

Klamath County School District

10501 Washburn Way

Klamath Falls, OR 97603

Phone: (541) 851-8759

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

DEMOGRAPHICS

Student: ANTONIO LUJAN Grade: 12 DOB: 01/03/98

SSID: 0007937180 Gender: M IEP Meeting Date: 11/18/15

Resident District: KCSD Annual IEP Review Date: 11/16/16

Attending District: Klamath County School District Amendment Dates: 2/23/16

Attending School: Mazama High School

Case Manager: Stephanie Harris Most Recent (re)Evaluation Date: 11/20/14

Reevaluation Due: 11/18/17

Primary Disability: 90 - Specific Learning Disability Secondary Disability- OPTIONAL:

Tertiary Disability- OPTIONAL: Quaternary Disability- OPTIONAL:

MEETING PARTICIPANTS

antonio lujan 2-16-16
Antonio Lujan

Student

Stephanie Harris

Special Education Teacher/Provider

Kelly A. Dahl

General Education Teacher

Sarah Maya Santos

Parent/Guardian/Surrogate

Stephanie Harris

Special Education Teacher/Provider

J. Richardson

General Education Teacher

Parent/Guardian/Surrogate

Stephanie Harris

District Representative

Stephanie Harris

Individual Interpreting Instructional Implication of Evaluations

Agency Representative, if appropriate

Other

2/23/16

Other

Other

Other

Other

Other

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: _____

PROCEDURAL SAFEGUARD NOTIFICATION

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

Student's Name: ANTONIO LUJAN Date: 11/18/15 School District: Klamath County School District

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 visually 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)(iv)

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, academic level, and full range of needs, including opportunities for direct instruction 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 have a documented print disability and require Accessible Instructional Materials (large print, Braille, audio or digital text)?

34 CFR 300.210(b)(3); 300.172(b)(4)

Yes No

If YES, alternate format(s) is/are identified in the IEP

Student's Name: ANTONIO LUJAN Date: 11/18/15 School District: Klamath County School District

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

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

Student's overall strengths, interests, and preferences: 34 CFR 300.324 (a)(1)(i)

Antonio is a kind, polite young man who appears to have strong peer and adult connections. His academic strength lies in his reading comprehension and fluency where he is working at grade level. He enjoys working with his hands. Antonio is a baseball player and has been a part of the school team. Playing baseball is important to Antonio and helps him do well academically. Antonio is making strong progress toward his modified diploma, and will graduate in June.

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)

Sarah is concerned about Antonio and his future. She would like to see him be more successful at school and feels that he becomes easily overwhelmed. She is also worried about his senior project.

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 300.320(a)(1); 300.324(a)(iii)

Narrative and supporting data:

Antonio tries his best in all classes. He is not the best self advocate though. It is important that he has a check in person to ask question of. On the Smarter Balanced assessments that were given during his junior year, Antonio scored all 1's which does not meet and is significantly below grade level. During his sophomore year, Antonio took the Math OAKS assessment and scored a 224/236. Antonio currently has 18 of the required 24 credits toward graduation with a modified diploma.

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)

Narrative and supporting data:

Antonio is a well behaved student who presents no behavior challenges. His communication skills and social skills are age appropriate. Antonio is performing significantly below grade level in the academic area of mathematics. At his current ability levels, he will struggle to be successful without support from the resource room and accommodations provided within the regular education classroom. Antonio needs to self-advocate. In the past, this has been a strength for him, but he is not asking for help at this time, nor is he utilizing tutorial.

Student's Name: ANTONIO LUJAN Date: 11/18/15 School District: Klamath County School District

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

In an interview from November 2015, Antonio stated that he would like to go to Klamath Community College where he will study to be an automotive technician.

34 CFR 300.320(b)(1)

Student's preferences, interests, needs and strengths (PINS)

Antonio is interested in automotive. He enjoys working with his hands

34 CFR 300.43(a)(2)

Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments

34 CFR 300.320(b)(1)

Training

Within three months of graduation from high school, Antonio will be enrolled at Klamath Community College in the Automotive program.

Education

Within three months of graduation from high school, Antonio will be enrolled at Klamath Community College in the Automotive program.

Employment

Antonio would like to be gainfully employed as an automotive technician.

Independent living skills where appropriate

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

Antonio will work closely with a guidance counselor and his case manager to understand what skills are needed for a career in the automotive industry.

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

Antonio will take all of the required classrooms for a regular diploma.

English 9-12

Algebra 1, Geometry, and applied mathematics

Auto Tech 1-4

All required history classes

and Basic, Robotics, and biology science classes.

Agency Participation: Prior to inviting, parent and/or adult student must consent to the agency's 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 transition planning. 34 CFR 300.321(b)(3)

Graduation 34 CFR 300.102(a)(3)(i)-(iii)
Anticipated Graduation Date: 01/24/17

Modified diploma

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: 12/03/13

Date anticipated transfer will occur: 01/03/16

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

Student's Name: ANTONIO LUJAN

Date: 11/18/15 School District: Klamath County School District

Service Summary (continued from previous page(s), if necessary)

Klamath County School District

10501 Washburn Way
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Special Education Placement Determination

Student ANTONIO LUJAN

Date 11/18/15 **Student ID#** 0007937180

Placement Team (name and title):

<i>Antonio Lujan</i>	<i>Sydonie</i>	<i>R. L.</i>
Person Knowledgeable About the Student	Person Knowledgeable About Evaluation Data	Person Knowledgeable About Placement Options
<i>SW</i>	<i>Kelly A. Paffler</i>	<i>A. Hochadel</i>
Parent	Other	Other

Other

Other

Other

This placement is based on:

the attached IEP dated 11/18/15 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 regular credit towards a regular high school diploma. Student would not miss any classroom time
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 modifications for student's special needs Consultation on modifications/accommodations needed in classroom to meet student needs in identified area
Indicate Whether Option is Selected and Reasons <input type="checkbox"/> Rejected or <input checked="" type="checkbox"/> Selected	Best meets needs

Placement Option Considered	Full time Regular Education
Benefits	Full participation with non-disabled peers in the general curriculum Student is earning regular credit towards a regular high school diploma
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	See accommodations page
Indicate Whether Option is Selected and Reasons <input checked="" type="checkbox"/> Rejected or <input type="checkbox"/> Selected	Does not meet needs

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 checked="" type="checkbox"/> Selected	

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PRIOR NOTICE OF SPECIAL EDUCATION ACTION

DATE: 11/18/15
MM/DD/YY

Dear: Sarah Westlake

This notice informs you of the following action:

The team has met, and updated Antonio's goals and accommodations. The team has also moved Antonio to a modified diploma at this time. For his essential skill requirement in mathematics, Antonio will need to score a minimum of 2's on 2 work samples in order to meet the graduation requirements. In Writing, Antonio will need to meet the traits with scores of 3'

which is a proposal or refusal to initiate or change

the following aspect of ANTONIO LUJAN's special education:

- Identification
- Placement (other than initial placement)
- Provision of a free, appropriate public education (includes IEP)

This action is proposed because:

Antonio has been struggling with math continuously through his school career. His state testing scores have always been low, with Antonio scoring in the lowest ranking. The team wanted to make sure that all supports were in place to help Antonio be successful.

This action is based on the following evaluation procedures, tests, records or reports:

Current IEP, team meeting, and Eligibility Statement

Other options we considered were:

None at this time

We rejected these options because:

N/A

Any other factors considered by the team:

Antonio is a senior at Mazama high school but is lacking in credits with 14.5 of the needed 24 required to graduate with a modified diploma.

Parents of a child with a disability have protection under procedural safeguards. For a copy of the Procedural Safeguards or for assistance in understanding this information you may contact:

Kerry Smith
Name

KCSD Coordinator
Title

(541) 891-8916
Phone

MODIFIED DIPLOMA PROGRAM

Parent Permission

I give permission for Antonio Lujan to be in the Modified Diploma Program. In signing this permission I understand that the following requirements need to be met for graduation:

Student must have 24 credits.

12 required credits

- English/Language Arts – 3
- Mathematics – 2
- Science – 2
- Social Sciences – 2
- Health Education – 1
- Physical Education – 1
- CTE, Arts or 2nd Language – 1

12 additional credits

Additional core credits	
Career and Technical Education	
Electives	
Career Development	

Student must demonstrate proficiency in the required Essential Skills.

The Modified Diploma provides a program for students who are not capable of graduating with the Standard Diploma. Under federal guidelines, students who graduate with a Modified Diploma have the option to apply for federal student aid to assist with their college tuition. This program is not appropriate for students planning to go to a four-year college within the near future. If students wish to consider a vocational/technical school, community college, or the military, they need to look closely at the entry requirements to see if the program will accept a Modified Diploma.

Sarah Moya-Santos

11-18-15

Parent/Guardian Signature

Date

Antonio Lujan

Date

Student Signature