

**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, Jason					Birthdate (month/day/year) 05/06/2007			
Gender Female								
Grade Tenth grade	Age 11	Race White	Ethnicity	Student's Primary Language English	Communication Mode	Primary Language Spoken at Home English		
Current Address			City	State ND	Zip	Phone Number		
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 in another district <input type="checkbox"/> Agency Placed <input type="checkbox"/> Home Education				
B. Name of Parent Kip Tenight			Home Phone Number		Other Phone Numbers			
Parent's Email Address								
Current Address			City	State	Zip			
C. IEP Case Manager Tayler Kopp			Case Manager Email Address		Phone Number			
IEP Type Initial		Primary Disability Traumatic Brain Injury			Secondary Disability			
Date of Last Comprehensive Individual Assessment Report 04/12/2019								
<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		Kip Tenight			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Parent					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Student		Jason Sample			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Administrator/Designee/District Representative (Required)		Mrs. Principal			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Special Education Teacher or Special Education Provider (Required)		Tayler Kopp			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

General Education Teacher (Required)	Mrs. General	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Individual to Interpret Instructional Implications of Evaluation Results (Required)	Tayler Kopp	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Adult Services Agency Representative (if applicable)		<input 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: Jason Sample

ID#: SAMPLE37

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 receive on the job training at a public library.

Employment: After graduation, Clark will obtain employment at a public library.

Independent Living Skills: Upon completion of high school, Clark will live with his parents.

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)

Clark has a positive attitude and good behavior. He is a very hard worker, he listens well, and has good participation.

COGNITIVE: Clark has been making progress in his cognitive functioning as he is now able to follow conversations. When compared to his same age peers, Clark is below average.

MEMORY: In relation to memory, Clark's short and long term memory is inconsistent. Limited memory for language.

LISTENING SKILLS/COMPREHENSION: Slow processing of questions. Clark is able to follow directions and visually attend to an activity.

Formal Assessments: Clark was administered the Weschler Intelligence Scale for Children, 5th Edition between the dates of 2-12-2019 and 2 -14 -2019 by Mrs. School Psychologist. The results of the WISC V suggest Clark's overall cognitive skills are below average when compared to other children the same age.

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

Clark is in 10th grade at Metropolis High School. He receives daily instruction in Literacy (reading, writing, and communication), Math, and Science. Clark also is involved in vocational and daily living skills training. His coursework is delivered in individual and small group settings in the special education classroom except for Digital Communications (a general education Career Course) which he has taken (using a modified curriculum) with the assistance of a one-on-one instructional assistant. Clark had 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.

INTERVENTIONS: To date he has required Teaching Assistant support in the school, to assist with his individualized programming..

READING: Clark speech is slow and labored. He does follow conversation and will attempt to take turns. Currently says one word voice commands.

WRITTEN LANGUAGE: Writing is still slow and laborious process for him.

MATH: Clark has no understanding of money. Clark demonstrates skills below average when compared to his peers.

SOCIAL STUDIES & SCIENCE: Clark demonstrates skills below average when compared to his peers.

WORK HABITS & LEARNER BEHAVIORS: Clark's work habits and organization skills are below average with compared to his same age peers. Clark needs cueing to ensure he is on task. Clark can follow one step instructions inconsistently. His attention is better at the start of class and at the start of the day.

Communicative Status (receptive and expressive language)

COMMUNICATION RECEPTIVE: Clark does follow conversation and will attempt to take turns.

EXPRESSIVE: Clark has little intelligible speech other than single words and yes/no responses but within the classroom has used an iTalk2 to communicate simple needs and choices and is learning to use a GoTalk20+. He does not use an augmentative communication device at home but does have a picture board which transitions with him between school, the community, and home. Clark receives speech therapy 2 times a week for 30 minutes each session.

Physical Characteristics (medical, vision, hearing, motor)

PHYSICAL HEALTH: Clark uses a manual wheelchair for mobility which has been adapted with trunk support and subbasis 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 one time a week for 30 minutes and has ongoing therapy services in the classroom including positioning on adaptive equipment. He wears AFOs 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.

MEDICATION: Clark has generalized tonic-clonic seizures which are 85% controlled with two different anticonvulsant medications (Tegretol and Mysoline). He is fed through a gastrostomy tube although he is able to take some pureed foods by mouth in limited amounts. Clark can feed himself by mouth using a CP Feeder but has to be closely monitored and reminded to eat slowly to avoid asphyxiation. Usually Clark is only allowed to feed himself during special occasions such as a class party or special meal. The gastrostomy tube placement was primarily due to asphyxiation of food during meal times that resulted in recurrent upper respiratory infections. These URIs have greatly decreased since his surgery.

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 visual stimulus and fixate his gaze on objects and people as well as shift his gaze. Clark does not like wearing glasses but cooperative in this area most of the time. Clark has good hearing.

GROSS/FINE MOTOR: Clark uses a manual wheelchair for mobility which has been adapted with trunk support and subbasis 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 one time a week for 30 minutes and has ongoing therapy services in the classroom including positioning on adaptive equipment. He wears AFOs 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: Clark is sensitive to bright lights and loud noises.

Formal Assessments: Clark was administered the Bruininks & Oseretsky Test of Motor Prociency 2 (BOT 2), fine motor composite by Cinderella Shue. The assessment evaluates fine motor skills include precision and dexterity. The results of the assessment suggest Clark's fine motor precision and dexterity were below the average range.

Emotional/Social Development (social skills, leisure)

EMOTIONAL/SOCIAL SOCIAL: Clark needs more emphasis on developing social skills. Clark does seem interested in what others are doing and has difficulty keeping an interaction going.

EMOTIONAL: Clark demonstrates an understanding of emotions.

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

While at home, Clark's mother and great-aunt provide total physical care. Although Clark could assist with some personal hygiene tasks this is not an expectation for him while in the home. Other than insignificant type choices, all decisions are made for Clark by his parents. He 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 seat belt and then be transferred into a Pogo Buggy for community outing but his parents prefer him not to be transported in that manner. This limits Clark's community-based learning activities. A great deal of Clark's one-on-one worker's time is spent in the home with him.

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

Clark and his family plan for him to stay in the public schools until he ages out at age 21 which will provide him the three more years of services. He lives at home with mother, step-father, 11 old sister, and a great aunt that helps with his care. Clark also has one older brother who is in college. After receiving state level mental health funding for personal care and 10 hours of one-on-one

community-based services for the last 4 years. While at home Clark enjoys watching DVDs, looking at books, listening to his iPod, watching his younger sister play video games, family meals, and making music on his electronic keyboard. Clark has no understanding of money and does not provide input into his health/medical care.

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 has developed the skills to operate a variety of switch activated devices (e.g. button maker, blender, etc.), use paper shredder, and collate papers with a jig. Clark has held an on-campus job in the school library checking books in and out using a scanning system and shelving books with the assistance of a teacher assistant. He tried a job in the school cafeteria bagging cookies for sale but due to hygiene issues (e.g. drooling) it was determined that this was not a good placement for Clark. Clark loves school and is always eager to learn new skills. He demonstrates a high level of motivation to please his teachers and his parents report that even he is sick he begs to go to school.

By what method was this obtained:

2018-2019 Student interview

2018-2019 Parent interview

2018-2019 informal transition assessments

Metropolis High school Student Transition Interview (Completed by Teacher and Student)

Enderle Severson Transition Rating Scale (ESTRS) (Completed by Student, Parent, and Teacher)

Recreation and Leisure

According to information obtained from the ESTR, there are some concerns for the student when initiating interactions with peers and attending activities outside the home. Mother indicates that she has some concerns when it comes to the Student interacting with peers and attending activities outside the home. While completing the Student Transition Interview, Student stated that he doesn't participate in many recreation activities with friends. He needs assistance in finding his way around town.

By what method was this obtained:

Metropolis High School Student Transition Interview (Completed by Student and Teacher)

Enderle Severson Transition Rating Scale. (ESTR) (Completed by student and Teacher)

Home/Independent Living

Clark and his family plan for him to stay in the public schools until he ages out at age 21 which will provide him the three more years of services. He lives at home with mother, step-father, 11 old sister, and a great aunt that helps with his care. Clark also has one older brother who is in college. After receiving state level mental health funding for personal care and 10 hours of one-on-one community-based services for the last 4 years. While at home Clark enjoys watching DVDs, looking at books, listening to his iPod, watching his younger sister play video games, family meals, and making music on his electronic keyboard. Clark has no understanding of money and does not provide input into his health/medical care.

By what method was this obtained:

Metropolis Student Transition Inventory (Completed by Student and Teacher)

Parent Observation

Enderle Severson Transition Rating Scale (ESTR) (Completed by Student and Teacher)

Transition Planning Interview (TPI) (Completed by Student and Teacher)

Community Participation

According to the ESTRS, Student identified the following areas of need: identifying agencies that can provide support and assistance, understanding charge accounts and loans, and practicing comparative shopping. These are all areas that will be addressed while student is in high school and are areas of need for many students at this grade level.

By what method was this obtained:

Enderle Severson Transition Rating Scale (ESTRS) (Completed by Parent, Student, and Teacher)

Post-Secondary Training and Learning Opportunities

Student regularly sees his Case Manager for services and may need to continue doing so after high school for periodic visits and counseling.

By what method was this obtained:

Informal student interview

Enderle Severson Transition Rating Scale (Completed by Student and Teacher)

Related Services

Voc Rehab

DD (developmental disabilities human services)

By what method was this obtained:

No method is needed as of now.

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: Jason Sample

ID#: SAMPLE37

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
2018-19	Ninth grade	APPLIED TOPICS IN ENGLISH/LANGUAGE I 9 (1) APPLIED TOPICS IN MATH I 9 (1) APPLIED TOPICS IN SCIENCE I 9 (1) APPLIED TOPICS IN SOCIAL STUDIES I 9 (1) APPLIED TOPICS IN OCCUPATIONAL EDUCATION I (1) APPLIED TOPICS IN HEALTH I (1) APPLIED TOPICS IN DAILY LIVING I (1) Physical Education (1/2)	7.5		
2019-20	Tenth grade	APPLIED TOPICS IN ENGLISH/LANGUAGE II 10 (1) APPLIED TOPICS IN MATH II 10 (1) APPLIED TOPICS IN SCIENCE II 10 (1) APPLIED TOPICS IN SOCIAL STUDIES II 10 (1) APPLIED TOPICS IN OCCUPATIONAL EDUCATION II (1) APPLIED TOPICS IN HEALTH II (1) APPLIED TOPICS IN DAILY LIVING II (1)	7		
2020-21	Eleventh grade	APPLIED TOPICS IN ENGLISH/LANGUAGE III 11 (1) APPLIED TOPICS IN MATH III 11 (1) APPLIED TOPICS IN SCIENCE III 11 (1) APPLIED TOPICS IN SOCIAL STUDIES III 11 (1) APPLIED TOPICS IN OCCUPATIONAL EDUCATION III (1) APPLIED TOPICS IN HEALTH III (1) APPLIED TOPICS IN DAILY LIVING III (1)	7		
2021-22	Twelfth grade	APPLIED TOPICS IN ENGLISH/LANGUAGE IV 12 (1) APPLIED TOPICS IN SCIENCE IV 12 (1) APPLIED TOPICS IN SOCIAL STUDIES IV 12 (1) APPLIED TOPICS IN OCCUPATIONAL EDUCATION IV (1) APPLIED TOPICS IN HEALTH IV (1) APPLIED TOPICS IN DAILY LIVING IV (1)	7		
Ages 18-21		APPLIED TOPICS IN ENGLISH/LANGUAGE V APPLIED TOPICS IN MATH V APPLIED TOPICS IN SCIENCE V APPLIED TOPICS IN SOCIAL STUDIES V APPLIED TOPICS IN OCCUPATIONAL EDUCATION V APPLIED TOPICS IN HEALTH V APPLIED TOPICS IN DAILY LIVING V			

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

Anticipated month and year of graduation: May 2024

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.

Date of IEP Meeting when transfer of rights was discussed

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: Jason Sample

ID#: SAMPLE37

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 receive on the job training at a public library.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Volunteer in your community	Student, Parents, and School	2018-2019	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn about and practice communication skills	Student, Parents, and School	2018-2019	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employment:

Goal: After graduation, Clark will obtain employment at a public library.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Skill training for development of self confidence (i.e. communicates need for appropriate accommodations, practices self advocacy skills in a variety of settings, feels good about self)	Student, Parents, and School	2018-2019	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in job shadowing	Student, Parents, and School	2018-2019	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Optional)

Independent Living Skills:

Goal: Upon completion of high school , Clark will live with his parents.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Manage daily time schedule	Student, Parents, and School	2018-2019	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice banking, budgeting, and shopping skill	Student, Parents, and School	2018-2019	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Name: Jason Sample

ID#: SAMPLE37

Meeting Date: 04/12/2019

Annual Goal # of 4 goals

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

Reference From North Dakota Mathematics Content Standards 2017

Grade: Statistics and Probability

Subject: Mathematics

Domain: Using Probability to Make Decisions

Cluster Calculate expected values and use them to solve problems

Code/Standard: MA.9-12.HS.S-MD.2 Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

Annual Goal

Intent/purpose:

To increase Clark's skills on how to calculate the expected value of a random variable.

Behavior:

Clark will demonstrate increased proficiency to solve problems on how to calculate the expected value of a random variable without prompts.

Ending Level:

Clark will demonstrate increased proficiency on how to calculate the expected value of a random variable without prompts with 80% accuracy.

Characteristics of services:

Specially designed instruction in language taught in small group setting.

How and when periodic progress reports will be provided:

Progress will be reported quarterly .

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

Student Name: Jason Sample

ID#: SAMPLE37

Meeting Date: 04/12/2019

Annual Goal # of 4 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 Presentation of Knowledge and Ideas

Code/Standard: ELA.9-10.SL.6 Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.

Annual Goal

Intent/purpose:

To improve Clark's ability to communicate with others

Behavior:

he will express himself with his communication device by responding to questions, initiating greetings or requesting with moderate prompting/cues,

Ending Level:

to 80% in opportunities presented in 3 data collections.

Characteristics of services:

Services will be provided in a 1-1 to small/large group setting. Clark will be helped with prompting/cues in discussion with support from the special educator, paraprofessional, and/or general education teacher(s).

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: Jason Sample

ID#: SAMPLE37

Meeting Date: 04/12/2019

Annual Goal # of 4 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: Writing

Cluster Research to Build and Present Knowledge

Code/Standard: ELA.9-10.W.9 Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

Annual Goal

Intent/purpose:

To improve Clark's self reflection in comprehension skills

Behavior:

he will be able to share 3 main points from a written assignment

Ending Level:

with at least 60% accuracy (2/3) for 3 consecutive data collection opportunities

Characteristics of services:

Services will be provided in a 1-1 to small/large group setting. Clark will be helped with prompting/cues in discussion with support from the special educator, paraprofessional, and/or general education teacher(s).

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: Jason Sample

ID#: SAMPLE37

Meeting Date: 04/12/2019

Annual Goal # of 4 goals

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

Reference From North Dakota Content Standards

Standard: 10.HE.1 Standard 1: Students understand the fundamental concepts of growth and development.

Annual Goal

Intent/purpose:

To increase Clark's independent and hygiene skills

Behavior:

Clark will follow directions of picture cues in the proper order of brushing his teeth

Ending Level:

with 80% accuracy over 3 consecutive data collection opportunities.

Characteristics of services:

Clark will receive instruction through specially designed instruction to increase independent skills. Clark will be helped with prompting/cues with support from the special educator, paraprofessional, and/or general education teacher(s).

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: Jason Sample

ID#: SAMPLE37

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

break down multi- step directions
break down instructional work
access to math manipulative
access to visual agenda and checklists

BEHAVIOR

seating near areas with reduced distractions
prompts and cues to use age appropriate language and behaviors mannerisms

*ASSESSMENTS

reduced distractions
preferential seating
use of math manipulatives
read aloud directions and reading passages (assessing listening comprehension and recall)

*PROGRESS REPORT GRADES

modified grades

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.
- In the following subject areas: English Language Arts/Literacy Math Science
- Student will participate in North Dakota **State Assessment** with approved accommodations specified in Adaption of Education Services area.
- 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.

Clark is able to participate in district-wide assessments with approved modifications (i.e. manipulatives, read aloud, scribes)

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 type="checkbox"/> Art	<input 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: Jason Sample

ID#: SAMPLE37

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 team has determined Clark's least restrictive environment is within classroom no more than 79% of day but no less than 40% of day. This setting ensures Clark has the opportunity to experience social and emotional growth as well as adequate access to the general education curriculum. Clark does require individualized instruction that is most effectively taught in environments with reduced distraction outside of the general education classroom. His least restrictive environment remains fluid based on the instruction and his current needs.

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	12 Months	Taylor Kopp, special education teacher	Metropolis High
Individualize Instruction in reading	40	04/22/2019	12 Months	Taylor Kopp, special education teacher	Metropolis High
Individualize Instruction in written language	40	04/22/2019	12 Months	Taylor Kopp, special education teacher	Metropolis High
Individualize Instruction in science	40	04/22/2019	12 Months	Taylor Kopp, special education teacher	Metropolis High
Occupational Therapy	30	04/22/2019	12 Months	Cinderella Shue, Occupational therapist	Metropolis High
Speech Language	30	04/22/2019	12 Months	Ariel Taciturn, Speech language pathologist	Metropolis High
Physical Therapy	30	04/22/2019	12 Months	Rapunzel Gothel, Physical Therapist	Metropolis High

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: Data indicate Clark's recoupment of skills over long breaks is significantly less than those of his peers. The team recommends ESY services to ensure Clark retains skills over the the extended summer break.

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, Jason					Birthdate (month/day/year) 05/06/2007		Gender Female	
Grade Tenth grade	Age 11	Race White	Ethnicity	Student's Primary Language English	Communication Mode	Primary Language Spoken at Home English		
Current Address			City	State ND	Zip	Phone Number		
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 Kip Tenight			Home Phone Number		Other Phone Numbers			
Current Address			City	State	Zip			
C. IEP Case Manager Tayler Kopp			Case Manager Email Address		Phone Number			
IEP Type Initial			Primary Disability Traumatic Brain Injury		Secondary Disability			
Date of Last Comprehensive Individual Assessment Report: 04/12/2019								

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

Annual Goal # of 4 goals

Annual Goal

Intent/purpose:

To increase Clark's skills on how to calculate the expected value of a random variable.

Behavior:

Clark will demonstrate increased proficiency to solve problems on how to calculate the expected value of a random variable without prompts.

Ending Level:

Clark will demonstrate increased proficiency on how to calculate the expected value of a random variable without prompts with 80% accuracy.

Characteristics of services:

Specially designed instruction in language taught in small group setting.

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

Annual Goal # of 4 goals

Annual Goal**Intent/purpose:**

To improve Clark's ability to communicate with others

Behavior:

he will express himself with his communication device by responding to questions, initiating greetings or requesting with moderate prompting/cues,

Ending Level:

to 80% in opportunities presented in 3 data collections.

Characteristics of services:

Services will be provided in a 1-1 to small/large group setting. Clark will be helped with prompting/cues in discussion with support from the special educator, paraprofessional, and/or general education teacher(s).

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

Annual Goal # of 4 goals

Annual Goal**Intent/purpose:**

To improve Clark's self reflection in comprehension skills

Behavior:

he will be able to share 3 main points from a written assignment

Ending Level:

with at least 60% accuracy (2/3) for 3 consecutive data collection opportunities

Characteristics of services:

Services will be provided in a 1-1 to small/large group setting. Clark will be helped with prompting/cues in discussion with support from the special educator, paraprofessional, and/or general education teacher(s).

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

Annual Goal # of 4 goals

Annual Goal**Intent/purpose:**

To increase Clark's independent and hygiene skills

Behavior:

Clark will follow directions of picture cues in the proper order of brushing his teeth

Ending Level:

with 80% accuracy over 3 consecutive data collection opportunities.

Characteristics of services:

Clark will receive instruction through specially designed instruction to increase independent skills. Clark will be helped with prompting/cues with support from the special educator, paraprofessional, and/or general education teacher(s).

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

break down instructional work

access to math manipulative

access to visual agenda and checklists

BEHAVIOR

seating near areas with reduced distractions
 prompts and cues to use age appropriate language and behaviors mannerisms

***ASSESSMENTS**

reduced distractions
 preferential seating
 use of math manipulatives
 read aloud directions and reading passages (assessing listening comprehension and recall)

***PROGRESS REPORT GRADES**

modied grades

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** without accommodations.
 In the following subject areas: English Language Arts/Literacy, Math, Science

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 is able to participate in district-wide assessments with approved modications (i.e. manipulatives, read aloud, scribes)

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 team has determined Clark's least restrictive environment is within classroom no more than 79% of day but no less than 40% of day. This setting ensures Clark has the opportunity to experience social and emotional growth as well as adequate access to the general education curriculum. Clark does require individualized instruction that is most effectively taught in environments with reduced distraction outside of the general education classroom. His least restrictive environment remains fluid based on the instruction and his current needs.

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
Individualize Instruction in math	40	04/22/2019	12 Months	Taylor Kopp, special education teacher	Metropolis High
Individualize Instruction in reading	40	04/22/2019	12 Months	Taylor Kopp, special education teacher	Metropolis High
Individualize Instruction in written language	40	04/22/2019	12 Months	Taylor Kopp, special education teacher	Metropolis High
Individualize Instruction in science	40	04/22/2019	12 Months	Taylor Kopp, special education teacher	Metropolis High
Occupational Therapy	30	04/22/2019	12 Months	Cinderella Shue, Occupational therapist	Metropolis High
Speech Language	30	04/22/2019	12 Months	Ariel Taciturn, Speech	Metropolis High

				language pathologist	
Physical Therapy	30	04/22/2019	12 Months	Rapunzel Gothel, Physical Therapist	Metropolis High
Length of school day:					
<input checked="" type="checkbox"/> 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					
<input checked="" type="checkbox"/> The review of each goal indicates that an extended school year is needed.					