communicating in small groups with minimal cues in 8 of 10 opportunities.</p> <p>After multiple models and opportunities to practice his skills with feedback, Kye will show an improved ability to: (see objectives below)</p> <p>NOTE: Tools like the Mindwing Concepts Critical Thinking Triangle and stat speaking standards scale for skill level and visuals will be utilized.</p>		-80% accuracy	-teacher observation with data	Student's Progress Toward Goal			
<p>Measurable Short-Term Objectives:</p> <p>3.1 1) Communicate his ideas and thoughts about unfamiliar subjects and in new situations/classrooms.</p> <p>3.2 2) Connect them to others' ideas (critical thinking).</p> <p>3.3 3) Identify/use strategies for communicating in small groups with minimal cues.</p> <p>3.4 4) Interject, clarify, or correct information in a respectful manner.</p> <p>3.5 Kye will be able to identify/use strategies to communicate within a group of 2 or 3 same aged peers.</p> <p>3.6 Kye will be able to identify/use strategies to communicate within a group of 4 or 5 same aged peers.</p>							

Measurable Annual Goals/Objectives*/Activities/Strategies: FOR STUDENTS AGE 16 OR OLDER WHEN IEP IS IN EFFECT

*Objectives required for students taking alternate assessments aligned to alternate achievement standards.

The IEP team must consider the students needs relating to:

- instruction and/or related services
- community experiences
- employment and other post-school adult living objectives
- acquisition of daily living skills, if appropriate

MEASURABLE ANNUAL GOAL:	4	Progress will be measured as indicated below:		How progress will be reported to parents: -With written reports	When progress will be reported to parents: -At Report Card Time				
		Criteria	Evaluation Procedures						
Self-Management and Daily Living: Behavior: Kye will find and use appropriate strategies for calming when he begins to feel overwhelmed or anxious.		-80% accuracy	-Teacher observation with data	Student's Progress Toward Goal					
Measurable Short-Term Objectives:									
4.1 Kye will identify calming locations (Examples: Counseling Center, SpEd Room, or PSR Room)									
4.2 Kye will identify ways to deal with stress and ways to self calm (Examples: Go to calming location, Seek help from teachers, use appropriate actions/words with peers, ability to wait to debrief with teacher)									
4.3 Kye will begin to understand how to listen to the perspective of others by being able to wait to debrief with teacher and understand that a teacher will address the issues when it is appropriate and that it may not be immediate.									

Service Summary (this section may be continued on additional page(s), if necessary)

Specially Designed Instruction	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider: e.g. LEA, ESD, Regional
Behavior	30 minutes per week	All Environments	05/30/2015	05/29/2016	LEA
Math	30 minutes per week	All Environments	05/30/2015	05/29/2016	LEA
Social Skills	30 minutes per week	General Ed/Special Ed Classroom	05/30/2015	05/29/2016	LEA
Related Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider
The team determined no related service necessary			05/30/2015	05/29/2016	

Student's Name: McClain-Perlenfein, Kye Anthony-Matthew

Date: 05/29/2015

School District: Dayton School District

Supplementary Aids/Services; Modifications; Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider
Altered Schedule	Once per school day	All Environments	05/30/2015	05/29/2016	LEA
Alternative methods to measure proficiency of content	daily, throughout all academic classes	General Ed Classroom	05/30/2015	05/29/2016	LEA
Assistance with chunking projects or longer assignments	5 minutes, each longer project or assignment	General Ed Classroom	05/30/2015	05/29/2016	LEA
breaks as needed (10 minute break) (to help cope with anxiety - encourage student to employ calming strategies as he is learning them)	daily, throughout school day	All School Settings	05/30/2015	05/29/2016	LEA
checks for understanding, to see if on task and to remind to access supports	daily, throughout school day	General Ed/Special Ed Classroom	05/30/2015	05/29/2016	LEA
early leave for next class (student will need to advocate this for himself - will not be automatic)	daily, throughout school day	All School Settings	05/30/2015	05/29/2016	LEA
Less work require if mastery of content is shown	daily, throughout all academic classes	General Ed Classroom	05/30/2015	05/29/2016	LEA
math manipulatives	daily, 10-20 minutes per day, when new math concepts are being taught or he is practicing his skills	General Ed/Special Ed Classroom	05/30/2015	05/29/2016	LEA
Opportunity to take assessments in a small group or familiar setting to help alleviate stress and anxiety.	Each testing opportunity throughout all classes	General Ed/Special Ed Classroom	05/30/2015	05/29/2016	LEA
Option to have assessment items read aloud upon request.	Once per assessment; all classes	General Ed/Special Ed Classroom	05/30/2015	05/29/2016	LEA

Supplementary Aids/Services; Modifications; Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider
Preferential seating based on classroom make up - Usually a seat near back of room is preferred (This helps to avoid background noise which Kye does not know the source of, which can raise his anxiety level)	daily, throughout his education	General Ed/Special Ed Classroom	05/30/2015	05/29/2016	LEA
Use of pen in class instead of pencil	All assignments, except those required to be typed, all classes/daily	General Ed/Special Ed Classroom	05/30/2015	05/29/2016	LEA
Visual supports such as a visual schedule or visual reminder of materials needed or routine steps to follow in being prepared for class (sticky note may be enough support)	daily, throughout all settings	General Ed/Special Ed Classroom	05/30/2015	05/29/2016	LEA
Weekly check-in regarding Kye's access to tools, self-advocacy, and preparations (materials ready for instruction - pencil, notebook, paper, etc)	weekly, 5 minutes	School	05/30/2015	05/29/2016	LEA
Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider
Autism Consultation	5 hours per year	All School Settings	05/30/2015	05/29/2016	ESD
Behavior Support/Consultation	20 minutes 2 times monthly	General Ed/Special Ed Classroom	05/30/2015	05/29/2016	LEA
OT Consultation	1 hours per year	All School Settings	05/30/2015	05/29/2016	LEA

Nonparticipation Justification

Does the student need to be removed from participating with nondisabled students in the regular classroom, extracurricular, or nonacademic activities for the provision of special education services, related services, or supplementary aids and services?

Yes

No

If yes, document the amount/extent of the removal:

If yes, provide explanation justifying the removal:

Extended School Year (ESY Services)

ESY services will be provided for this student:

- Yes: ESY services to be provided described on Services Summary Page
- No
- To be considered: Will meet to consider ESY by _____

Special Education Placement Determination

Placement Team (name and title): <i>Janelle Jackson</i>	<i>Mandy Stahl</i>	<i>Mandy Stahl</i>
Person Knowledgeable About the Child: Jackson, Janelle <i>Janelle Jackson</i>	Person Knowledgeable About Evaluation Data: Klein, Holly <i>Klein, Holly</i>	Person Knowledgeable About Placement Options: Stahl, Mandy
Parent: McClain, Sandra <i>Sandra McClain</i>	Other: Kye McClain-Perlenfein <i>Kye McClain</i>	Other:

This placement is based on:

the attached IEP, dated: 5/29/2015
 attached evaluation information
 evaluation information listed here:

Below, document discussions regarding placement option(s), and indicate selected placement

Placement Option(s) Considered	Benefits	Possible Harmful Effects on the Child and/or the Services to be Provided	Modifications/Supplementary Aids & Services Considered to Reduce Harmful Effects	Indicate Whether Option is Selected and Reason(s) Rejected or Selected
Code 30 - Sky sail 1/2 day placement	Ability to work at own pace, in smaller setting with supports	Removal from typical peers	All IEP accommodations and access to LRC and SpEd Staff	Selected - Best meets student needs
Code 30 - 80% regular education classes	Access to typical peers and traditional classroom set up	Too much stimuli and quicker paced setting	All IEP accommodations and access to LRC and SpEd Staff	Rejected - Does not meet student needs at this time

Placement: 30-Regular Class (More than 80% reg class)

Federal Placement Code (SECC)

 Parent provided with copy of placement determination