

# 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: Wilson, Calvin      District: Portland SD 1J      Annual IEP Meeting Date: 05/21/15

M       F      Home School: Roosevelt H.S.      Revision date(s) to annual IEP (if needed): \_\_\_\_\_

Date of Birth (mm/dd/yy): 11/24/1997      Attending School/District: Roosevelt H.S.      Reevaluation Due: 05/15/17

Grade: 11      Case Manager: Candice Vickers

Secure Student Identifier (SSID): 6733271      Disability Code: 90(p),50

<b>* IEP Meeting Participants:</b>		
Sharon Wilson--By Phone	Calvin Wilson--Conferenced Separately	Lucy J. Hinds, MS, CCC-SLP--Did not attend
<b>Parent(s):</b> Candice Vickers, Special Education Case Manager	<b>Student:</b> Ben Mihelic--Conferenced Separately	<b>Other:</b>
<b>Special Education Teacher / Provider:</b>	<b>Regular Education Teacher:</b>	<b>Other:</b>
<b>District Representative</b>	<b>Individual Interpreting Evaluations:</b>	<b>Other:</b>

*\* 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.*

The parent has received a copy of the Notice of Procedural Safeguards.

**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     

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.

**~Strengths of the Student:**

Members of Calvin's team describe him as a bright, sensitive, likable student who has a good sense of humor and is well-liked by his peers. His forensics teacher goes on to say Calvin has a good understanding of concepts in class when he is focused. Calvin's chemistry teacher notes that he

can ask for help at times. Calvin has a relative academic strength in math.

Last year, Calvin's math teacher described him as having solid mathematical ability and reasoning, being a hard worker in class, engaged in learning process, willing to help and explain his thinking to others (that he is comfortable with). Last year the math teacher also noted that Calvin asked for help as needed in that class began to come in outside of class time to correct/retake assessments.

Last year, Calvin's art teacher described his ability to come back from conflict, and to earn high marks when he was committed to classwork. In the past Calvin has been described as a sensitive student.

~The concerns of the parents for enhancing the education of their child:

Sharon is very concerned about Calvin's attendance this year, and has asked to be notified if Calvin is ever not in class. She has also asked that Calvin's attendance in his classes be a priority of his team moving forward, and for an attendance goal to be generated.

In the past, Sharon has mentioned her desire for Calvin to be eligible for basketball, as this outlet has helped him in the past. She was also very concerned with his academic progress, and has provided Calvin with a lot of support and incentives toward academic success. She has reported that at home Calvin is an easy child, that he is the baby, and that he always follows instructions. She also reports that he is easy going and sensitive.

~The present level of academic performance, including the student's most recent performance on State or district-wide assessments: Calvin passed 6 of his 8 classes last semester. Calvin is currently passing one of eight courses, though all teachers note his attendance as paramount in his current progress in classes. Calvin's current GPA is 0.946 and he is ranked 200 of his 209 peers. Calvin has earned 10.5 of the 24 credits required for graduation, and has not demonstrated the essential skills of personalized learning, reading, writing, or math. Calvin has had opportunities to participate in state and national assessments, and classroom based work samples this spring, all of which lend to these requirements. Passing scores on these assessments will be available next fall.

Calvin participated in academic testing as part of his re-eligibility for special education last year year. His Woodcock Johnson III scores follow:

Broad Reading: 81 (limited)

Broad Math: 94 (average)

Brief Reading: 82 (limited)

Basic Reading: 80 (limited)

Reading Comprehension: 90 (limited to average)

Brief Math: 97 (average)

Math Calculation: 91 (average)

Math Reasoning: 101 (average)

Written Expression: 92 (average)

Academic Fluency 82 (limited to average)

Academic Applications: 99 (average)

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

Calvin has two behavioral referrals this year, one for cursing, and the other for insubordination/mild defiance and failure to comply with instructions. Calvin's teachers note that Calvin can curse at peers at times, seemingly unprovoked, and can become extremely sensitive when they reciprocate this behavior. Teachers also note that Calvin is often up and moving around the room, seemingly mumbling at peers, sometimes taking their

materials, and touching them in ways he sees as playful, but they do not.

Teachers go on to say his responses to redirection have begun to suffer lately. His focus in class has been primarily on peer interactions, and rarely on classroom materials, and that when prompted back to task Calvin can then become angry at peers and yell profanities at them along the lines of "What are you looking at?" and "F\*\*\* you B\*\*\*" which seem to be expressed frequently, impulsively, and with little acknowledgement by Calvin of his role in disruptions.

Other teachers note that Calvin either rarely attends their class, or misses extended periods of time at will. One noted that Calvin often comes in 15-20 minutes late, stays for 10-15 minutes, leaves again for 30-45 minutes, and sometimes returns for the last 10 minutes. Calvin has been placed on the "No Hall Pass" list and is to have breaks in the learning center only, but because he rarely asks for a pass before leaving class, this intervention has not worked.

Calvin seems to be behaviorally triggered by the other students in class, and he can sometimes provoke them. In regards to physical altercations with his peers. Calvin has had two behavioral referrals this year. One for disruptive conduct in January, and another for bullying in September.

Calvin has 240 unexcused period absences, and 53 tardies.

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

Calvin is eligible for special education under the categories of specific learning disability and communication. He benefits from support in the area of grade level reading comprehension, and in communication. Calvin can become frustrated with the lack of accommodations, or due to teacher conflicts and can struggle to establish re-entry in classes. Calvin also struggles to attend classes, and will benefit from support in attendance and self advocacy.

~The student's preferences, needs, interests, and the results of age-appropriate transition assessments:

Calvin prefers and needs teachers to redirect him privately, and not in front of his peers. He is very interested in sports, and has said in the past he may want to be a sports writer or announcer when he grows up. He wants to go to PCC after high school, and will need help planning that transition, earning a general diploma, finding part time employment, and gaining the skills needed to participate successfully in postsecondary education and employment.

**COMMUNICATION:** Calvin was most recently found eligible for Communication Disorder on 11.3.15 (initial CD eligibility 6.5.07). At this time he was found to no longer qualify for SLP services in the area of speech articulation, as he had met all speech goals and was found to be 100% intelligible in spontaneous speech. Standardized communication testing conducted at that time indicated strengths in pragmatic language and receptive skills, with significant challenges related to word-finding/expressive vocabulary.

Calvin frequently seeks out the SLP for support related to communicating with teachers, as well as writing assignments, Calvin will continue to receive SLP support as a related service as part of his IEP. -L. Hinds, 5/7/15.

**Transition:**

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

Calvin will gain acceptance to a community college, majoring in communication, journalism, or a sports-related field, on his way to becoming a sports broadcaster, within three months of graduation from high school.

Calvin will secure part-time employment as a coach, mentor, tutor, or other sports, communication, or service-related position, in order to help support his goal of becoming a sports broadcaster.

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

Calvin will participate in reading, writing, and math courses in order to build the skills necessary for postsecondary study and employment

Calvin will participate in the Naviance program offered by the counseling department in order to secure acceptance to a community college

Calvin will participate in communication and fitness related electives in order to prepare for his postsecondary major and future employment

**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: 06/14/13

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 04/10/13

**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 10,11,12). If yes, describe participation decisions below:

Regular Assessment	Alternate Assessment	<u>* Explanation</u> <i>State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.</i>	Accommodations
<b>Reading/Literature:</b> 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		Provide written version of oral directions Simplify language in directions Student may read test aloud to self Student may retell a reading passage to test administrator in own words before responding Student may use a recording device to record/play back questions, passages, thought processes and responses Student may test individually or in a small group Student may test in a familiar location Access to sensory supports Access to physical position supports

<b>Mathematics:</b> <b>3, 4, 5, 6, 7, 8, and HS/11</b> <input checked="" type="checkbox"/> Standard (may include accommodations)	<input type="checkbox"/> * Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		Student may have test read aloud Provide written version of oral directions Simplify language in directions Student may read test aloud to self Student may retell a reading passage to test administrator in own words before responding Student may use a recording device to record/play back questions, passages, thought processes and responses Student may test individually or in a small group Student may test in a familiar location Access to sensory supports Access to physical position supports
<b>Writing:</b> <b>4,7 and HS/11</b> <input checked="" type="checkbox"/> Standard (may include accommodations)	<input type="checkbox"/> * Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		Synonym provided for unknown word if requested by student Access to word processor Student may have test read aloud Provide written version of oral directions Simplify language in directions Student may read test aloud to self Student may retell a reading passage to test administrator in own words before responding Student may use a recording device to record/play back questions, passages, thought processes and responses Student may test individually or in a small group Student may test in a familiar location Access to sensory supports Access to physical position supports

<p><b>Science:</b>  <b>5, 8 and HS/11</b></p> <p><input checked="" type="checkbox"/> Standard (may include accommodations)</p>	<p>* Extended Assessment</p> <p><input type="checkbox"/> * Standard Administration</p> <p><input type="checkbox"/> * Scaffold Administration</p>		<p>Student may have test read aloud</p> <p>Provide written version of oral directions</p> <p>Simplify language in directions</p> <p>Student may read test aloud to self</p> <p>Student may retell a reading passage to test administrator in own words before responding</p> <p>Student may use a recording device to record/play back questions, passages, thought processes and responses</p> <p>Student may test individually or in a small group</p> <p>Student may test in a familiar location</p> <p>Access to sensory supports</p> <p>Access to physical position supports</p>
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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 10,11,12 ). 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
<b>Assessment:</b> ACT/AP/SAT Grades administered: 10,11,12 <input checked="" type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		Extended time (Reading and Writing) Testing over multiple sessions/days Access to Alternate Test Format (Audio Cassette) Extra breaks between sessions  Small Group Testing Preferential Seating: Private
<b>Assessment:</b> Grades administered: <input type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		
<b>Assessment:</b> Grades administered: <input type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		
<b>Assessment:</b> Grades administered: <input type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		



**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

<b>Measurable Annual Goals:</b>	<b>How progress will be measured:</b>		<b>How progress will be reported to parents:</b>	<b>When progress will be reported to parents:</b>
	<b>Criteria</b>	<b>Evaluation Procedures</b>		

**Measurable annual goals page:** (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

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<b>Measurable Annual Goal:</b>  Classroom/School Skills- (Revised) Calvin will display productive school behavior on a daily basis--accepting redirection, and responding to reasonable requests from staff members-- with 80% frequency as measured by daily progress reporting.	<b>Progress will be measured as indicated below:</b>		<b>How progress will be reported to parents:</b> progress notes	<b>When progress will be reported to parents:</b> at grading
	<b>Criteria</b> with 80% frequency	<b>Evaluation Procedures</b> teacher observation	<b>Student's Progress Toward Goal</b>	
<b>Measurable Short-Term Objectives</b>  Calvin will -  1. Maintain speaking voice at a volume that is within typical range and appropriate to the environment/situation.  2. Remain in seat unless given permission to get out of seat.  3. Calvin will accept redirection from staff members, complying 80% of the time.  4. Calvin will respond appropriately to reasonable requests, avoiding profanity  3. Demonstrate on-task behavior, as specified during the class, working to complete assigned work on a daily basis.  4. Appropriately respond to teacher redirect, with 1-2 prompts.			<p>April 2012- No new data points to report at this time. June 2012- Calvin, in general, has done well with maintaining volume, within the typical range, though hallway behavior needs some work; generally within 80% range; hallway and other unsupervised area would see a decline in frequency. His remaining in his seat has been at 90%, or better. On task behavior has seen a decline in this last term, though, the most difficult part_ getting Calvin to engage in assigned task, and this has required multiple redirects in the 3-5 range. Work performance approximates 70%.</p> <p>Winter 2012: In Progress Calvin is struggling in this area, and has had multiple referrals for incidents related to disruptive conduct, insubordination, and fighting. Calvin has been placed in smaller general education classes for english and history, and will receive the opportunity to earn modified credit as this goal becomes a primary focus.</p> <p>Spring 2013: In Progress Calvin increased his production this spring, but also struggled to decrease his behavioral referrals related to inappropriate peer to peer interactions.</p> <p>Fall 2013: In Progress Calvin has spent a great deal of time in the dean's office this fall due to yelling at teachers and peers, and refusing to remain in class when prompted. Though Calvin is afforded breaks he struggles to take these at</p>	

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	<p>an appropriate time consistently, though he has focused work on this goal. He also struggles with taking redirection that he perceives to be rude, accusatory, or down-putting, and will respond to adults and peers in negative and inappropriate ways at times.</p> <p>Winter 2014: In Progress Calvin's peer-to-peer relationship building skills have increased significantly, though he still struggles to advocate for his needs and to accept redirection from non-preferred adults. He often admits feeling called out and challenged by teachers during instruction, and struggles to stay in large classes for the duration of the class period.</p> <p>Spring 2014: In progress Calvin's work in this area has waxed and waned. He struggles to take redirection privately and can sometimes yell at staff members and peers. This occurs even during private redirection. Calvin is also struggling to stay in the classroom generally, and has been placed on the no hall pass list to try to increase his work in this area.</p> <p>Fall 2014: Met Calvin has demonstrated productive school behavior consistently this quarter. Though he has had a couple of outbursts, he has consistently taken redirection, been on-task, and accepted redirection throughout this school year.</p>
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<b>Measurable Annual Goal:</b>  Reading: Comprehension  Calvin will demonstrate tenth grade level reading comprehension as shown through performance on informal, formal, classroom based, and statewide assessments.	<b>Progress will be measured as indicated below:</b>		<b>How progress will be reported to parents:</b> with grades	<b>When progress will be reported to parents:</b> with grades
	<b>Criteria</b>  10th grade level or 1000L or score of 236 or equivalent	<b>Evaluation Procedures</b>  Informal, formal, classroom based, statewide reading assessments	<b>Student's Progress Toward Goal</b>	
			Spring 2013: In Progress No data since most recent present levels reported.	Fall 2013: In Progress  Anecdotal and informal data show that Calvin can comprehend grade level texts, but he continues to struggle to demonstrate this comprehension through writing, the primary assessment method of reading assessments. When given the opportunity to express his ideas verbally, or visually, Calvin's demonstration of his reading comprehension is greatly improved.
<b>Measurable Short-Term Objectives</b>  Calvin will accurately summarize 8th grade level reading material Calvin will determine the central idea of 8th grade level reading material Calvin will infer the meanings of unknown words in 8th grade level reading material using context clues Calvin will summarize 10th grade level reading material Calvin will determine the central idea of 10th grade level reading material Calvin will infer the meanings of unknown words in 10th grade level reading material using context clues			Winter 2014: In Progress  The same as above holds true, though Calvin did not pass his English, History, or other reading intensive courses. Calvin was also absent during the administration of a reading work sample in the learning center that would have given state-normed reading comprehension data. Though Calvin did not pass these classes, the administration of instruction, class size, and level of public redirection provided him in the class, are the largest impediments to garnering data related to his reading comprehension skills.	Spring 2014: In Progress  Calvin's Lexile score was measures as part of state assessments this year. He was at the 8th grade level. Calvin has shown the ability to read and comprehend grade level texts through informal assessments, but continues to show this through assessments or

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	<p>extended assignments.</p> <p>Fall 2014: In Progress Calvin has not participated in reading work samples yet this year. He will possibly do so before the end of semester one.</p> <p>Winter 2015: In Progress Calvin's teacher noted that Calvin's work sample was incomplete and did not receive scores. He will participate in further assessments this spring. Calvin passed his English class with a C; students read at least 3 novels in this section with reading levels at the 11th grade or higher.</p> <p>Spring 2015: In Progress Calvin has just finished both the PSAT and the Smarter Balanced exams. These scores will be available in the fall, and should provide data relative to this goal.</p> <p>14/15 End of Year: In Progress Calvin has not participated in reading work samples that were offered as part of his classes, as he was often absent from class. Given access to specially designed instruction, he did not earn credit in 3/4 reading heavy courses at the end of the year. Calvin will benefit from an OAKS workshop course focused on reading work samples in the fall.</p>
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Measurable Annual Goal:	Progress will be measured as indicated below:		How progress will be reported to parents: with grades	When progress will be reported to parents: with grades
Measurable Short-Term Objectives	Criteria	Evaluation Procedures	Student's Progress Toward Goal	
<p>Writing: Production</p> <p>Calvin will independently follow the writing process, and will produce creative and nonfiction writing that has organization, content, fluency, conventions, and voice relative to the 10th grade level, as measured by rubrics, scales, and scoring guides associated with grade level benchmarks.</p>	10th grade level writing or 40 OAKS Score of Proficient-Writing targets	Work Samples Writing grades State rubrics, scoring guides CCSS Scales	<p>Spring 2013: In Progress</p> <p>Calvin completed two extended essays this spring given extensive in and out of school scaffolding. These essays went through each stage of the writing process, and would have average scores of 3's in each writing trait. He will benefit from direct instruction in revision practices.</p> <p>Fall 2013: In Progress</p> <p>Calvin's ability to produce work through frustration has impacted his growth on this goal thus far this year. His reading intensive courses often cause a great deal of escalation, which in turn impacts his ability to produce work fluently, and commensurate with his peers.</p> <p>Winter 2014: In Progress</p> <p>Calvin's ability to produce extended writing assignments continue to be impacted by his ability to take feedback related to his progress on writing traits: He often responds to feedback, even given privately, similarly to the way he responds to in class redirection. Calvin can become argumentative and defensive, and can seem to struggle to incorporate feedback due to a supposed wrong associated with the feedback. He did not produce and turn in one of the 4 essay assignments he was given during first semester on time or with time extensions.</p> <p>Spring 2014: In Progress</p> <p>Calvin has written multiple essays for his humanities</p>	

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	<p>class this year, but has struggled with following through to turn them in. We have begun forwarding his work to his humanities teachers via email, and encouraging Calvin to keep his essays on a computer. Calvin's sentences are somewhat more varried, and his vocabulary is more precise on informal assessments, but he did not pass the writing assessment when administered this year.</p> <p>Fall 2014: In Progress Calvin is currently participating in writing work samples. The data from these work samples is expected before the end of quarter one. Calvin has not produced written work in his English class, resulting in his failing grade.</p> <p>Winter 2015: In Progress Calvin did not produce his writing work sample, but did pass his English class, which required the production of at least 3 extended writing tasks.</p> <p>Spring 2015: In Progress Calvin has just finished participating in the Smarter Balanced and PSAT exams, both of which may satisfy this goal.</p> <p>14/15 End of Year: In Progress Calvin completed and passed one of two writing work samples this year. He earned 4's on all categories. He will participate in further work samples in his senior English class, and will satisfy this goal at that time.</p>
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<b>Measurable Annual Goal:</b>  Math: Algebraic concepts Calvin will be able to solve and simplify algebraic equations and expressions, applying rules, functions, and formulae accurately 90% of the time, as measured by performance on math assessments, grades in math class, teacher reports, and state assessment scores	<b>Progress will be measured as indicated below:</b>		<b>How progress will be reported to parents:</b> with grades	<b>When progress will be reported to parents:</b> with grades
	<b>Criteria</b> passing scores on 90% of math assessments; score of 236 in the category of algebraic concepts; Score of 4 on math work samples	<b>Evaluation Procedures</b> formal, informal, statewide assessments; grades in math class	<b>Student's Progress Toward Goal</b>	
			Spring 2013: In Progress Calvin failed to earn high school credit in algebra this school year. He earned a D one semester, and an F the next.	Fall 2013: In Progress Calvin is progressing smoothly in his algebra class this year. His teacher reports that he understands all of the concepts, but can struggle to perform on assessments when the problems seem new or different, even if they are related to things he knows. He has demonstrated the ability to do each of the objectives listed for this goal, and will benefit from support as he moves closer to quadratic and other formulae.
<b>Measurable Short-Term Objectives</b>  Solve simple linear equations with one variable, including those with simple fractions (e.g. $x/5 + 9 = 4/7 + 2x$ ) Graph a linear equation given the equation or a table Identify ordered pairs that solve a linear equation given a graph, a table or an equation Find the slope of a line given points on the line or a graph Understand that a linear function can be represented in multiple ways (e.g., graph, table, equation) Graph the solution to a linear inequality with one variable on a number line				Winter 2014: Met Calvin's algebra teacher reports that he is doing well in algebra, especially given the opportunity to demonstrate his skills independent of his peers. He passed the content section of algebra first semester and is currently passing the second section, though it is still early into the second semester.

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<b>Measurable Annual Goal:</b>  School Skills: Attendance  Given attendance support and specially designed instruction in re-entry and stamina tactics, Calvin will attend 95% of his classes, as shown by attendance and teacher reports.	<b>Progress will be measured as indicated below:</b>		<b>How progress will be reported to parents:</b> this sheet	<b>When progress will be reported to parents:</b> with grades
	<b>Criteria</b> 95% attendance	<b>Evaluation Procedures</b> Attendance Reports Teacher Reports	<b>Student's Progress Toward Goal</b>  Spring 2015: In Progress New goal, no new data to report relative to current Present Levels.	
<b>Measurable Short-Term Objectives</b>  Calvin will establish and demonstrate his proficiency in 3-5 re-entry techniques Calvin will enter each class within 5 minutes of the last bell After an absence, short break, or appointment Calvin will re-enter each class, using his established re-entry techniques Calvin will establish and demonstrate his proficiency in 3-5 academic stamina techniques Before leaving a class for support, a break, or due to frustration, Calvin will use at least 3 of his established academic stamina techniques	  14/15 End of Year: In Progress Given an increase in Calvin's attendance supports, his attendance has not improved. Calvin's Average Daily attendance at the close of the year is 72.86. This includes excused absences which account for 4.3% of this total. Calvin's teachers report that he is often late, leaves for extended periods of time during class, or does not attend at all. Calvin reports that he is not attending classes because he has felt he is already failing them, but each teacher reports his continued absences to be the largest impediment. Calvin will continue to work on this goal during his senior year. Given a fresh start and continued support and instruction in this area, Calvin will hopefully increase his progress on this goal.			

## 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
Writing	60 min/wk	SpEd/GenEd	05/21/15	05/20/16	LEA
Reading	30 min/wk	SpEd/GenEd	05/21/15	05/20/16	LEA
School Skills	90 min/wk	SpEd/GenEd	05/21/15	05/20/16	LEA
Related Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
00 No related services	12 hr/year	Special Ed	05/07/15	04/29/16	LEA
Supplementary Aids/Services; Modifications; Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
Frequent checks for understanding	all classes-1x per instruction	SpEd/GenEd	05/21/15	05/20/16	LEA
Extended time	all major assignments/assessments	SpEd/GenEd	05/21/15	05/20/16	LEA
5 minute break	1x per period/In the Learning Center	SpEd/GenEd	05/21/15	05/20/16	LEA
Grade content critical to standards	all classes	SpEd/GenEd	05/21/15	05/20/16	LEA
Redirect privately-away from peers	all classes	SpEd/GenEd	05/21/15	05/20/16	LEA
Access to graphic organizers/manipulatives	all Classes	SpEd/GenEd	05/21/15	05/20/16	LEA
Provide positive reinforcement for on task behavior	all classes-2x per period	SpEd/GenEd	05/21/15	05/20/16	LEA
Prompt student to repeat directions	all classes-1x per instruction	SpEd/GenEd	05/21/15	05/20/16	LEA
Pre-Teach Content Vocabulary	all major assignments/assessments	SpEd/GenEd	05/21/15	05/20/16	LEA
Provide expectations verbally and in writing	all classes	SpEd/GenEd	05/21/15	05/20/16	LEA
Contact parent when Calvin has missed 2 class period in a row	all classes/school-wide	Sped/Gened	05/21/15	05/20/16	LEA
Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
Sped/Gened Consult	15 min/month	SpEd/GenEd	05/21/15	05/20/16	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: 25% of day

If yes, provide explanation justifying the removal:

Calvin needs specially designed instruction in reading, writing, and school skills in order to best support his achievement in general education classes. This support is provided in the special education learning center.

Student: Wilson, Calvin (6733271)

Date: 5/21/2015

Rev Date:

District: Portland SD 1J

**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)