

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

Individualized Education Program Transition (16-21)

IEP Meeting Date: 04/12/2019							<input type="checkbox"/> Amendment to IEP:	
A. Student Name (Last, First, MI) Sample, Mary					Birthdate (month/day/year) 06/05/2004			
Gender Female								
Grade Tenth 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 58503	Phone Number 701-987-6543		
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 in another district		<input type="checkbox"/> Home Education	
B. Name of Parent Kip Tenight			Home Phone Number 701-987-6543		Other Phone Numbers			
Parent's Email Address superrr@gmail.com								
Current Address 123 Easy Street			City Bismarck	State ND	Zip 58503			
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 Traumatic Brain Injury			Secondary Disability		
Date of Last Comprehensive Individual Assessment Report 04/10/2018								
<input checked="" 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	Kip Tenight	<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)	Mrs. Johnson	<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
Adult Services Agency Representative (if applicable) Agency Name: Vocational Rehabilitation Date of Parental Consent of outside Agency: 04/12/2019	Carrie Roberts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Occupational Therapist	Cinderella Shue	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Speech Language Pathologist	Ariel Taciturn	<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: 04/12/2019

Transition Services (ages 16-21) or younger if appropriate

T-1. Measurable Post Secondary Goals

Education/Training: Upon completion of high school, Clark will enroll in Adult Life Education.

Employment: After graduation, Clark will obtain employment in a library as a book keeper.

Independent Living Skills: After graduation, Clark will live at home with his parents, sister, and great aunt.

D. Present Levels of Academic Achievement and Functional Performance for Students Ages 6-21

The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources. 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

Clark is a 16 year old young man with a significant traumatic brain injury (TBI). He is currently receiving services in Miss Davis' Special Education room, and is enrolled in Mrs. Johnson's tenth grade class at Metropolis High. He receives daily instruction in Literacy (reading, writing, and communication), Math, and Science. He is also involved in vocational and daily living skill training. His coursework is delivered in individual and small group settings in the special ed classroom except for Digital Communications (a general education career course) which he has taken (using a modified curriculum) with the assistance of a one to one instructional assistant. He has an on-campus work placement in the school library. Clark responds well to verbal praise and is able to stay focused on a task for 20+ minutes with occasional verbal redirection.

Memory

In relation to Clark's memory, both his long term and short term memory are consistent. When compared to his same age peers, he is at an average comparable level. For example, when Clark goes to school, he is able to remember the faces/names of his teachers, aides, and peers. He also knows how to get to his classrooms, and is able to remember what materials he needs to bring to class, but most often, the aide will prepare his books/notebooks for class ahead of time. He knows the names of all his family members, and has shown that he can remember how to operate a variety of switch activated devices (i.e. button maker, blender, etc.), use a paper shredder, and collate papers with a jig. Clark also has a job in the on-campus library that involves the checking in and out of books, as well as using a scanning shelving and shelving books. He is able to remember how to do all of these tasks, although he does require the assistance of a TA when shelving books.

Listening Skills/Comprehension

When compared to his same age peers, Clark shows average listening and comprehension skills. Clark is able to follow conversations with peers and teachers, and understands and follows lessons/directions both in the general education setting and the special ed setting.

Formal Assessments

Clark was administered the WIAT: Mathematics Composite, WJ-R Achievement: Mathematics Subtests, and the Stanford-Binet: Fourth Edition by Miss Davis, his special education teacher, between the dates of 1/15/19 and 2/24/19. The purpose of these assessments were to test Clark's mathematic abilities, and to see his level of comprehension with the subject, as well as testing his comprehension in general. The WIAT: Mathematics Composite and WJ-R Achievement: Mathematics Subtests consisted of various questions to test his math skills and to see where he is at compared to his peers.

The Stanford-Binet: Fourth Edition consisted of questions to test his comprehension and compare it to those of his peers. His noted strengths were in visual-spatial, fluid reasoning, and working memory. His noted weaknesses were in mathematical comprehension and processing speed. His full scale IQ score is 83, which is just below the average of his peers.

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

Clark is currently receiving daily instruction in reading in both small group and individual settings in Miss Davis' special education classroom. He reads at a 3rd grade level, and is continuing to receive instruction so he can work towards grade level reading goals. Clark enjoys looking at books, and his family reports that in his free time at home, Clark can often be found with books in his hands. His on-campus job placement at the library also gives him plenty of access to books, and his employment supervisor has allowed him to check out one book each shift that he can take to class. This works out well for Clark, because he gets to learn about new subjects or read something interesting, and Miss Davis is able to read the books to him, and work on certain sight words/ vocabulary words that can be found within these books.

Math

Clark is currently receiving daily instruction in reading in both small groups and individual settings in Miss Davis' special education classroom. Clark has made some advances in this area, but is at about a 1st grade level as compared to his same age peers. Miss Davis says that Clark is still working on basic addition and subtraction skills, and that he has no understanding of how money works or how to organize finances (this is all taken care of by his family). He receives modified instructions and curriculum in this area, which has helped with his skills. Sometimes Clark can get frustrated with math if a problem gets to be too hard, but if he is able to take a break to breath and self regulate, he can typically complete the task with extra assistance.

Written Language

Clark is currently receiving daily instruction in written language in both small groups and individual settings in Miss Davis' special education classroom. He is able to use his right hand to manipulate larger items and can use his left hand for stabilization. Written language is an area of concern for the IEP team, as he requires modified writing tools and hand-over-hand placement to write legibly. When compared to his same age peers, Clark's writing samples indicate that he is writing at the level of a kindergartener or a 1st grader. The IEP team has proposed including written instruction with a writing specialist 2 times a week for 30 minute sessions.

Social Studies and Science

Clark is currently receiving daily instruction in Science primarily in small group settings. Miss Davis has indicated that this is an area of interest and strength for Clark. When compared to his same age peers, Clark is around a 4th grade level, and can understand the majority of the instructions and tasks when they are modified. He will continue to receive services and modified support in this subject. Clark is not currently enrolled in any social studies courses, but he is involved in vocational and daily living skill training, which he is doing well in.

Work Habits and Learner Behaviors

Clark displays strong work habits and good learner behavior. When he requires assistance with a certain task or problem, he politely asks for help from his peers or teachers. Clark is able to focus on tasks for 20+ minutes with little to no verbal redirection. Clark is always willing and eager to learn new skills and has a high level of motivation to please his teachers. His family reports that even when he is sick, Clark begs to go to school. Whenever Clark becomes stressed or frustrated with a task or problem, a short break usually helps him calm down and self-regulate so that he can return to the task at hand.

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

Based on observations from team members, Clark is able to read some body language of his peers. Clark responds well to verbal praise. He also understands the majority of his lessons and instructions, but they must be modified and broken down into simple 1 step directions in order for Clark to fully process them. Clark's receptive language is consistent in small group and individual settings.

Expressive Language

Clark has little intelligible speech other than single words and yes/no responses, but within the classroom he has used

an iTalk2 to communicate simple needs and choices, and he is learning to use a GoTalk20+. He does not use an augmentative communication device, but he does have a picture board which transitions with him between the school, the community, and home. Clark receives speech therapy twice a week for 30 minute sessions. Clark's expressive language is consistent in both small group and individual settings.

Physical Characteristics (medical, vision, hearing, motor)

Health

Clark has been described as a particularly healthy individual. He has suffered from tonic-clonic seizures, but these are 85% controlled with 2 different anticonvulsant medications. He is currently fed through a gastronomy tube, but he is able to take some foods orally. The gastronomy tube was originally placed to avoid asphyxiation of food during meal times which resulted in upper respiratory infections. These URI's have since decreased since his surgery.

Medication

Clark takes Tegretol and Mysoline to control his tonic-clonic seizures. As a result, these seizures are 85% controlled.

Vision/Hearing

A functional vision assessment has indicated that Clark's visual acuity with corrective lenses at near distances is 20/80 and at far distances is 20/100. His most effective visual field is slightly below eye level, and he is able to localize to a visual stimulus and fixate his gaze on objects and people, as well as shift his gaze. Clark doesn't like wearing his glasses, but is cooperative in this area most of the time. He has no issues regarding his hearing.

Gross/Fine Motor Skills

Clark uses a manual wheelchair for mobility which has been adapted with trunk support and subsist bar. He is able to use his right hand to manipulate larger items and can use his left hand for stabilization. Clark receives physical therapy once a week for 30 minutes and has ongoing services in the classroom including positioning on adaptive equipment. He wears AFO's for stability when using a stander and a left hand-elbow mobilizer. Clark's physical therapist would like for him to have a motorized wheelchair, but funds have not been available. Clark also receives occupational therapy on a consultative basis. His teacher and the occupational therapist have been working on developing vocationally related jigs.

Sensory

This is not an area of concern for the IEP team as Clark does not display any sensory seeking behaviors.

Emotional/Social Development (social skills, leisure)

Social

In general, Clark's family and educators have some concerns with Clark's social skills and behaviors at home and at school. He has little intelligible speech other than single words and yes/no responses, but within the classroom he has used an iTalk2 to communicate simple needs and choices, and he is learning to use a GoTalk20+. Besides these concerns, he is very friendly with everyone he meets, and really enjoys spending time with his peers and at school. Clark's family reports that he demonstrates a high level of motivation to please his teachers, and that even when he is sick he begs to go to school. Clark receives individual and small group instruction, and his teachers have noted that he interacts well with his peers.

Emotional

Clark is described as emotionally stable when compared to his same age peers. When academic challenges arise, he displays some frustration, but he is always able to self regulate by taking a break for a few minutes or listening to music, then he returns to the task at hand.

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

Clark's adaptive behaviors in terms of knowing the difference between right and wrong and following rules is not considered

and area of concern. There are no safety concerns beyond what is normal for someone of his age. Clark demonstrates that he is able to self-direct and focus on a task at hand for 20+ minutes with little need for verbal redirection. Miss Davis' only concern for Clark is that he sometime has trouble adapting to new lessons each day. But with modified instructions and breaking down the task to one directive at a time, Clark tends to have a better understanding of the task. Clark is very motivated in his studies, and wishes to please all of his teachers. Clark's parents report that even when he is sick, he still begs to go to school. Clark is capable of directing himself to complete his homework to maintain good grades. In regards to work, Clark is currently employed in the on-campus library as a book keeper, and he genuinely enjoys his job. He and his family have expressed interest in having Clark look for post-secondary employment at a library.

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

Clark lives at home in a relatively safe residential area with his step-father, his mother, his great aunt, and his younger sister. Clark also has an older brother who is currently away at college.

Other

Address the present level of performance in each of the following domains with documentation of student needs, preferences and interests and identify by what method this information was obtained.)

Jobs and Job Training

Clark currently has an on-campus job at the school library checking books in and out of the library using a scanning system, and shelving books with the assistance of a TA. He thoroughly enjoys his job, and would like to seek employment in a library setting after graduation.

By what method was this obtained:

This information was obtained from Clark and his parents.

Recreation and Leisure

Clark likes to spend his free time reading, watching DVD's, listening to his iPod, watching his younger sister play video games, cooking and eating family meals, and making music on his electronic keyboard.

By what method was this obtained:

This information was obtained from Clark and his family.

Home/Independent Living

Clark enjoys living at home with his family. Currently his mother and great aunt provide total physical care for him. Although Clark could assist with some personal hygiene tasks, this is not an expectation for him while at home. Other than insignificant type choice, all decisions are made for Clark by his parents.

By what method was this obtained:

This information was obtained from Clark's family.

Community Participation

Besides his position in the library, Clark goes into the community on occasion with his one-on-one worker when she is allowed to use the family wheelchair lift van. Clark is able to sit in a car using a seatbelt and then be transferred into Pogo Buggy for community outings, but his parents prefer him not to be transported in that manner.

By what method was this obtained:

This information was obtained from Clark's parents.

Post-Secondary Training and Learning Opportunities

Clark will be enrolled in Adult Life Ed after graduation (after his services run out at the age of 21). He will continue to work at the on-campus library during the summer, and will seek employment in a library after graduation.

By what method was this obtained:

This information was obtained by Clark and his parents.

Related Services

Clark receives instruction in individual and small group settings for Literacy, Math, and Science. This will continue throughout the rest of his high school career. Vocational Rehabilitation will also become a related service for Clark as he gets closer to graduation.

By what method was this obtained:

This information was obtained from Clark's parents and Miss Davis.

Student Name: Mary Sample**ID#:** SAMPLE21**Meeting Date:** 04/12/2019

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?
 No. The team has considered the child is not a child with limited English Proficiency.
 Yes
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. The IEP team has determined, after considering all areas related to the student's present levels of academic achievement and functional performance, that the student needs assistive technology in order to access the general education curriculum.
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: 04/12/2019

T-2. Course of Study

School Year	Grade Level	List Courses and Educational Experiences to be taken each year	Credits to be earned	Credits Earned	Total Credits Earned
2017-18	Ninth grade	F&C Math 1 (1) F&C English 1 (1) F&C Science 1 (1) F&C Social Studies 1 (1) AT Daily Living 1 (1) Physical Education (1/2) Art 1 (1/2) Music (1/2)	6.5	6.5	6.5
2018-19	Tenth grade	F&C Math 2 (1) F&C English 2 (1) F&C Science 2 (1) F&C Social Studies 2 (1) AT Daily Living 2 (1) Digital Communications (1) Physical Education (1/2) Music (1/2) Art 2 (1/2)	7.5	7.5	14
2019-20	Eleventh grade	F&C Math 3 (1) F&C English 3 (1) F&C Science 3 (1) F&C Social Studies 3 (1) AT Daily Living 3 (1) Physical Education (1/2) Music (1/2)	6.5	6.5	20.5

		Art 3 (1/2)			
2020-21	Twelfth grade	F&C Math 4 (1)			
		F&C English 4 (1)			
		F&C Science 4 (1)			
		F&C Social Studies 4 (1)	6.5	6.5	27
		AT Daily Living 4 (1)			
		Physical Education (1/2)			
		Music (1/2)			
		Art 4 (1/2)			
Ages 18-21					

Total Number of credits required by this district for graduation: 24

Anticipated month and year of graduation: May 2021

Will this student exit secondary school with fewer credits than required of all students by the district?

Yes No

If yes, identify the alternate document approved by the district that the student will receive.

Transfer of Rights:

No later than one year before the age of majority (18) the student and family must be informed of the educational transfer of rights.

Discussion of transfer of rights must be held and documentation here.

Clark has elected to waive his transfer of rights. His parents will remain in charge of his educational decisions.

Date of IEP Meeting when transfer of rights was discussed 04/12/2019

Procedural Safeguards:

Upon turning 18, the student and parent must receive written notification that the educational rights of the student have transferred.

Date transfer of rights to students occurred and "Transfer of Rights to Student" form was signed, if applicable

Student Name: Mary Sample

ID#: SAMPLE21

Meeting Date: 04/12/2019

T-3. Transition Services

Strategies and Activities Needed to Assist the Student in Reaching Post-Secondary Goals

Education/Training:

Goal: Upon completion of high school, Clark will enroll in Adult Life Education.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Apply for and take ACT testing with accommodations Apply at adult support agencies	student and parent	2019 - 2020	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete a functional vocational evaluation	student and parent	2019 - 2020	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Employment:

Goal: After graduation, Clark will obtain employment in a library as a book keeper.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Complete the application for Vocational Rehabilitation	student and Vocational Rehabilitation	2019 - 2020	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn about community agencies that provide services and support to people with disabilities	student and special education teacher/counselor	2019 - 2020	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Optional)

Independent Living Skills:

Goal: After graduation, Clark will live at home with his parents, sister, and great aunt.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Develop the ability to respond to emergency situations in the									

community (missing the bus, contact with strangers, being lost)	student and parent	2019 - 2020	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Obtain a list of providers to VR who conduct person-centered planning, job development and placement, and job coaching	student, Vocational Rehabilitation, and special education teacher/counselor	2019 - 2020	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Name: Mary Sample

ID#: SAMPLE21

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Annual Goal # of 3 goals

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

Reference From North Dakota English Language Arts Content Stds 2017

Grade/Subject Grades 9-10

Strand: Speaking and Listening

Cluster Comprehension and Collaboration

Code/Standard: ELA.9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Annual Goal

Intent/purpose:

To increase Clark's use and comprehension of verbal language.

Behavior:

Clark will demonstrate increased verbalization by accurately using 4-5 word sentences when speaking on various topics and subjects.

Ending Level:

Based on data regarding Clark's verbal language skills, Clark will demonstrate proficiency 75% of the time with his verbal language usage within 10 trials per reporting period (semester) for 3 consecutive reporting periods (baseline 15%).

Characteristics of services:

This goal will be met through collaboration and direct specialized instruction from the special education teacher and speech language pathologist.

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:** 04/12/2019**Annual Goal #** of 3 goals**F. Annual Goals, Short-Term Objectives, and Periodic review of services****Reference From North Dakota Mathematics Content Standards 2017****Grade:** Grade 1**Subject:** Mathematics**Domain:** Number and Operations in Base Ten**Cluster** Extend the counting sequence.**Code/Standard:** MA.1.NBT.1.ii Read and write numerals within 120.**Annual Goal****Intent/purpose:**

To increase Clarks understanding of the values of numbers, and to increase his addition and subtraction skills.

Behavior:

Clark will be able to add and subtract numbers within 50 by 10's and 1's.

Ending Level:

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

Characteristics of services:

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

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:** 04/12/2019**Annual Goal #** of 3 goals**F. Annual Goals, Short-Term Objectives, and Periodic review of services****Reference From North Dakota English Language Arts Content Stds 2017****Grade/Subject** Grade 1**Strand:** Reading**Cluster** Phonics and Word Recognition**Code/Standard:** ELA.1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.**Annual Goal****Intent/purpose:**

To increase Clark's reading fluency.

Behavior:

Clark will be able to read complete sentences made up of 3 or more words.

Ending Level:

with 80% accuracy within 10 trials per reporting period, within 3 reporting periods (semesters). (Baseline 15%)

Characteristics of services:

This goal will be met through direct instruction and support from the special educator, paraprofessional staff, and a reading specialist

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: 04/12/2019

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

- access to visual aides
- modified curriculum
- individualized direct instruction
- breakdown of multi-step directions

BEHAVIOR

- verbal prompts will be used to keep Clark on task
- 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 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 type="checkbox"/> Separate Setting |
| <input type="checkbox"/> Color Contrast | <input checked="" type="checkbox"/> Read aloud | <input type="checkbox"/> Translations (glossaries) |
| <input type="checkbox"/> Color Overlay | | <input type="checkbox"/> Translated Test Directions |
| | <input checked="" type="checkbox"/> Scribe | <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.

Clark will be 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 checked="" 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 |

Special Interest Groups

Other:

Comments:

Student Name: Mary Sample

ID#: SAMPLE21

Meeting Date: 04/12/2019

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:

- 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 Clark would continue to benefit the most academically when he is receiving instruction and services mainly within the special education room. Clark will continue to receive Digital Communications and other general education courses in the general education setting with the appropriate curriculum modifications. Clark will also continue his work study at the on-campus library.

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
Individualize Instruction in math	40	04/22/2019	9 Months - full school year	Miss Davis (Special Educator)	Metropolis High School
Individualize Instruction in reading	40	04/22/2019	9 Months - full school year	Miss Davis (Special Educator)	Metropolis High School
Individualize Instruction in science	40	04/22/2019	9 Months - full school year	Miss Davis (Special Educator)	Metropolis High School
Individualize Instruction in social studies	40	04/22/2019	9 Months - full school year	Miss Davis (Special Educator)	Metropolis High School
Individualize Instruction in written language	40	04/22/2019	9 Months - full school year	Miss Davis (Special Educator)	Metropolis High School
Physical Therapy	30 (once a week)	04/22/2019	9 Months - full school year	Rapunzel Gothel (PT)	Metropolis High School
Occupational Therapy	30 (consultative basis)	04/22/2019	9 Months - full school year	Cinderella Shue (OT)	Metropolis High School
Speech Language	30 (twice a week)	04/22/2019	9 Months - full school year	Ariel Taciturn (SLP)	Metropolis High 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 MADE 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: With the academic advances that Clark continues to make, the IEP team has decided that he will not need to take part in an extended school year. If this becomes a concern, the team will reconvene and discuss.

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

IEP Snap Shot Age 16-21						
IEP Meeting Date: 04/12/2019						<input type="checkbox"/> Amendment to IEP:
A. Student Name (Last, First, MI) Sample, Mary				Birthdate (month/day/year) 06/05/2004		Gender Female
Grade Tenth 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 58503	Phone Number 701-987-6543
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 Kip Tenight			Home Phone Number 701-987-6543		Other Phone Numbers	
Parent's Email Address superr@gmail.com						
Current Address 123 Easy Street			City Bismarck	State ND	Zip 58503	
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 Traumatic Brain Injury		Secondary Disability	
Date of Last Comprehensive Individual Assessment Report: 04/10/2018						
Annual Goals, Short-Term Objectives, and Periodic review of services						
Annual Goal # of 3 goals						

Annual Goal**Intent/purpose:**

To increase Clark's use and comprehension of verbal language.

Behavior:

Clark will demonstrate increased verbalization by accurately using 4-5 word sentences when speaking on various topics and subjects.

Ending Level:

Based on data regarding Clark's verbal language skills, Clark will demonstrate proficiency 75% of the time with his verbal language usage within 10 trials per reporting period (semester) for 3 consecutive reporting periods (baseline 15%).

Characteristics of services:

This goal will be met through collaboration and direct specialized instruction from the special education teacher and speech language pathologist.

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

Annual Goal # of 3 goals

Annual Goal**Intent/purpose:**

To increase Clark's understanding of the values of numbers, and to increase his addition and subtraction skills.

Behavior:

Clark will be able to add and subtract numbers within 50 by 10's and 1's.

Ending Level:

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

Characteristics of services:

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

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

Annual Goal # of 3 goals

Annual Goal**Intent/purpose:**

To increase Clark's reading fluency.

Behavior:

Clark will be able to read complete sentences made up of 3 or more words.

Ending Level:

with 80% accuracy within 10 trials per reporting period, within 3 reporting periods (semesters). (Baseline 15%)

Characteristics of services:

This goal will be met through direct instruction and support from the special educator, paraprofessional staff, and a reading specialist

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

- access to visual aides
- modified curriculum

- individualized direct instruction
- breakdown of multi-step directions

BEHAVIOR

- verbal prompts will be used to keep Clark on task
- 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 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), Scribe (for ELA non-writing items and math items)

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

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

Non Embedded: 100s Number Table, Read aloud, 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): 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.

Clark will be able to participate in the North Dakota State Assessments with the appropriate accommodations and modifications.

Educational Environment

SETTING:

- C. Inside regular class for 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 Clark would continue to benefit the most academically when he is receiving instruction and services mainly within the special education room. Clark will continue to receive Digital Communications and other general education courses in the general education setting with the appropriate curriculum modifications. Clark will also continue his work study at the on-campus library.

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.

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 has determined that ESY is not necessary.