

**University of Mary Unit
7500 University Dr
Bismarck, ND 58504**

Individualized Education Program Age 6-15

IEP Meeting Date: 03/22/2019							<input type="checkbox"/> Amendment to IEP:	
A. Student Name (Last, First, MI) Sample, Mary					Birthdate (month/day/year) 06/05/2004		Gender Female	
Grade Sixth grade	Age 14	Race White	Ethnicity	Student's Primary Language English	Communication Mode Verbal		Primary Language Spoken at Home English	
Current Address 1234 Mandan Ave			City Bismarck	State ND	Zip 58503	Phone Number 701-123-4567		
Serving School University of Mary Unit			City	State	Zip	School Phone Number		
District of Residence (If different from serving district) University of Mary Unit		Resident School Building (Plant)			Check items that apply: <input type="checkbox"/> Transferred within district <input type="checkbox"/> Open Enrolled from another district <input type="checkbox"/> Agency Placed <input type="checkbox"/> Home Education			
B. Name of Parent George Roberts			Home Phone Number 701-234-5678		Other Phone Numbers			
Parent's Email Address george_r@gmail.com								
Current Address 456 Easy Street			City Bismarck	State ND	Zip 58502			
Name of Second Parent (if applicable) Margaret Roberts			Home Phone Number 701-234-5678		Other Phone Numbers			
Parent's Email Address maggie_r@gmail.com								
Current Address 456 Easy Street			City Bismarck	State ND	Zip 58502			
C. IEP Case Manager Claire Davis			Case Manager Email Address cpdavis1@umary.edu			Phone Number 612-850-0080		
IEP Type Annual Review/Revision			Primary Disability Intellectual Disability			Secondary Disability		
Date of Last Comprehensive Individual Assessment Report 03/21/2016								

A copy of the "Parental Rights for Public School Students receiving Special Education Services – Notice of Procedural Safeguards" was provided.

	Names of All Team Members	Indicate Attendance
*Parent	George Roberts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Parent	Margaret Roberts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Student	Mary Sample	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Administrator/Designee/District Representative (Required)	Jaylia Heinle	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Special Education Teacher or Special Education Provider (Required)	Claire Davis	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
General Education Teacher (Required)	Mr. Kent	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Individual to Interpret Instructional Implications of Evaluation Results (Required)	Claire Davis	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Speech Language Pathologist	Ariel Taciturn	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Occupational Therapist	Cinderella Shue	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Physical Therapist	Rapunzel Gothel	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Student Name: Mary Sample

ID#: SAMPLE21

Meeting Date: 03/22/2019

D. Present Levels of Academic Achievement and Functional Performance for Students Ages 6-15

The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources including parents. The statement should include information about the student's specific strengths and weaknesses, unique patterns of functioning, and implications of the problem areas on the student's total functioning. The information should also include how the child's disability affects the child's involvement and progress in the general education curriculum. Performance areas to be considered are:

Cognitive Functioning (listening skills, listening comprehension, ability compared to same age peers)

Overview

Barbie Roberts is a 10 year old girl who currently attends the Pink Center to receive special education services for her multiple impairments. According to her pediatrician, she was diagnosed with spastic cerebral palsy at birth. As a result, the muscles in her arms and legs are very tight and it is very difficult for her to control their movement. As a toddler, she was also diagnosed with developmental delays. Three years ago, at the time of her last comprehensive reevaluation, she had an IQ score between 50 - 54 with delays also noted in speech, language, and adaptive behaviors. As a result, she was also labeled a child with moderate mental impairments, and thus was a child with multiple impairments. Despite some of the difficulties that Barbie faces, her teachers have reported that she is an absolute joy to have in class, and that she brings a light to the classroom everyday. She has made great progress during the last 7 years at the Pink Center, and are excited to see what Barbie can accomplish as a student every school year.

Listening Skills/Comprehension

Barbie displays excellent listening skills and comprehension as compared to her same age peers. She is able to listen to and follow along in conversations both in class and at home, and she attempts to take turns when speaking with her family members, classmates, and teachers. As of now, she can only say one word phrases. She requires assistance from and aide throughout the day, and while she can communicate with one word expressions, she best communicates and comprehends through using visuals. For example, her daily schedule is laid out before her in a series of images with a word, such as "class" or "speech" written below them, so she can understand what her day is going to look like. The aide will then make sure she has the necessary materials for each task, and assists her in activities she cannot do herself, such as transportation and feedings.

Memory

In regards to Barbie's long term and short term memory, she is consistent in both areas. She shows that she remembers her way around her house and the Pink Center. She also remembers the names of her teachers, aides, and peers. In addition to knowing the names of her peers, she also can recall how to write her own name, but can only do this with the assistance of an adaptive writing tool and a piece of paper that is stabilized.

Academic Performance (reading, math, learning styles, etc.)

Student Characteristics

Barbie is a 4th grade student at the Pink Center. She has been attending the Pink Center since kindergarten. Barbie's attendance is not an area of concern, as she has only had 9 absences in the last 7 years.

Interventions

Barbie has received classroom interventions in written language, fine and gross motor skills, and verbal language since coming to the Pink Center. Miss Davis, Barbie's special education teacher, has noted that Barbie has made considerable progress in all of these areas, and that everyone at the Pink Center is proud of how far she has come. Barbie has developed some arm control and can write using an adaptive writing tool, which is typically a marker with a special grip that makes it easier to hold. She has learned how to write her name on a piece of paper that is typically taped down to a desk or flat surface. She has started using her words and can say single word phrases. Even though Barbie has made significant gains in these areas, she

is still behind her same age peers. While Barbie shows effort in each area of her studies, she still struggles in the areas of writing and reading, and is still receiving interventions in these areas. She is graded through gestures and verbalizations.

Mathematics

Barbie has been receiving interventions in math since she first came to the Pink Center. While she is behind her same age peers in this area, she shows great interest in this area. Interventions have been targeted towards identifying numbers, counting numbers in sequences, and basic addition and subtraction. For example, Miss Davis has been working on activities with Barbie that include identifying numbers on a card, then counting out the quantity associated with that numbers. The numbers have a texture associated with them, which helps Barbie with touching/tracing the number out to identify it. She has made progress in identifying various numbers, but still struggles with identifying numbers greater than 5, which concerns her IEP team.

Reading

Barbie has been receiving interventions in reading since she first arrived at the Pink Center. While Barbie can memorize key words, such as "mom" or "dad", she struggles with reading and identifying words. To help with this, Barbie has been receiving individualized instruction in reading every day of the school week from Miss Davis. In addition to this instruction, all of the items in Barbie's classroom have been labeled so Barbie can start associating words with their corresponding objects. Barbie also has a daily schedule that is made up of images instead of words, so that she can identify where she is supposed to be each day. Barbie will continue to receive reading interventions from the special educator and paraprofessional staff.

Written Language

Barbie has been receiving interventions in written language since she first arrived at the Pink Center, and has made great progress in her writing. While she is still behind her same age peers, she has gained some arm control and is able to write her name using an adaptive writing tool, which is typically a marker with a special grip that makes it easier to hold. She has learned how to write her name on a piece of paper that is typically taped down to a desk or flat surface. Barbie has received individualized instruction in the area of written language every day of the school week from Miss Davis, and will continue to receive interventions from the special educator and paraprofessional staff.

Work Habits and Learner Behaviors

Barbie has shown great improvement in her work habits and engagement in classes. She has demonstrated self-regulation when she is challenged by a certain subject or activity, and puts effort into her assignments and instruction that she receives. While Barbie's adaptive behaviors are still an area of concern for her family and IEP team, they have her completing a specialized curriculum that focuses on independence and adaptations. Barbie's teachers report that she is a joy to have in class, and that she has made great advancements in her education and development.

Communicative Status (receptive and expressive language)**Receptive Language**

In regards to Barbie's receptive language, she doesn't have any problems with understanding what others say to her, following conversations, or understanding instructions. She does have some trouble with reading and returning body language. Margaret, Barbie's mother, has expressed great concern in the development of her daughters social skills, but these concerns are being addressed in Barbie's specialized curriculum, which focuses on self-care skills, communication, basic academics, social skills, and motor skills.

Expressive Language

Expressive language is an area of concern for Barbie, her family, and her IEP team. She is beginning to learn how to talk, but is only able to say single words. Ariel Taciturn, Barbie's Speech Language Pathologist, says that Barbie can almost say "I love you" to her mother, which is a huge accomplishment, but verbal communication takes a lot of effort on her part since speaking is a slow and laborious process for her to coordinate the breathing, muscle control, and thoughts required to speak. Barbie is also able to write out letters that make up her name on a piece of paper that is attached to a stable surface. Supportive services will continue to improve her expressive language in both speaking and writing.

Physical Characteristics (medical, vision, hearing, motor)**Health**

Barbie's overall health is not an area of concern for her family or IEP team. She has only had 9 absences in the last 7 years, with 5 of those absences being for seasonal illnesses. She is a generally healthy 10 year old who has never experienced any extreme illnesses or injuries. She was diagnosed with spastic cerebral palsy at birth. As a result, the muscles in her arms and legs are very tight and it is very difficult for her to control their movement. As a toddler, she was also diagnosed with developmental delays. Three years ago, at the time of her last comprehensive reevaluation, she had an IQ score between 50 - 54 with delays also noted in speech, language, and adaptive behaviors. As a result, she was also labeled a child with moderate mental impairments, and thus was a child with multiple impairments.

Medication

Barbie is not currently taking any medication for her condition.

Vision/Hearing

The IEP team is not concerned with Barbie's hearing or vision. She has been given adapted hearing and vision assessments, and has passed each one without and issues. Barbie follows a schedule with visuals and is able to follow and understand conversations with her family, teachers, and peers.

Safety

The IEP team is not concerned for Barbie's safety, nor is her family. She is familiar with her surroundings, and has a full time aide with her in case anything were to ever happen.

Gross/Fine Motor Skills

Barbie's gross and fine motor skills continue to be an area of concern for her family and the IEP team. She has made advancements by writing out her name on a piece of paper by using an adaptive writing tool, which is, but it continues to be a laborious process, as does speaking. Barbie struggles with coordinating the breaking, muscle control, and stability involved in speaking.

Sensory

The IEP team doesn't have any concerns about sensory seeking behaviors for Barbie.

Emotional/Social Development (social skills, leisure)**Social**

Barbie's mother has expressed great concern regarding her daughters social skills. She is afraid that Barbie doesn't feel comfortable with other children her age, and would like to see more emphasis on developing social skills. She thinks that the best way to do this is by having Barbie interact more often with children in the neighborhood she already knows and who can model appropriate social skills. Miss Davis has been emphasizing developing social skills in Barbie's specialized curriculum, and will continue working on this area in class and with her peers.

Emotional

Barbie is described by her family and teachers as emotionally sound. When compared to her same age peers, she doesn't exhibit any abnormal emotional behaviors.

Adaptive Characteristics (including adaptive behavior, self care, independent living, self direction, health and safety, work)

Barbie is currently following a specialized curriculum that emphasizes adaptive behaviors and independent living. This curriculum is made up of self-care skills (feeding, dressing, etc.), communication, basic academics, social skills, and motor skills. She is still experiencing delays in all these areas, especially in language and social skills. Barbie's mother is concerned

that there is not enough emphasis being placed on these areas, and feels like Barbie would improve when placed with her same age peers from their neighborhood. The IEP team has no concerns regarding Barbie's safety, as she is comfortable in the Pink Center, with her educators, and with her peers. Her self care and social skills will continue to be addressed and taught within the specialized curriculum. In regards to Barbie's academics, the directions throughout the day and for each task are typically better received through images, and she has her aide by her side to help her understand these directions as well.

Ecological Factors (functional skills and community participation, home/family, neighborhood)

Barbie lives at home with her father (George), mother (Margaret), brother (Skip), and sister (Chelsea). The family has a stable home life and live in a safe neighborhood.

Other

Student Name: Mary Sample

ID#: SAMPLE21

Meeting Date: 03/22/2019

E. Consideration of Special Factors

The IEP Team must consider these factors while developing the IEP. Any factors checked *yes* must be addressed in the IEP.

1. Has the child been identified by the school district as a child with limited English proficiency?
 Yes
 No. The team has considered the child is not a child with limited English Proficiency.
2. Is the child blind or visually impaired?
 No. The team has considered and the child is not a child with blindness or a vision impairment.
 Yes
3. Is the student deaf or hard of hearing?
 No. The team has considered and the child is not a child with deafness or hard of hearing.
 Yes
4. Does the student have communication needs?
 No
 Yes. The IEP team must consider the communication needs of the child and address those needs in the IEP (i.e. present level, adaptations of educational services, annual goals, etc.).
5. Does the student need assistive technology devices and services? You may refer to the North Dakota Assistive Technology consideration guide to assure assistive technology is considered in all areas of the student's education.
 No
 Assistive technology to be explored, further consideration is needed to determine if assistive technology is necessary.
 Yes
6. Does the child's behavior impede the child's learning or the learning of others?
 No
 Yes

Student Name: Mary Sample**ID#:** SAMPLE21**Meeting Date:** 03/22/2019**Annual Goal #** of 2 goals**F. Annual Goals, Short-Term Objectives, and Periodic review of services****Reference From North Dakota English Language Arts Content Stds 2017**

Kindergarten

Strand: Speaking and Listening**Cluster** Presentation of Knowledge and Ideas**Code/Standard:** ELA.K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.**Annual Goal****Intent/purpose:**

To improve Barbie's expressive verbal language and self advocacy

Behavior:

Barbie will be able to speak in coherent sentences made up of at least 3 words.

Ending Level:

with 70% accuracy within 10 trials per reporting period, within 3 reporting periods (semesters). (Baseline 5%)

Characteristics of services:

This goal will be met through direct instruction and support from the special educator, paraprofessional staff, and general educator.

How and when periodic progress reports will be provided:

Progress reports will be received via mail for 3 consecutive reporting periods. These reports are also available upon request.

Will a graph be used to report progress toward the annual goal and associated objectives? Yes No

Student Name: Mary Sample

ID#: SAMPLE21

Meeting Date: 03/22/2019

Annual Goal # of 2 goals

F. Annual Goals, Short-Term Objectives, and Periodic review of services

Reference From North Dakota Mathematics Content Standards 2017

Grade: Kindergarten

Subject: Mathematics

Counting and Cardinality

Cluster Know number names and the count sequence.

Code/Standard: MA.K.CC.1.i Count to 100 by ones and by tens.

Annual Goal

Intent/purpose:

To increase knowledge of counting numbers in sequences.

Behavior:

Barbie will be able to identify and count numbers in their sequential order through visual identification.

Ending Level:

with 90% accuracy within 10 trials per reporting period (semester) within 2 reporting periods. (Baseline 30%)

Characteristics of services:

This goal will be met through direct specialized instruction from the special educator, paraprofessional staff, and general educators.

How and when periodic progress reports will be provided:

Progress reports will be received via mail for 2 consecutive reporting periods. These reports are also available upon request.

Will a graph be used to report progress toward the annual goal and associated objectives? Yes No

Student Name: Mary Sample

ID#: SAMPLE21

Meeting Date: 03/22/2019

G. Adaptation of Educational Services

Describe changes in educational services that will be made to permit successful accommodation and education of this student (e.g. grading, credits, staff, transportation, facilities, materials, Braille, equipment, technology, adaptive devices, curriculum, methods, and other services). Include procedures for monitoring equipment, if applicable. Include consultation, which is not scheduled or predictable. Consideration must be given to the special factors indicated in section E of the IEP.

ACADEMIC

- Breakdown of multi-step directions
- Individualized direct instruction
- Access to visual aides

BEHAVIOR

- verbal prompts will be used to keep the student on track
- prompts and cues will be used for appropriate language use and behaviors

ASSESSMENT

- observation

Does the student need instructional and related core materials in an accessible specialized format? Yes No

Describe the student's participation in North Dakota State Assessment. When completing this section consider the next scheduled NDSA testing window.

- Student's current grade does not participate.
- Student will participate in North Dakota **State Assessment** without accommodations.
- Student will participate in North Dakota **State Assessment** with approved accommodations specified in Adaption of Education Services area.

In the following subject areas: English Language Arts/Literacy Math

Universal Tools: Needed Not Needed

Designated Supports: Needed Not Needed

Embedded

- | | | |
|--|--|---|
| <input type="checkbox"/> Color Contrast | <input checked="" type="checkbox"/> Translated test directions | <input type="checkbox"/> Translations (stacked) |
| <input type="checkbox"/> Masking | | |
| <input checked="" type="checkbox"/> Text-to-speech | <input type="checkbox"/> Translations (glossaries) | |

Non Embedded

- | | | |
|---|--|--|
| <input type="checkbox"/> Bilingual dictionary | <input type="checkbox"/> Magnification | <input checked="" type="checkbox"/> Separate Setting |
| <input type="checkbox"/> Color Contrast | <input checked="" type="checkbox"/> Read aloud | |
| <input type="checkbox"/> Color Overlay | | |
| | <input type="checkbox"/> Scribe | <input type="checkbox"/> Translations (glossaries) |
| | | <input type="checkbox"/> Translated Test Directions |
| | | <input type="checkbox"/> Noise Buffers |

Accommodations: Needed Not Needed

Embedded

- American Sign Language
- Braille
- Streamline
- Closed Captioning
- Text to speech Passages and Items

Non Embedded

- 100s Number Table
- Print on demand
- Multiplication Table
- Read aloud
- Speech-to-text
- Calculator
- Abacus
- Alternate Response Options
- Scribe

Student will participate in North Dakota **State Assessment** with approved accommodations specified in Adaption of Education Services area.

In the following subject areas: Science

**Accommodations-
(Science Only)**

- Alternate Response Options
- American Sign Language
- Simplified test directions
- Braille
- Read aloud test item and answer choices

Student will participate in the North Dakota **Alternate Assessment**.

Describe the student's participation in district-wide assessments.

The team has discussed and considered the student's participation in regular district-wide assessment. If the student will not participate in the regular district-wide assessment, describe why the child cannot participate and why the particular alternate assessment selected is appropriate.

Barbie is able to participate in the North Dakota State Assessments with the appropriate accommodations and modifications.

H. Description of Activities with Students Who Are Not Disabled

Physical Education. Indicate type of physical education program that the student receives:

- Regular P.E.
- Adaptive/Specially Designed P.E.

Comments:

Participation in Academic and Nonacademic Activities:

Check any program options in the boxes below in which the student will be participating with students who do not have disabilities.

Program Options

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Art | <input checked="" type="checkbox"/> Music | <input type="checkbox"/> Family/Consumer Science |
| <input type="checkbox"/> Trade and Industrial Education | <input type="checkbox"/> Vocational Education | <input type="checkbox"/> Other: |

Comments:

Nonacademic and Extracurricular Services and Activities

- | | | |
|--|--|-------------------------------------|
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Employment Referrals | <input type="checkbox"/> Athletics |
| <input type="checkbox"/> School Sponsored Clubs | <input checked="" type="checkbox"/> Transportation | <input type="checkbox"/> Recreation |
| <input type="checkbox"/> Special Interest Groups | <input type="checkbox"/> Other: | |

Comments:

Student Name: Mary Sample

ID#: SAMPLE21

Meeting Date: 03/22/2019

I. Educational Environment

Note: Use this setting information to check the federal child count code. By selecting one of the eight categories, the IEP team affirms that they have considered the continuum of services and the selected setting is believed to be the most appropriate environment for the student.

SETTING - Check one of the following settings:

- A. Inside regular class 80% or more of day
- B. Inside regular class no more than 79% of day but no less than 40% of day
- C. Inside regular class for less than 40% of day
- D. Separate school
- E. Residential facility
- F. Homebound/hospital
- G. Correctional facility
- H. Parentally placed in private schools

Justification for the team's decision. The IEP team must document why the options selected in determining the environment setting are the most appropriate and least restrictive: The IEP team has decided that at the Pink Center, Barbie will be in her regular classroom for the full day on Monday's, Wednesday's, and Friday's, but during her time at the neighborhood school, she will have shortened class days. The goal is that she will thrive in the neighborhood school with the necessary adaptations and accommodations so that one day, she can transfer to the neighborhood school to be with her siblings.

Is there a potential harmful effect to the student with this placement? Yes No

J. Special Education and Related Services

Service	Minutes	Starting Date	Duration	Service Provider (Job Title)	Location of Services
Speech Language	30	04/08/2019	9 Months - full school year	Ariel Taciturn	Pink Center
Occupational Therapy	30	04/08/2019	9 Months - full school year	Cinderella Shue	Pink Center
Physical Therapy	30	04/08/2019	9 Months - full school year	Rapunzel Gothel	Pink Center
Individualize Instruction in math	20	04/08/2019	9 Months - full school year	Miss Claire Davis	Pink Center
Individualize Instruction in reading	20	04/08/2019	9 Months - full school year	Miss Claire Davis	Pink Center
Individualize Instruction in written language	30	04/08/2019	9 Months - full school year	Miss Claire Davis	Pink Center

Length of school day:

- The student will attend for the full school day.
- The student will attend for a shorter or longer school day than peers. (Explain why this is necessary.) Barbie will be attending the neighborhood school on Tuesday's and Thursday's so that she can receive instruction with her same age peers in a general education setting, as well as improve the development of her social skills. Barbie will attend the neighborhood school for shorter school days so that she isn't overwhelmed and overworked. She will attend the Pink Center for full days on Monday's, Wednesday's, and Friday's.

Extended School Year (ESY)

Extended school year must be considered for each student with a disability. Justification for the decision made MUST BE STATED BELOW.

- The review of each goal indicates that an extended school year is needed.
- The team has determined that ESY is not necessary.
- The team needs to collect further data before making a determination and will meet again by: 05/10/2019

Justification for the team's decision: The team needs to collect data regarding Barbie's alternate placement to see if she would thrive in the neighborhood school. The team will meet again in a month to to determine whether or not it is a good fit for Barbie.

**University of Mary Unit
7500 University Dr
Bismarck, ND 58504**

IEP Snap Shot Age 6-15						
IEP Meeting Date: 03/22/2019						<input type="checkbox"/> Amendment to IEP:
A. Student Name (Last, First, MI) Sample, Mary				Birthdate (month/day/year) 06/05/2004		Gender Female
Grade Sixth grade	Age 14	Race White	Ethnicity	Student's Primary Language English	Communication Mode Verbal	Primary Language Spoken at Home English
Current Address 1234 Mandan Ave			City Bismarck	State ND	Zip 58503	Phone Number 701-123-4567
Serving School University of Mary Unit			City	State	Zip	School Phone Number
District of Residence (If different from serving district) University of Mary Unit		Resident School Building (Plant)		Check items that apply: <input type="checkbox"/> Transferred within district <input type="checkbox"/> Open Enrolled from another district <input type="checkbox"/> Agency Placed <input type="checkbox"/> Home Education		
B. Name of Parent George Roberts			Home Phone Number 701-234-5678		Other Phone Numbers	
Parent's Email Address george_r@gmail.com						
Current Address 456 Easy Street			City Bismarck	State ND	Zip 58502	
Name of Second Parent (if applicable) Margaret Roberts			Home Phone Number 701-234-5678		Other Phone Numbers	
Parent's Email Address maggie_r@gmail.com						
Current Address 456 Easy Street			City Bismarck	State ND	Zip 58502	
C. IEP Case Manager			Case Manager Email Address		Phone Number	

Claire Davis	cpdavis1@umary.edu	612-850-0080
IEP Type Annual Review/Revision	Primary Disability Intellectual Disability	Secondary Disability
Date of Last Comprehensive Individual Assessment Report: 03/21/2016		
Annual Goals, Short-Term Objectives, and Periodic review of services		
Annual Goal # of 2 goals		
Annual Goal		
Intent/purpose: To improve Barbie's expressive verbal language and self advocacy		
Behavior: Barbie will be able to speak in coherent sentences made up of at least 3 words.		
Ending Level: with 70% accuracy within 10 trials per reporting period, within 3 reporting periods (semesters). (Baseline 5%)		
Characteristics of services: This goal will be met through direct instruction and support from the special educator, paraprofessional staff, and general educator.		
Annual Goal # of 2 goals		
Annual Goal		
Intent/purpose: To increase knowledge of counting numbers in sequences.		
Behavior: Barbie will be able to identify and count numbers in their sequential order through visual identification.		
Ending Level: with 90% accuracy within 10 trials per reporting period (semester) within 2 reporting periods. (Baseline 30%)		
Characteristics of services: This goal will be met through direct specialized instruction from the special educator, paraprofessional staff, and general educators.		
Adaptation of Educational Services		
Describe changes in educational services that will be made to permit successful accommodation and education of this student (e.g. grading, credits, staff, transportation, facilities, materials, Braille, equipment, technology, adaptive devices, curriculum, methods, and other services). Include procedures for monitoring equipment, if applicable. Include consultation, which is not scheduled or predictable. Consideration must be given to the special factors indicated in section E of the IEP.		
ACADEMIC		
- Breakdown of multi-step directions		
- Individualized direct instruction		
- Access to visual aides		
BEHAVIOR		
- verbal prompts will be used to keep the student on track		
- prompts and cues will be used for appropriate language use and behaviors		
ASSESSMENT		
- observation		
Does the student need instructional and related core materials in an accessible specialized format? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

Describe the student's participation in North Dakota State Assessment. When completing this section consider the next scheduled NDSA testing window.

- Student will participate in North Dakota **State Assessment** with approved accommodations specified in Adaption of Education Services area.

In the following subject areas:

Universal Tools: **Needed** **Not Needed**

Designated Supports: **Needed** **Not Needed**

Embedded: Text-to-speech (for Math stimuli items and ELA items, not for reading passages), Translated test directions (for math items)

Non Embedded: Read aloud (for math items and ELA items, not for reading passages), Separate Setting

Accommodations: **Needed** **Not Needed**

Embedded: Text to speech (available for ELA reading passages, all grades)

Non Embedded: 100s Number Table, Read aloud

- Student will participate in North Dakota **State Assessment** with approved accommodations specified in Adaption of Education Services area.

In the following subject areas:

Accommodations- (Science Only): Read aloud test item and answer choices, Simplified test directions

Describe the student's participation in district-wide assessments.

- The team has discussed and considered the student's participation in regular district-wide assessment. If the student will not participate in the regular district-wide assessment, describe why the child cannot participate and why the particular alternate assessment selected is appropriate.

Barbie is able to participate in the North Dakota State Assessments with the appropriate accommodations and modifications.

Educational Environment

SETTING:

- A. Inside regular class 80% or more of day
- B. Inside regular class no more than 79% of day but no less than 40% of day

Justification for the team's decision. The IEP team must document why the options selected in determining the environment setting are the most appropriate and least restrictive: The IEP team has decided that at the Pink Center, Barbie will be in her regular classroom for the full day on Monday's, Wednesday's, and Friday's, but during her time at the neighborhood school, she will have shortened class days. The goal is that she will thrive in the neighborhood school with the necessary adaptations and accommodations so that one day, she can transfer to the neighborhood school to be with her siblings.

Is there a potential harmful effect to the student with this placement? Yes No

Special Education and Related Services

Service	Minutes	Starting Date	Duration	Service Provider (Job Title)	Location of Services
Speech Language	30	04/08/2019	9 Months - full school year	Ariel Taciturn	Pink Center
Occupational Therapy	30	04/08/2019	9 Months - full school year	Cinderella Shue	Pink Center

Physical Therapy	30	04/08/2019	9 Months - full school year	Rapunzel Gothel	Pink Center
Individualize Instruction in math	20	04/08/2019	9 Months - full school year	Miss Claire Davis	Pink Center
Individualize Instruction in reading	20	04/08/2019	9 Months - full school year	Miss Claire Davis	Pink Center
Individualize Instruction in written language	30	04/08/2019	9 Months - full school year	Miss Claire Davis	Pink Center

Length of school day:

The student will attend for a shorter or longer school day than peers. (Explain why this is necessary.)

Extended School Year (ESY)

Extended school year must be considered for each student with a disability. Justification for the decision made MUST BE MADE BELOW

The team needs to collect further data before making a determination and will meet again by: 05/10/2019