

Klamath County School District

10501 Washburn Way
Klamath Falls, OR 97603
(541) 851-8759

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

For students age 16 or older when IEP is in effect

Student's Name: KAYLYNN HENRY Gender: F Date of Birth: 11/30/98 SSID: 0012011215Grade: 09 District: Klamath County School District Home School: Mazama High SchoolAttending School/District: Mazama High School Case Manager: Kaci MitchellPrimary Disability Code: 90 Secondary Disability: _____Annual IEP Meeting Date: 04/15/14 Revision date(s) to _____
annual IEP (if needed): _____
Reevaluation Due: 04/23/16

* IEP Meeting Participants

Parent(s)

Student

Other

Special Education Teacher / Provider

Regular Education Teacher

Other

District Representative

Individual Interpreting Evaluations

Other

Other

Other

Other

Other

Other

Other

Other

Other

Other

Other

Other

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.

Parental Rights and Procedural Safeguards provided to parents Marcus 4/15/14

Student's Name: KAYLYNN HENRY

Date: 04/15/14 School District: Klamath County School District

IEP: Special Factors

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 addressed 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)

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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 (LEA, ESD, Regional)
Reading	225 mins per week	General Ed Classroom	04/15/14	04/14/15	LEA
Written Language	225 mins per week	General Ed Classroom	04/15/14	04/14/15	LEA
Math	225 mins per week	General Ed Classroom	04/15/14	04/14/15	LEA
Related Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider (LEA, ESD, Regional)
None Needed					
Supplementary Aids/Services: Modifications/Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider (LEA, ESD, Regional)
Extended time on all assignments	1 extra day for all written	General Ed Classroom	04/15/14	04/14/15	LEA
that are writing intensive	assignments over 1 page in length				LEA
In class assignments due next	All in class assignments as needed	General Ed Classroom	04/15/14	04/14/15	LEA
school day,					
Extended time on tests	All tests as needed	General Ed Classroom	04/15/14	04/14/15	LEA
Test in quiet location	All test as needed	General Ed Classroom	04/15/14	04/14/15	LEA
Seating near instruction	All classes where content is	General Ed Classroom	04/15/14	04/14/15	LEA
	being delivered,				
Non reading test may be read to	All test not testing reading skills	General Ed Classroom	04/15/14	04/14/15	LEA
student by an adult					
Frequent checks for understanding	With new content	General Ed Classroom	04/15/14	04/14/15	LEA
Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider (LEA, ESD, Regional)
Consultation to teaching staff	15 minutes every 6 weeks	Mazama High School	04/15/14	04/14/15	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 are described on Services Summary Page

☒ No

☐ To be considered: Will meet to consider ESY by _____ (date)

Student's Name: KAYLYNN HENRYDate: 04/15/14 School District: Klamath County School District**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
- For 16 & older only - The student's preferences, needs, interests, and the results of age-appropriate transition assessments.

Student Strengths:

Kaylynn is a Freshman at Mazama High School. She is a shy young lady who has a great sense of humor once you get to know her. Kaylynn enjoys sports and is involved in the basketball and softball program at Mazama High School. Her academic strength is in the area of Reading where she is performing at mid seventh grade level proficiency.

Impact of disability on educational performance:

Kaylynn is performing below grade level in the academic area of Reading, Written Language and Mathematics. At her current ability levels she will struggle to be successful in the regular education environment without the support of Special Education Services through appropriate accommodations within the regular education setting as well as extra time and additional support through a supportive studies class.

Academic, developmental, and functional performance:

Kaylynn needs Regular Education English and Math classes with Special Education Services provided within that setting through appropriate accommodations to meet her educational needs. She could also benefit from additional time to process information and revisit content to gain a greater understanding. This additional time can be provided through a supportive studies class which provides Kaylynn additional support. This support will allow her to be successful in her core curriculum classes as she earns credit toward a regular high school diploma.

Results of most recent evaluation:

Kaylynn passed 5 of her 7 classes first semester of her Freshman year earning her 2.5 of the 24 credits needed to graduate with a regular high school diploma. Her teachers report that missing assignments and proficiency test play a huge roll in her failing grades.

Kaylynn is currently passing 3 of her 7 classes.

Results of performance on state and district-wide assessment:

Kaylynn participated in state wide Math and Reading assessments during the 2011-2012 school year. In Math she scored a 218/229 and In Reading she scored 224/232.

Indicate whether assessed with an alternative assessment:

Kaylynn will participate in state-wide assessment during the 2013-2014 school year. She will test with her peers using a standardized assessment.

If 16 year or older, student's preferences, needs, interests, and results of transition assessment:

Kaylynn is unsure what she would like to pursue as a career after graduating high school. She reports that she would like to attend college and play sports at a college level. Kaylynn will take all regular education core curriculum classes as she works toward a regular high school diploma. Her elective classes will be heavy in business and computer classes to help her gain knowledge and skill towards her goal of attending college.

Concerns of Parents

Did not attend / Kaylynn wants to increase her grades in Math and Science.

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Measurable annual goals page:

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 Goals:	How progress will be measured:		How progress will be reported to parents: with report card	When progress will be reported to parents: every six weeks
	Criteria	Evaluation Procedures	Student's Progress Toward Goal	
Kaylynn will increase her reading skills in the area of reading comprehension by demonstrating a general understanding of grade level text across all subject areas through comprehensive activities.	70% Accuracy	Teacher Observations, student work samples, formal and informal assessments.		
Kaylynn will increase her writing skills by using strategies such as planning, evaluating, and revision in order to produce and publish comprehensive written papers across all subject areas scoring 4's or higher in all areas using the State Writing Rubric.	4's or higher in all areas.	Teacher Observations, student written work samples, formal and informal assessments.		
Kaylynn will increase her math skills by demonstrating her ability to write, interpret, and solve mathematical express and equations.	70% Accuracy	Teacher Observations, student work samples, proficiency quizzes, formal and informal assessments.		

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Transition:

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

After graduating high school Kaylynn will enroll at a community college to work on her general studies in order to transfer to a four year college or university or be gainfully employed in the work force receiving training from her employer for positions they feel meet her knowledge and skill level.

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

Kaylynn will enroll in all regular education core curriculum class as she works towards a regular high school diploma. She will take computer classes to gain skills that will help her be successful in college or at her work site. She will also take vocational class in order for her to gain knowledge in different areas to determine what career field she would like to pursue.

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: 06/2017

☒ with regular diploma☐ with alternate document (describe) _____**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: 04/15/14

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.

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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 9/10th. If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	*Explanation <small>State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student</small>	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		Student may print out reading passages. Student may read passages aloud to an adult. Test individually or in small group. Frequent breaks Test over several sessions.
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 instructions and questions may be read to student by an adult. Test individually or in small group. Frequent breaks Test over several sessions.
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	Kaylynn will not be assessed in this academic area until her Junior year.	
Science: 6, 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 instructions and questions may be read to student by an adult. Test individually or in small group. Frequent breaks Test over several sessions.

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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: Grades administered: <input type="checkbox"/> Standard administration	<input type="checkbox"/> District Alternate Assessment <input type="checkbox"/> Other:		
Assessment: Grades administered: <input type="checkbox"/> Standard administration	<input type="checkbox"/> District Alternate Assessment <input type="checkbox"/> Other:		
Assessment: Grades administered: <input type="checkbox"/> Standard administration	<input type="checkbox"/> District Alternate Assessment <input type="checkbox"/> Other:		
Assessment: Grades administered: <input type="checkbox"/> Standard administration	<input type="checkbox"/> District Alternate Assessment <input type="checkbox"/> Other:		

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Special Education Placement Determination

Student KAYLYNN HENRYDate 04/15/14 Student ID# 0012011215

Placement Team (name and title):

Kaylynn Henry Shirley L. Miller Michelle Kappas

Person Knowledgeable About the Student

Person Knowledgeable About Evaluation Data

Person Knowledgeable About Placement

Did Not Attend

J. Parkhill

Stephanie

Parent

Other

Other

Other

Other

Other

This placement is based on:

☒ the attached IEP dated 04/15/14☐ attached evaluation information☐ other:

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

Placement Option Considered	Full time Regular Education with special education service provided in a regular education setting through appropriate accommodations within that setting.
Benefits	Full participation with non-disabled peers in the general curriculum Student is earning credit towards a regular high school diploma.
Possible Harmful Effects on the Child and/or the Services to be Provided	Large group setting may be too distracting. Pace of instruction in the large group setting may be frustrating
Modifications/Supplementary Aids & Services Considered	Provide appropriate instructional accommodations for student's special needs. Provide quiet work space to minimize distractions
Indicate Whether Option is Selected and Reasons <input type="checkbox"/> Rejected or <input checked="" type="checkbox"/> Selected	<u>This option best meets student's educational needs.</u>
Placement Option Considered	Full time Regular Education with special education consultation/support
Benefits	Full participation with non-disabled peers in the general curriculum Student would not miss any classroom time
Possible Harmful Effects on the Child and/or the Services to be Provided	Student would not receive specialized instruction in identified area...
Modifications/Supplementary Aids & Services Considered	Special education staff consults with teacher on regular basis
Indicate Whether Option is Selected and Reasons <input checked="" type="checkbox"/> Rejected or <input type="checkbox"/> Selected	<u>This option does not meet student's educational needs.</u>
Placement Option Considered	
Benefits	
Possible Harmful Effects on the Child and/or the Services to be Provided	
Modifications/Supplementary Aids & Services Considered	
Indicate Whether Option is Selected and Reasons <input type="checkbox"/> Rejected or <input type="checkbox"/> Selected	

(30)

Federal Placement Code (SECC)

☒ Parent provided with copy of placement determination