Part B: Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

For students 15 and older when IEP is in effect

* DRAFT *

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

Demographics/General Information

Student's Name: Douglas Freitas	**District:** Centennial School District 28J	**District Student ID:** 253639
Gender: [X] Male [ ] Female	**Home School:** Centennial Middle School	**Annual IEP Meeting Date:** 01/07/2014
Date of Birth (mm/dd/yyyy): 04/20/1998	**Attending School/District:** Centennial Outside Placements/Centennial School District 28J	**Reevaluation Due:** 01/20/2014
Grade: 10	**Case Manager:** O'Brien, Patrick	**Revision date(s) to annual IEP (if needed):**
Secure Student Identifier (SSID): 8471029	**Disability Code(s):** 80-OHI, 60-ED	

IEP Meeting Participants*

*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.

Parent(s): April Freitas, Dennis Freitas	**Regular Education Teacher:** Toni Kahl	**Other Participants:** Jackie Trussell, Serendipity Mental Health
Special Education Teacher/Provider: Sue Walters	**Student:** Douglas Freitas	
District Representative: Patrick O'Brien	**Individual Interpreting Evaluations:** Sue Walters	

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 X No

B. Does the student have communication needs?

___ Yes, addressed in IEP X No

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

X 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?

___ X No

Yes

(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?

___ X No

Yes

(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 X 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 levels of academic performance, including the student's most recent performance on State or district-wide assessments;
- The present levels 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 students age 16 or older when the IEP is in effect,** the student's preferences, needs, interests, and the results of age-appropriate transition assessments.

Current Placement

Douglas is a fifteen year old, tenth grade student in the high school program at Serendipity Center. Serendipity is a small, therapeutic learning environment serving students with histories of educational, emotional and behavioral challenges in their previous school placements. Douglas has access to an intervention team and his mental health case manager throughout each day as needed. He currently leaves Serendipity one hour a day to attend a class at his district high school.

Present Levels of Academic Achievement and Functional Performance

Strengths

Douglas has good attendance and is enthusiastic about being in school and acquiring the best education possible. He is friendly and supportive toward peers he likes and shows growth in observing personal boundaries with peers (currently 50% of opportunities). Douglas demonstrates athletic skills, and, as reported by his PE teacher, follows directions, ignores most negative peer behaviors and shows good sportsmanship. Douglas is often the student who volunteers to read aloud and/or offer explanation to peers. It is reported that he is participating successfully in his Body Building class at the high school without extra accommodations. He enjoys cooking in his life skills class and is always focused and helpful and sees every project through to completion. He enjoys design/spatial computer programs and accepts re-direction easily when choosing inappropriate computer activities in the computer lab.

Present Level of Developmental and Functional Performance

Douglas often has difficulty focusing on school work and appropriate school behaviors when he first arrives at school. Most of the time he spends part of the morning with select staff participating in self-chosen activities, prior to going to class and beginning his day. Given this accommodation and frequent re-direction, reminders and check-ins, he is engaged and on-task 85% of each period of direct instruction. Given time to work individually to complete assignments he has greater difficulty remaining on task without visiting with peers. He continues to need a small classroom environment with individual attention and support from both classroom staff and interventionists outside of the classroom. In the coming year Douglas will be working to decrease time outside of class during the school day, while maintaining positive learning behaviors in each class.

Douglas continues to work on using appropriate words to express his feelings when he is angry or frustrated (currently at 80% and meeting his goal) and on accepting information and redirection (currently at 70% success).

Academic Performance

When Douglas is interested in an activity, he is focused and on-task. He is working diligently in the area of work completion and he shows growth in writing skills. He reads aloud to practice fluency and is working hard (in group setting and individually) to increase reading comprehension. He does well answering concrete questions. Given material requiring more abstract comprehension skills, he is frequently off-task and hands in incomplete assignments. He is working on asking for more information and clarification, in the manner of a successful employee.

Writing continues to be an area of challenge for Douglas. He continues working on (1)using graphic organizers to create, categorize and sequence his ideas and (2) learning and applying writing conventions.

Given the Woodcock-Johnson III Tests of Achievement in December, 2013, Douglas continues to show Grade Level growth in Broad Reading, Broad Writing and Broad Math. See the attached page for complete Score Report.

As an eighth grader, Douglas participated in the Oregon State-Wide Assessments. He took the OAKS in Reading and earned a RIT score of 209 (232 meets the Benchmark). On the OAKS Science, he earned a RIT score of 229 (235 meets the Benchmark). In Math he participated in the Extended Assessment and earned a RIT score of 105 which met the Standard for that test. Douglas will take common core assessments at the high school level as an eleventh grader in 2014-15.

Transition

Douglas earned 6.13 credits during his ninth grade year toward the 24 he needs in specific areas to earn a modified diploma. He does not identify a specific career area of interest at this time but may be interested in learning about areas of law enforcement. Douglas demonstrates age-appropriate self-care skills and does some chores at home. He projects that he will be living with his parents until he is financially independent.

Involvement and Progress in the General Education Curriculum

Douglas receives special education services under the eligibility categories of Other Health Impaired (since 03/21/06) and Emotional Disturbance (since 1/28/08). He was last found eligible in both of these areas on 01/07/14. His challenges result in a need for a small learning environment with a high staff:student ratio, a high level of structure and predictability, a modified curriculum and frequent checks for understanding. His disabilities negatively affect his involvement and participation in the general education curriculum.

TESTING RECORD
SERENDIPITY CENTER

NAME: Douglas Freitas
DOB: 04/20/98

TESTS Woodcock-Johnson III Tests of Achievement	DATE: Grade Level Scores:	12/11 Standard Scores:	DATE: Grade Level Scores:	12/12 Standard Scores:	DATE: Grade Level Scores:	12/13 Standard Scores:
CALCULATION	3.2	61	4.1	69	5.1	77
APPL.PROBLEMS	1.7	55	3.6	75	4.1	78
MATH FLUENCY	3.1	68	3.5	69	4.4	71
LETTER-WORD ID	4.8	84	4.9	81	6.0	83
PASSAGE COMP.	2.9	73	4.8	84	5.1	84
READ.FLUENCY	3.9	77	6.4	86	6.7	85
SPELLING	2.3	62	3.7	75	5.2	82
WRIT. SAMPLES	3.2	77	1.7	45	3.5	74
WRIT.FLUENCY	3.6	73	3.3	67	4.2	73
BROAD MATH	2.4	50	3.8	65	4.6	70
BROAD READING	4.0	77	5.2	82	5.9	81
BROAD WRITING	2.8	64	2.6	56	4.4	71

Transition:

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

Given formal and informal surveys and a guided interview, Douglas states that, following school services, he will be living at home, working part/full-time, and participating in a job training program

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

Douglas will continue to earn available credits toward his diploma and to develop life skills and vocational skills, through classes and work experience.

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.

Multnomah County Developmental Disabilities

Graduation:

Anticipated graduation date: 06/20/2016

___ with regular diploma

X 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 _____

tatewide Assessment

Vill 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 _____). If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	*Explanation: State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.	Accommodations
Reading/Literature **3,4,5,6,7,8 and 10/CIM** ☐ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Assessment		
Mathematics **3,4,5,6,7,8 and 10/CIM** ☐ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Assessment		
Writing **4,7, and 10/CIM** ☐ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Assessment		
Science **5,8, and 10/CIM** ☐ Standard (may include accommodations)	* Extended Assessment ☐ * Standard Administration ☐ * Scaffold Assessment		

Districtwide Assessment

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

[X] 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: State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.	Accommodations
Assessment: _____ Grades administered: _____ [ ] Standard Administration	[ ] * District Alternate Assessment [ ] *Other: _____		
Assessment: _____ Grades administered: _____ [ ] Standard Administration	[ ] * District Alternate Assessment [ ] *Other: _____		
Assessment: _____ Grades administered: _____ [ ] Standard Administration	[ ] * District Alternate Assessment [ ] *Other: _____		
Assessment: _____ Grades administered: _____ [ ] Standard Administration	[ ] * District Alternate Assessment [ ] *Other: _____		

Measurable Annual Goals/Objectives: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

Measurable Annual Goal:

1 Social/Emotional/Behavioral

Given instruction and coaching in school and classroom rules and expectations, Douglas will demonstrate productive school behavior 90% of the school day

Progress will be measured as indicated below:		How progress will be reported to parents:	When progress will be reported to parents:
Criteria	**Evaluation Procedures**	**Student's Progress Toward Goal**	
See measurable short-term objective(s)	Observation, Daily and weekly written tracking	With school's regular written reporting	Quarterly/School year

Measurable Short-Term Objectives:

1-A Douglas will show respect by using polite and respectful behaviors and language toward others (staff and peers), and drop issues appropriately without escalating or walking out of school, 4 of 5 opportunities.

1-B Douglas will ignore distractions, focus on his work, and remain on task, 90% of each class period.

1-C Douglas will participate cooperatively in less-structured group activities and discussions, 4 of 5 opportunities.

1-D Douglas will demonstrate age-appropriate organization and responsibility as shown by completing his daily organizer and using a system for saving, completing and turning in classroom assignments, 90% of the time.

Measurable Annual Goals/Objectives: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

Measurable Annual Goal:

2 Transition

Douglas will identify and explore future career options and the preparation necessary to gain entry to these professions.

Progress will be measured as indicated below:

Criteria	Evaluation Procedures
See measurable short-term objective(s)	Performance Task, Daily and weekly written tracking

How progress will be reported to parents:	When progress will be reported to parents:
With school's regular written reporting	Quarterly/School year

Student's Progress Toward Goal

Measurable Short-Term Objectives:

2-A Douglas will evaluate interests, abilities and skills and will identify 3-5 areas of career interest as documented in his portfolio.

2-B Douglas will describe the characteristics of future occupations consistent with his interests, as self-reported in his portfolio.

2-C Douglas will practice skills for employability, i.e., effective communication skills in interviews, asking for assistance and making appropriate responses.

Measurable Annual Goals/Objectives: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

Measurable Annual Goal:

3 Reading

Douglas will demonstrate one year's growth in reading decoding and comprehension.

Progress will be measured as indicated below:		How progress will be reported to parents:	When progress will be reported to parents:
Criteria	**Evaluation Procedures**	With school's regular written reporting	Quarterly/School year
See measurable annual goal	Formal Assessment, Standardized assessment/Graded curriculum materials	**Student's Progress Toward Goal**	

Measurable Short-Term Objectives:

3-A Douglas will identify, define, and read vocabulary when encountering new or difficult text throughout all subject areas.

3-B Douglas will identify and use a variety of non-fiction texts, e.g., books, newspapers and maganines, to gain information regarding current events.

3-C Douglas will restate, paraphrase and summarize what is read to monitor understanding when reading or listening to others read a variety of texts.

Measurable Annual Goals/Objectives: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

Measurable Annual Goal:

4 Written Language

Douglas will demonstrate growth in writing skills.

Progress will be measured as indicated below:		How progress will be reported to parents:	When progress will be reported to parents:
Criteria	**Evaluation Procedures**	**Student's Progress Toward Goal**	
See measurable annual goal	Work Samples	With school's regular written reporting	Quarterly/School year

Measurable Short-Term Objectives:

4-A Douglas will write a multi-paragraph passage to develop a self-chosen or teacher-chosen topic using main ideas, details, examples and illustrations, 4 of 5 opportunities.

4-B Douglas will demonstrate organization in his writing by developing an introduction, body of text, and conclusion with clear sequencing of ideas and use of transitional words and phrases, 4 of 5 opportunities.

4-C Douglas will edit his writing for 80% accuracy in spelling, capitalization, grammar and punctuation.

Measurable Annual Goals/Objectives: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

Measurable Annual Goal:

5 Math

Douglas will increase fluency and accuracy in mathematical operations in a variety of contexts.

Progress will be measured as indicated below:		How progress will be reported to parents:	When progress will be reported to parents:
Criteria	**Evaluation Procedures**	With school's regular written reporting	Quarterly/School year
See measurable short-term objective(s)	Work Samples		

Student's Progress Toward Goal

Measurable Short-Term Objectives:

5-A Douglas will model, explain and calculate addition, subtraction, multiplication, division, fractions, decimals and percentages using pencil and paper, with 85% accuracy.

5-B Douglas will collect, record, organize, interpret, display and describe data using number lines, bar graphs, line graphs and circle graphs, 70% of opportunities.

5-C Douglas will use patterns, functions, and algebraic operations to represent and solve problems, 7 of ten opportunities.

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	300 min - per Week	School Wide	01/07/2014	01/06/2015	LEA
Transition	30 min - per Week	SPED Classroom	01/07/2014	01/06/2015	LEA
Reading	120 min - per Week	SPED Classroom	01/07/2014	01/06/2015	LEA
Mathematics	120 min - per Week	SPED Classroom	01/07/2014	01/06/2015	ESD - SLP
Written Language	120 min - per Week	SPED Classroom	01/07/2014	01/06/2015	LEA
Transition					

Related Service	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider: e.g. LEA, ESD, Regional
Transportation	20 min - round trip	Bus	01/07/2014	01/06/2015	LEA

Supplementary Aids/Services; Modifications; Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:
Coaching/Collaborative Problem Solving	45 min/week	School Wide	01/07/2014	01/06/2015	LEA
Visual supports	During structured and unstructured times	SPED Classroom	01/07/2014	01/06/2015	LEA
Extra processing and response time	During verbal and written responses	School Wide	01/07/2014	01/06/2015	LEA
Frequent checks for understanding	Following instruction, directions, information	School Wide	01/07/2014	01/06/2015	LEA
Modified instruction, assignments	Academic classes	SPED Classroom	01/07/2014	01/06/2015	LEA
Access to manipulatives to support learning	Academic classes	SPED Classroom	01/07/2014	01/06/2015	LEA
Access to headphones/other noise blockers	During work periods	SPED Classroom	01/07/2014	01/06/2015	LEA
Access to gross motor activities	10 minutes/day	School Wide	01/07/2014	01/06/2015	LEA
Fidget items	10 min/week	SPED Classroom	01/07/2014	01/06/2015	LEA

Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider:
Consultation	30 min - per Semester	School Wide	01/07/2014	01/06/2015	LEA

Nonparticipation Justification

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

_X__ Yes ____No

If yes, document the amount/extent of the removal: 86%

If yes, provide explanation justifying the removal:
)ouglas is identified as a student with and emotional disability and ADHD. His need is for a smaller learning environment with a higher level of structure and upport than is provided in the regular academic education curriculum. He attends one activity class with nondisabled peers.

:xtended School Year (ESD) Services

ESY services will be provided for this student:

__**Yes:** ESY services to be provided described on Services Summary Page _X__**No** ___**To be considered**: Will meet to consider ESY by _____(date).

Special Education Placement Determination

Placement Team (name and title):

Jackie Trusell Person Knowledgeable about the Child	Sue Walters Person Knowledgeable About Evaluation Data	Patrick O'Brien Person Knowledgeable About Placement Options
Dennis Freitas, April Freitas Parent	Toni Kahl Other	Douglas Freitas Other

This placement is based on:

- [X] the attached IEP, dated: 07-JAN-14
- [ ] attached evaluation information
- [ ] evaluation information listed here: Woodcock-Johnson III Tests of Achievement

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
Separate school for behavior skill development	Will receive more intensive individualized instruction. Will receive small group/individualized instruction. Will receive specific behavior monitoring.	Limited exposure to general education curriculum. Limited social interaction with typically developing peers. Removal from neighborhood school.	Behavior Accommodation Modified Assignment Modified Grade	**SELECTED** Best meets Douglas' needs

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
Special class for behavior skill development	Attends neighborhood school. Exposure to regular education curriculum. Social interaction with typically developing peers. Will receive small group/individualized instruction. Will receive specific behavior monitoring.	Lacks adequate structure and behavioral support. Not enough small group/individualized instruction available.	Behavior Accommodation Modified Assignment Modified Grade	**REJECTED** Lacks adequate structure and support