

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

Individualized Education Program Age 6-15

IEP Meeting Date: 02/21/2019							<input type="checkbox"/> Amendment to IEP:	
A. Student Name (Last, First, MI) Sample, Mary					Birthdate (month/day/year) 06/05/2004		Gender Female	
Grade Fourth grade	Age 14	Race White	Ethnicity	Student's Primary Language English	Communication Mode Verbal		Primary Language Spoken at Home English	
Current Address 123 Easy Street			City Bismarck	State ND	Zip 58504	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"/> Agency Placed	
					<input type="checkbox"/> Open Enrolled from another district		<input type="checkbox"/> Home Education	
B. Name of Parent Michael Jean			Home Phone Number 701-952-5426		Other Phone Numbers			
Parent's Email Address Beautyqueen33@gmail.com								
Current Address 1234 Notmyson Street			City Bismarck	State ND	Zip 58504			
C. IEP Case Manager Claire Davis			Case Manager Email Address cpdavis1@umary.edu			Phone Number 6128500080		
IEP Type Annual Review/Revision			Primary Disability Intellectual Disability			Secondary Disability		
Date of Last Comprehensive Individual Assessment Report 02/12/2019								
<input type="checkbox"/> 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			Michael Jean			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Parent						<input 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)	Tina Thrill	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Individual to Interpret Instructional Implications of Evaluation Results (Required)	John Brown	<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

Student Name: Mary Sample

ID#: SAMPLE21

Meeting Date: 02/21/2019

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

When compared to his same age peers, Billy demonstrates average ability in being able to match all of the letters of the alphabet, using both uppercase and lowercase, and will sit and look at books. Billy also demonstrates average problem solving skills when putting together puzzles, but he struggles with following directions and understanding fast speech in long sentences. Billy struggles in the communication and social domains, and requires cueing to ensure that he is on task, and follows one step directions inconsistently. For example, Billy attempts to pay attention to directions in Mrs. Thrill's classroom, but cannot seem to pay attention or stay on track with the task at hand. Since he has difficulty understanding fast speech and long sentences, the directions are modified to one step instructions, which he still completes inconsistently. This is a concern at home with Mr. Jean as well.

Memory

In relation to memory, Billy's long-term and short-term memory are inconsistent. While Billy is able to match all the letters of the alphabet with their uppercase and lowercase counterparts, he is inconsistent in remembering/following directions. Another concern is that Billy is unaware of his regular surroundings, and can place himself in dangerous situations. For example, at one point during the school year, Billy left the school in the middle of the day and wandered out to the middle of the road.

Listening Skills/Comprehension

Mrs. Thrill, along with Mr. Jean, show concern towards Billy's listening comprehension skills. Several members of the IEP team have noted that Billy's attention is better at the beginning of the day and at the start of each class, but that he has a short attention spans compared to his same age peers, and struggles with following directions and visually attending to various activities. Billy is echolalic, and will repeat words and phrases he has heard. In the past, directions have been modified to one step instructions for Billy, but he still follows them inconsistently. The majority of Billy's peers are able to follow directions with few to no requests for them to be modified or repeated, and are able to visually attend the majority of their activities as well. For example, Mrs. Thrill was giving instructions for an art project in class. While the rest of the class was able to visually attend to what was going on and maintain their attention long enough to understand the purpose of the activity, Billy was unable to follow along. Mrs. Thrill then gave Billy the directions in a one step instruction form, but he was still unable to fully comprehend the purpose of the activity, or what he was supposed to do. Mrs. Thrill, along with members of the IEP team, are concerned that Billy is missing out on major opportunities to grow and learn how to think appropriately.

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

Student Characteristics

Billy Jean is a 4th grade student in Mrs. Thrill's class at Kingpop Elementary School. He has attended Kingpop for 6 years, having spent 2 years in kindergarten (1 year half-time, 1 year full time). Aside from a few extended health absences consisting of 2 weeks through his academic history, his daily attendance remains consistent. To date he has required Teaching Assistant support in the school to assist with his individualized programming and address safety needs.

Interventions

Reading and writing interventions for Billy have been in place since he was in Kindergarten, and have continued into 4th grade

with very little progress. The special education teacher, Claire Davis, shared that Billy shows effort in both of these areas, but due to his attention span and his inconsistency with following directions, he has struggled with advancing to grade-appropriate levels of understanding.

Reading

Billy has participated in classroom interventions and special education since Kindergarten. The interventions have included identifying letters and letter sounds. Mrs. Thrill and Miss Davis have identified Billy's reading skills as below those of his peers. Billy is able to match all of the letters of the alphabet with their uppercase and lowercase counterparts, but struggles with blending sounds. He will also sit and look at books, but doesn't like having stories read to him. This continues to be an area of concern for Mrs. Thrill, Miss Davis, and Mr. Jean.

Written Language

Billy has participated in classroom interventions and special education since Kindergarten. The interventions have included identifying letters and printing letters. Currently, Billy is only able to print the following letters of the alphabet; a, b, c, d, e, f, g, h, i, m, n, o, s, t. He also struggles with writing on the line (baseline examples on file). This continues to be an area of concern for Mrs. Thrill, Miss Davis, and Mr. Jean.

Math

Billy has participated in classroom interventions and special education since Kindergarten. The interventions have included identifying numbers and number values, and basic mathematic operations. Currently, Billy has demonstrated the concept of "one", and his math skills are well below those of his same age peers. Billy seems to do better with his math skills one on one so as to not be distracted. This continues to be an area of concern for Mrs. Thrill, Miss Davis, and Mr. Jean.

Work Habits and Learner Behavior

Billy has shown little improvement in his work habits since first coming to Kingpop Elementary. In 4th grade, he still requires several prompts in order to remain on task, and has trouble following directions, even after they have been modified for him. He is also easily distracted and struggles to maintain attention during various tasks, which is a cause for concern for Mrs. Thrill, Miss Davis, and Mr. Jean. The IEP team plans to implement a full time aide with Billy to help his working habits and learning behavior, among other things.

Communicative Status (receptive and expressive language)

Receptive

Based on observations from multiple team members, Billy is not able to understand fast speech or long sentences. One of Billy's greatest areas of concern is within the communication and social domains. While his attention is better towards the beginning of the day and at the beginning of each class, he becomes less receptive as the day goes on. Billy also lacks understanding of emotions, which has proven difficult in his interactions with his peers. His body and social cues are behind those of his same age peers.

Expressive

Billy is able to verbalize his thoughts and needs, but not always in the most developmentally appropriate ways. Billy is interested in what others are doing, but he won't approach a peer to initiate play. When he does play with peers, it is only for about 3-5 minutes, but he has trouble maintaining a meaningful interaction. His expressive language is continuing to develop, but he requires assistance in the areas of spoken and written language.

Physical Characteristics (medical, vision, hearing, motor)

Health

Mr. Jean describes Billy as a generally healthy 4th grader without any serious diagnoses. While Billy does experience seizures, these are currently controlled without any medication. Growing up, he was not seriously ill or hospitalized except in the incidence of his first seizure.

Medication

Billy is not currently taking any medication, nor does he have any allergies.

Vision/Hearing

None of the members of the IEP team have expressed any concerns regarding Billy's hearing or vision. During the yearly testing that takes place, Billy passed his vision and hearing assessments without any problems. It has been observed that Billy prefers brightly colored objects and that he inconsistently matches the colors red and blue, which may be an indication of colorblindness.

Gross/Fine Motor Skills

In the fine motor area, Billy is right hand dominant and demonstrates a mature grasp pattern with utensils (pencil, scissors and paint brush). He has below average ability with activities that require hand-eye coordination or bilateral coordination. He is able to undress and dress independently, but requires assistance with all fasteners (zippers, snaps, buttons. Billy tends to tug at his fasteners, but doesn't use his hands in a coordinated fashion.

Sensory

Billy doesn't display any sensory seeking behaviors or sensory sensitivities.

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

Billy's teachers and father share some concerns regarding his social skills. One of Billy's greatest areas of concern is within the communication and social domains. He lacks understanding of emotions, which has proven difficult in his interactions with his peers. His body and social cues are behind those of his same age peers. Billy is able to verbalize his thoughts and needs, but not always in the most developmentally appropriate ways. Billy is interested in what others are doing, but he won't approach a peer to initiate play. When he does play with peers, it is only for about 3-5 minutes, but he has trouble maintaining a meaningful interaction

Emotional

Billy is described by his teachers as being emotionally stable and calm for the most part. Multiple team members have noted that his behaviors are developmentally appropriate for his age.

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

Billy's behaviors in terms of understanding what is right and wrong and following rules is not considered an area of concern. In regards to his daily routine, Billy is able to complete all aspects of toileting with supervision to stay on task, and is able to eat his lunch at school without any supervision or assistance. Billy also readily puts away materials that he has used in class, and likes everything in the correct spot. Billy is able to dress and undress independently, but requires assistance with all fasteners (zippers, buttons, and snaps). He will not attempt to do fasteners, and is not able to visually attend to this activity. During tasks with many directions, either Mrs. Thrill or special education staff try to provide him with modified instructions in order to help him complete the task at hand. Billy's safety is also an area of great concern, since he has a record of not being aware of his surroundings, which has put him in dangerous situations, such as leaving the school and wandering to the middle of the road.

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

Billy lives with his father, Michael Jean, in a relatively safe neighborhood.

Other

Student Name: Mary Sample**ID#:** SAMPLE21**Meeting Date:** 02/21/2019

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. The team has considered and the child is not a child with communication needs.
 Yes
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. The IEP team must consider the use of positive behavioral interventions and supports and other strategies to address that behavior.

Student Name: Mary Sample

ID#: SAMPLE21

Meeting Date: 02/21/2019

Annual Goal # of 2 goals

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

Reference From North Dakota Content Standards

Standard: 04.HE.7 Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

Annual Goal

Intent/purpose:

To increase Billy's ability to advocate for his personal, physical, mental, and emotional health.

Behavior:

With one or no prompts, Billy will be able to tell his peers or teachers what he needs in order to benefit his personal, physical, mental, and emotional health.

Ending Level:

With 90% accuracy within 20 trials within one reporting period for 4 consecutive reporting periods by IEP end. (Baseline of 50%)

Characteristics of services:

This IEP goal will be met through direct instruction by the special education and classroom teacher. The skill will be reinforced through support of paraprofessionals and full time aide. Prompts will consist of gestures and verbal cues. The trials will be presented throughout the reporting period.

How and when periodic progress reports will be provided:

Progress reports will be reported with general education progress reports. 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

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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 Count to tell the number of objects.

Code/Standard: MA.K.CC.5 Count to answer "how many?" questions.

Annual Goal

Intent/purpose:

To increase Billy's mathematical skills.

Behavior:

Billy will count to 10 with manipulatives by pointing to an object and verbally stating number.

Ending Level:

With 80% accuracy within 10 trials within one reporting period for two consecutive reporting periods by IEP end (Baseline: 10% concept of 1)

Characteristics of services:

This IEP will be met through direct instruction by the special education and classroom teacher. The skill will be reinforced through support of paraprofessionals and full time aide. Prompts will consist of gestures and verbal cues. The manipulatives may be tangible or digital. The trials will be presented throughout the reporting period.

How and when periodic progress reports will be provided:

Progress reports will be reported with general education progress reports. 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: 02/21/2019

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

- break down multi-step directions
- one to one instruction
- modified instructional work
- full time instructional aide

BEHAVIOR

- modified seating to reduce distractions
- verbal prompts and cues to maintain/return attention
- modified safety procedures

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

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
- Streamline
- Braille
- Closed Captioning
- Text to speech Passages and Items

Non Embedded

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

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

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 type="checkbox"/> Transportation | <input type="checkbox"/> Recreation |
| <input type="checkbox"/> Special Interest Groups | <input type="checkbox"/> Other: | |

Comments:

Student Name: Mary Sample

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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 to integrate Billy into the general education classroom for 79% of the day, so that he can receive special education support and related services as well throughout the day. This setting allows Billy to interact more with his peers to increase his social and communication domains, while also allowing for Billy to receive the related services necessary for his success.

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
Instructional Aide	420	03/04/2019	9 Months - full school year	Miss Monica Geller	Kingpop Elementary School
Occupational Therapy	30		9 Months - full school year	Miss Cinderella Shue	Kingpop Elementary School
Speech Language	30		9 Months - full school year	Miss Ariel Taciturn	Kingpop Elementary School

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.)

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

Justification for the team's decision: The team decided that and ESY would be necessary and beneficial to Billy so that he can continue to refine his skills in the domains where he is lacking.

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B. Name of Parent Michael Jean			Home Phone Number 701-952-5426		Other Phone Numbers	
Parent's Email Address Beautyqueen33@gmail.com						
Current Address 1234 Notmyson Street			City Bismarck	State ND	Zip 58504	
C. IEP Case Manager Claire Davis			Case Manager Email Address cpdavis1@umary.edu		Phone Number 6128500080	
IEP Type Annual Review/Revision			Primary Disability Intellectual Disability		Secondary Disability	
Date of Last Comprehensive Individual Assessment Report: 02/12/2019						
Annual Goals, Short-Term Objectives, and Periodic review of services						

Annual Goal # of 2 goals**Annual Goal****Intent/purpose:**

To increase Billy's ability to advocate for his personal, physical, mental, and emotional health.

Behavior:

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Ending Level:

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Characteristics of services:

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Adaptation of Educational Services

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BEHAVIOR

- modified seating to reduce distractions
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- modified safety procedures

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 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)

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

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.

Educational Environment

SETTING:

- 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 to integrate Billy into the general education classroom for 79% of the day, so that he can receive special education support and related services as well throughout the day. This setting allows Billy to interact more with his peers to increase his social and communication domains, while also allowing for Billy to receive the related services necessary for his success.

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

Special Education and Related Services

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Length of school day:

- The student will attend for the full school day.

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- The review of each goal indicates that an extended school year is needed.

