

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

Individualized Education Program Age 6-15

IEP Meeting Date: 04/08/2019							<input type="checkbox"/> Amendment to IEP:	
A. Student Name (Last, First, MI) Sample, Mary					Birthdate (month/day/year) 06/05/2004		Gender Female	
Grade Seventh grade	Age 14	Race White	Ethnicity	Student's Primary Language English	Communication Mode Verbal		Primary Language Spoken at Home Norwegian	
Current Address 123 West Street			City Bismarck	State ND	Zip 58502	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 Agnarr Arendelle			Home Phone Number 701-123-4567		Other Phone Numbers			
Parent's Email Address vikings1@gmail.com								
Current Address 123 West Street			City Bismarck	State ND	Zip 58502			
Name of Second Parent (if applicable) Iduna Arendelle			Home Phone Number 701-123-4567		Other Phone Numbers			
Parent's Email Address vikings2@gmail.com								
Current Address 123 West 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 Traumatic Brain Injury		Secondary Disability			
Date of Last Comprehensive Individual Assessment Report 04/06/2018								

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	Agnarr Arendelle	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Parent	Iduna Arendelle	<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)	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
Speech Language Pathologist	Ariel Taciturn	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Homebound Teacher	Roberta Jeffry	<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: 04/08/2019

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

Elsa is a 7th grader who is in Mrs. Johnson's class at DCMS. She originally came to DCMS last year as a 6th grader. Elsa's family immigrated from Norway, and her parents work as successful self-employed farmers. While Elsa's father doesn't speak much English, both her mother and herself can speak and understand Norwegian and English. Elsa is eligible to receive special education services under diagnosis of having a Traumatic Brain Injury (TBI). Elsa was in a car accident when she obtained her TBI, and her family continues to experience high medical costs resulting from the accident. Elsa enjoys going to school, and has shown great abilities in mathematics, and her counselors are discussing the possibility of including her name in the list of students eligible for the math enrichment program. She also does well in the majority of her school work, as most of her assignments are modified so that they are shorter and don't wear her out so easily.

Memory

Elsa's long term and short term memory are consistent for her age and abilities. She has shown that she knows her way around her house/school, and recognizes her family members, educators, and peers. Elsa shows that she has great memory in all academic areas, but requires accommodations in writing due to the fact that she has trouble controlling her arm and hand movements. To cope with this, she has learned how to use one finger and one word voice commands to facilitate the process. The team has shown concern for Elsa's language development, as she has shown limited memory for language.

Listening Skills/Comprehension

When considering Elsa's listening skills, the IEP team has noted that she is consistent in her abilities and shows average performance when compared to her same age peers. While she does well in her academics, she tends to excel more in the area of mathematics. Her counselors are discussing the possibility of including her name in the list of students eligible for the math enrichment program. Elsa uses an electronic note taker in her academic classes and it has a modified keyboard that makes it easier for her to input data while still following along with the lesson. The notes can then be downloaded into a desktop computer for editing. Elsa follows conversations with her family, peers, and teachers, and attempts to take turns in speaking. However, when Elsa is asked a question, it often takes her a lot of time and effort to process questions, which remains a concern for the IEP team. This is area is being considered for further interventions.

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

Student Characteristics

Elsa is a 7th grader who is in Mrs. Johnson's class at DCMS. She originally came to DCMS last year as a 6th grader. Elsa is eligible to receive special education services under diagnosis of having a Traumatic Brain Injury (TBI). Elsa enjoys going to school, and has shown great abilities in mathematics, and her counselors are discussing the possibility of including her name in the list of students eligible for the math enrichment program. She also does well in the majority of her school work, as most of her assignments are modified so that they are shorter and don't wear her out so easily.

Math

Despite Elsa's diagnosis of a TBI, she continues to demonstrate gifted abilities in the area of mathematics. She is doing well in

7th grade math, and her counselors are considering including her name in the list of students eligible for the math enrichment program. Elsa is at the above average level when compared to her same age peers. Her current math teacher has modified her requirements because of the length of time it takes Elsa to complete a problem. Usually she has shortened assignments or only has to write the answer to a problem instead of writing out the whole problem. She is also able to use her computer to take notes in class and complete her assignments.

English

Elsa has been receiving interventions and direct instruction in English since she enrolled at DCMS as a 6th grader. She shows great effort in this area, but is still not at the same level as her same age peers. Elsa will continue to receive support from Miss Davis and an English teacher in this area.

Writing

Elsa has been receiving interventions and direct instruction in the area of writing since she enrolled at DCMS as a 6th grader. Writing is a slow and laborious process for her as she has difficulty controlling her arm and hand movements. When compared to her same age peers, Elsa is below average in her abilities. She has learned to word process using one finger and uses an electronic note taker in her academic classes and it has a modified keyboard that makes it easier for her to input data while still following along with the lesson. The notes can then be downloaded into a desktop computer for editing. Elsa will continue to receive support in this area from Miss Davis and a writing specialist.

Social Studies and Science

Elsa has received interventions and services in the areas of science and social studies since she enrolled at DCMS as a 6th grader. Elsa shows great effort and interest in these areas, and has made academic advances in both since her arrival at DCMS. When compared to her same age peers, she is within the average range. She still requires assistance in these areas, and will continue to receive interventions from Miss Davis in the special education resource room.

Work Habits and Learner Behavior

Since coming to DCMS, Elsa's work habits and learner behavior have improved immensely. She shows great mathematic strengths, and continues to make academic advances in almost all subjects. It has been noted by the IEP team that Elsa struggles with language development, and will continue to receive services and supports for this.

Interventions

Upon enrolling at DCMS as a 6th grader, Elsa received interventions and supports in a self-contained classroom for students with physical impairments or health care needs. She continues to receive services in this room for English, Social Studies, and Science. She is also in a co-taught math class, as well as adapted physical education. She also receives speech and physical therapy services during the day, and will be starting music class next week, which she is really excited for. The IEP team has considered allowing Elsa into the general education classroom to receive some of this instruction with her same age peers in the areas of Science, English, and Social Studies with the help of a paraprofessional.

Communicative Status (receptive and expressive language)

Receptive Language

Based on various observations from team members, Elsa shows appropriate receptive language for her age and in comparison with her same age peers, but struggles with verbal communication. Elsa uses an electronic note taker in her academic classes and it has a modified keyboard that makes it easier for her to input data while still following along with the lesson. The notes can then be downloaded into a desktop computer for editing. Elsa follows conversations with her family, peers, and teachers, and attempts to take turns in speaking. However, when Elsa is asked a question, it often takes her a lot of time and effort to process questions, which remains a concern for the IEP team. This area is being considered for further interventions.

Expressive Language

Elsa has made considerable gains with her expressive language since coming to DCMS, but is still not at the same level as her same age peers. She has been receiving interventions in this area since her enrollment, but the IEP team has shown concern since Elsa does have limited memory for language. Although she can be understood in both English and Norwegian, she displays labored speech, which is an ongoing area of concern.

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

The IEP team has noted various concerns regarding Elsa's health. Often, Elsa's health requires her to stay home and receive services from Roberta Jeffry, Elsa's homebound teacher. Ms. Jeffry facilitates communication between the school, family, doctor, and Elsa. She also coordinates assignments from Elsa's teachers and helps Elsa stay current with class content. Because of the homebound services, Elsa's extended absences have not resulted in retention or poor grades.

Vision/Hearing

The IEP team is not concerned with Elsa's vision or hearing capabilities. She has passed each annual exam without any problems, and doesn't display any issues in the classroom. Elsa prefers visuals and hands on activities in the classroom, as this is how she learns best.

Medication

Elsa is not currently taking any medications for her condition. However, this may become an area of concern in the future, as her parents do not have comprehensive medical insurance.

Safety

The IEP team is not concerned for Elsa's safety, as she is aware of herself and her surroundings.

Gross/Fine Motor

Writing is a slow and laborious process for her as she has difficulty controlling her arm and hand movements. When compared to her same age peers, Elsa is below average in her abilities. She has learned to word process using one finger and uses an electronic note taker in her academic classes and it has a modified keyboard that makes it easier for her to input data while still following along with the lesson. Elsa is able to move around with the help of a wheeled walker. The walker is adjustable to Elsa's height, and is able to provide some stability as she walks. Because she uses a walker, she is excused from class early, but she also fatigues easily. She has also displayed some difficulties with speech, and continues to receive services in this area.

Sensory

The IEP team is not concerned with this area, as Elsa doesn't display sensory seeking behaviors.

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

Based on observations and reports from her teachers, Elsa is described as very calm and collected. She doesn't show any abnormal or unsafe behaviors when compared to her same age peers.

Social

Elsa has been working on developing social skills since she enrolled at DCMS. The IEP team has limited concerns in this area, as Elsa has made progress over the last year. She likes to interact with her peers, even though speaking is a very slow and labored process for her. Elsa has also expressed her excitement at being enrolled in a music course starting next week. Iduna Arendelle has indicated that Elsa had talked about music all summer and a chance to be with her friend's in a "cool" class.

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

The IEP team hasn't expressed any concerns regarding Elsa's safety, as she is aware of her surroundings and doesn't place herself in dangerous situations.

Elsa has been working on adaptive behaviors over the last year, especially since she is frequently absent. When she is not in school, this instruction is given to Elsa by Roberta Jeffry, her homebound teacher. The transitions from extended periods at home to extended periods at school have gotten easier for Elsa with help from Miss Jeffry, Miss Davis, and the paraprofessional staff.

In the area of self direction, Elsa is able to keep herself focused on the task at hand with few reminders to focus. Sometimes she does need to be taken to a quieter setting to focus on a certain activity or assignment, she is typically able to regulate herself.

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

Elsa lives at home with her mother (Iduna), and her father (Agnarr) in a safe neighborhood. Her family immigrated from Norway, and her parents are successful self employed farmers.

Other

Student Name: Mary Sample

ID#: SAMPLE21

Meeting Date: 04/08/2019

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. The IEP team must consider the language needs of the child as those needs relate to the child's IEP.
 No
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: 04/08/2019

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

Grade 1

Strand: Speaking and Listening**Cluster** Presentation of Knowledge and Ideas**Code/Standard:** ELA.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Annual Goal

Intent/purpose:

To increase and improve Elsa's speaking abilities.

Behavior:

Elsa will be able to speak clearly and accurately in 4-5 word sentences.

Ending Level:

With 80% accuracy within 15 trials per reporting period within 2 reporting periods/semesters (Baseline 40%).

Characteristics of services:

This goal will be met through direct instruction from the special educator, paraprofessional staff, 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: 04/08/2019

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

Grade 1

Strand: Language**Cluster** Conventions of Standard English

Code/Standard: ELA.1.L.1 Within the context of authentic English writing and speaking...: Introduce (Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.; Correctly use common homophones (e.g., to, too, two; there, their).; Ensure subject verb-agreement.; Produce compound sentences.; Use singular and plural nouns with matching verbs in basic sentences (simple subject/verb agreement).; Form and use regular and irregular plural nouns.; Form and use the simple verb tenses (e.g., I walked, I walk; I will walk).; Use personal, possessive, and indefinite pronouns.; Use adjectives depending on what is to be modified.; Use demonstratives (that, those, these, this).; Practice (Use question words (interrogatives).; Produce complete sentences in shared language activities.; Common and proper nouns.; Use regular plural nouns orally by adding /s/ or /es/.; Use frequently occurring adjectives.; Use articles.); Display proficiency in (Uppercase and lowercase letters.; Use frequently occurring conjunctions (and, or, but).; Use prepositions.)

Annual Goal

Intent/purpose:

To increase and improve Elsa's English language development.

Behavior:

Elsa will speak in appropriate sentences and use at least 2 new vocabulary words in 5 of her sentences. She will also draw a connection between the Norwegian term and English term for various objects.

Ending Level:

with 70% accuracy within a 12 trials per reporting period for two consecutive reporting periods/semesters (Baseline 35%).

Characteristics of services:

This goal will be met through direct instruction from the special educator, paraprofessional staff, and speech language pathologist.

How and when periodic progress reports will be provided:

Progress reports will be received via mail for two 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: 04/08/2019

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

- modify instructional work
- break down multi-step directions
- provide access to visual aides
- maintain homebound supports and services

BEHAVIOR

- verbal prompts or cues to refocus on task at hand

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**

Embedded

- | | | |
|---|---|--|
| <input type="checkbox"/> Highlighter | <input type="checkbox"/> Keyboard navigation | <input type="checkbox"/> Mark for review |
| <input type="checkbox"/> Math tools | <input type="checkbox"/> Spell check | <input type="checkbox"/> Strikethrough |
| <input type="checkbox"/> Writing tools | <input type="checkbox"/> Zoom | <input type="checkbox"/> Break |
| <input type="checkbox"/> Calculator (for calculator items only grades 6-8 and 11) | <input checked="" type="checkbox"/> Digital notepad | <input checked="" type="checkbox"/> English Dictionary |
| <input type="checkbox"/> English glossary | | |

Non Embedded

- | | | |
|------------------------------------|--|--|
| <input type="checkbox"/> Breaks | <input type="checkbox"/> Expandable passages | <input type="checkbox"/> Global notes |
| <input type="checkbox"/> Thesaurus | <input checked="" type="checkbox"/> English Dictionary | <input type="checkbox"/> Scratch paper |

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

- Bilingual dictionary
- Color Contrast
- Color Overlay
- Magnification
- Read aloud
- Separate Setting
- Translations (glossaries)
- Translated Test Directions
- Noise Buffers
- Scribe

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.

In the following subject areas: Science

Accommodations- (Science Only)

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

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.

The team has decided that because of the academic advances Elsa has made over the last year, she is able to participate in the state assessment with the appropriate accommodations.

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 checked="" 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: 04/08/2019

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 determined that due to Elsa's absences caused by health requirements, Roberta Jeffry (Elsa's homebound teacher) will continue to provide services to Elsa in her home during times of absence. When Elsa is at school, she will be in the general education no more than 79% of the school day, and no less than 40% of the day

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 written language	30	04/18/2019	9 Months - full school year	Miss Claire Davis	DCMS
Speech Language	20	04/18/2019	9 Months - full school year	Ariel Taciturn	DCMS
Physical Therapy	20	04/18/2019	9 Months - full school year	Rapunzel Gothel	DCMS
Instructional Aide	30	04/18/2019	9 Months - full school year	Miss Claire Davis	DCMS
Individualize Instruction in science	30	04/18/2019	9 Months - full school year	Miss Claire Davis	DCMS
Individualize Instruction in social studies	30	04/18/2019	9 Months - full school year	Miss Claire Davis	DCMS

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: Because of the progress made and the homebound services Elsa receives, the IEP team does not see the necessity for an extended school year.

University of Mary Unit
7500 University Dr
Bismarck, ND 58504

IEP Snap Shot						
Age 6-15						
IEP Meeting Date: 04/08/2019						<input type="checkbox"/> Amendment to IEP:
A. Student Name (Last, First, MI) Sample, Mary				Birthdate (month/day/year) 06/05/2004		Gender Female
Grade Seventh grade	Age 14	Race White	Ethnicity	Student's Primary Language English	Communication Mode Verbal	Primary Language Spoken at Home Norwegian
Current Address 123 West Street			City Bismarck	State ND	Zip 58502	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 Agnarr Arendelle			Home Phone Number 701-123-4567		Other Phone Numbers	
Parent's Email Address viking1@gmail.com						
Current Address 123 West Street			City Bismarck	State ND	Zip 58502	
Name of Second Parent (if applicable) Iduna Arendelle			Home Phone Number 701-123-4567		Other Phone Numbers	
Parent's Email Address viking2@gmail.com						
Current Address 123 West 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 Traumatic Brain Injury	Secondary Disability

Date of Last Comprehensive Individual Assessment Report: 04/06/2018

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

Annual Goal # of 2 goals

Annual Goal

Intent/purpose:

To increase and improve Elsa's speaking abilities.

Behavior:

Elsa will be able to speak clearly and accurately in 4-5 word sentences.

Ending Level:

With 80% accuracy within 15 trials per reporting period within 2 reporting periods/semesters (Baseline 40%).

Characteristics of services:

This goal will be met through direct instruction from the special educator, paraprofessional staff, and speech language pathologist.

Annual Goal # of 2 goals

Annual Goal

Intent/purpose:

To increase and improve Elsa's English language development.

Behavior:

Elsa will speak in appropriate sentences and use at least 2 new vocabulary words in 5 of her sentences. She will also draw a connection between the Norwegian term and English term for various objects.

Ending Level:

with 70% accuracy within a 12 trials per reporting period for two consecutive reporting periods/semesters (Baseline 35%).

Characteristics of services:

This goal will be met through direct instruction from the special educator, paraprofessional staff, and speech language pathologist.

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

- modify instructional work
- break down multi-step directions
- provide access to visual aides
- maintain homebound supports and services

BEHAVIOR

- verbal prompts or cues to refocus on task at hand

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: English Language Arts/Literacy, Math

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

Embedded: Digital notepad, English Dictionary

Non Embedded: English Dictionary

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), 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: 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.

The team has decided that because of the academic advances Elsa has made over the last year, she is able to participate in the state assessment with the appropriate accommodations.

Educational Environment

SETTING:

- B. Inside regular class no more than 79% of day but no less than 40% of day
- F. Homebound/hospital

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 determined that due to Elsa's absences caused by health requirements, Roberta Jeffry (Elsa's homebound teacher) will continue to provide services to Elsa in her home during times of absence. When Elsa is at school, she will be in the general education no more than 79% of the school day, and no less than 40% of the day

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
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Individualize Instruction in written language	30	04/18/2019	9 Months - full school year	Miss Claire Davis	DCMS
Speech Language	20	04/18/2019	9 Months - full school year	Ariel Taciturn	DCMS
Physical Therapy	20	04/18/2019	9 Months - full school year	Rapunzel Gothel	DCMS
Instructional Aide	30	04/18/2019	9 Months - full school year	Miss Claire Davis	DCMS
Individualize Instruction in science	30	04/18/2019	9 Months - full school year	Miss Claire Davis	DCMS
Individualize Instruction in social studies	30	04/18/2019	9 Months - full school year	Miss Claire Davis	DCMS

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.