

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

Individualized Education Program Age 6-15

IEP Meeting Date: 03/22/2019							<input type="checkbox"/> Amendment to IEP:	
A. Student Name (Last, First, MI) Sample, Jason					Birthdate (month/day/year) 05/06/2007		Gender Female	
Grade Fourth grade	Age 11	Race White	Ethnicity	Student's Primary Language English	Communication Mode	Primary Language Spoken at Home English		
Current Address			City	State	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 George and Margaret Roberts			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 takopp1@umary.edu		Phone Number 7018809104			
IEP Type Annual Review/Revision			Primary Disability Intellectual Disability		Secondary Disability Orthopedic Impairments			
Date of Last Comprehensive Individual Assessment Report 03/22/2019								
<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	George and Margaret Roberts					<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. Education					<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		
Speech Language Pathologist	Ariel Taciturn					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Occupational Therapist	Cinderella Shue					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

Physical Therapist

Rapunzel Gothel

Yes **No**

Student Name: Jason Sample

ID#: SAMPLE37

Meeting Date: 03/22/2019

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

The present levels of academic achievement and functional performance (PLAAPF) 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)

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

MEMORY: In relation to memory, Barbie's short and long term memory is inconsistent.

LISTENING SKILLS/COMPREHENSION: Barbie is able to follow directions and visually attend to an activity.

Formal Assessments Barbie 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 Barbie's overall cognitive skills are below average when compared to other children the same age.

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

ACADEMIC: Barbie is a fourth grade student in Mrs. Education's classroom at the Pink Center. She has been attending the Pink Center since Kindergarten. Aside from a few extended health absences consisting of two weeks through her academic history, her daily attendance has remained consistent. Barbie has attended the Pink Center for 7 years.

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

READING: Barbie is beginning to talk. She does follow conversation and will attempt to take turns. Barbie can even almost say, "I love you" to her mother. Currently says only single words.

WRITTEN LANGUAGE: Barbie has developed some arm control and writes using an adaptive writing tool. She can print her name.

MATH: Barbie demonstrates skills below average when compared to her peers.

SOCIAL STUDIES & SCIENCE: Barbie demonstrates skills below average when compared to her peers.

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

Communicative Status (receptive and expressive language)

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

EXPRESSIVE: Barbie is beginning to talk. It is a slow and laborious process for Barbie to coordinate the breaking, muscle control and thoughts required to speak. Currently says only single words.

Physical Characteristics (medical, vision, hearing, motor)

PHYSICAL HEALTH: Barbie's muscles in her arms and legs are very tight and difficult for her to control their movement.

MEDICATION: Barbie is not currently taking any medication nor does she have any allergies.

VISION/HEARING: Barbie has no concerns for vision or hearing.

GROSS/FINE MOTOR: Barbie has developed some arm control and writes using an adaptive writing tool. She can print her name.

SENSORY: Barbie shows a preference for brightly colored objects.

Formal Assessments: Barbie 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 Barbie's fine motor precision and dexterity were below the average range.

Emotional/Social Development (social skills, leisure)

EMOTIONAL/SOCIAL SOCIAL: Barbie needs more emphasis on developing social skills. Barbie does not seem interested in what others are doing and has difficulty keeping an interaction going.

EMOTIONAL: Barbie demonstrates an understanding of emotions.

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

ADAPTIVE: Barbie can move around a little on the floor by a scooting system. Barbie arrives at the Pink Center on the bus with the lift. She does need help getting on and off the bus. The teacher aide assigned to her classroom usually provides this service. Barbie receives specialized support from the occupational therapist, physical therapist, and speech-language pathologist. Individualized instruction in self-care skills (including feeding and dressing), communication, basic academics, social skills, and motor skills development. Barbie will need to be assisted in the bathroom on and off the toilet by the special education teacher and teacher aide. Barbie will also need help being fed at lunch. Before going to the lunch room, Barbie will be tube fed by either the school nurse or a trained teacher aide in a separate room. Once being fed, the teacher aide can bring Barbie to the lunch room and help feed her small portions of soft foods with her peers.

Formal Assessments: The Adaptive Behavior Assessment System, Third Edition was completed by Mrs. Thrill, and both of her parents. The test was interpreted by Mrs. School Psychologist. The ABAS III assesses Barbie's adaptive skills in both the educational and home environment. The results of the ABAS III suggest Barbie's overall adaptive skills within the home and school settings are below average compared to her peers.

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

Barbie lives at home with her mother and father, Margaret and George Roberts. Also has a brother, Skipper, and a sister, Chelsea.

Other

E. Consideration of Special Factors

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

1. Has the child been identified by the school district as a child with limited English proficiency?
 Yes
 No. The team has considered the child is not a child with limited English Proficiency.
2. Is the child blind or visually impaired?
 No. The team has considered and the child is not a child with blindness or a vision impairment.
 Yes
3. Is the student deaf or hard of hearing?
 No. The team has considered and the child is not a child with deafness or hard of hearing.
 Yes
4. Does the student have communication needs?
 No
 Yes. The IEP team must consider the communication needs of the child and address those needs in the IEP (i.e. present level, adaptations of educational services, annual goals, etc.).
5. Does the student need assistive technology devices and services? You may refer to the North Dakota Assistive Technology consideration guide to assure assistive technology is considered in all areas of the student's education.
 No
 Assistive technology to be explored, further consideration is needed to determine if assistive technology is necessary.
 Yes. 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: 03/22/2019

Annual Goal # of 2 goals

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

Reference From North Dakota English Language Arts Content Stds 2017

Grade 4

Strand: Reading

Cluster Phonics and Word Recognition

Code/Standard: ELA.4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Annual Goal

Intent/purpose:

Barbie will be able to recognize and apply phonemes,

Behavior:

by matching sounds with pictures,

Ending Level:

with 80% accuracy, 10 trials per reporting period, within 2 reporting periods of an IEP. (Baseline: 10%)

Characteristics of services:

This goal will be met through direction instruction with support from the special educator, paraprofessional, and 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: 03/22/2019

Annual Goal # of 2 goals

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

Reference From North Dakota Mathematics Content Standards 2017

Grade: Grade 4

Subject: Mathematics

Number and Operations in Base Ten

Cluster Generalize place value understanding for multi-digit whole numbers.

Code/Standard: MA.4.NBT.2.i Read and write multi-digit whole numbers to the one millions place using base-ten numerals, word form, and expanded form.

Annual Goal

Intent/purpose:

To increase independence,

Behavior:

Barbie will discern more and/or less when given manipulates, pictures, or numbers

Ending Level:

with 70% accuracy in 10 trials for two consecutive reporting periods (Baseline: 30%).

Characteristics of services:

This goal will be met through direct instruction. One trial consists of 10 opportunities. Trials will be presented throughout the course of the reporting period. Data will be collected from a classroom teacher or the special education teacher.

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

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 manipulatives
- 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.
Barbie is able to participate in district-wide assessments with approved modifications (i.e. manipulatives, readaloud, 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:

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 team has determined Barbie's least restrictive environment is within classroom no more than 79% of day but no less than 40% of day. This setting ensures Barbie has the opportunity to experience social and emotional growth as well as adequate access to the general education curriculum. Barbie does require individualized instruction that is most effectively taught in environments with reduced distraction outside of the general education classroom. Her least restrictive environment remains fluid based on the instruction and her 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	04/01/2019	12 Months	Taylor Kopp, Special Education Teacher	Pink Center
Individualize Instruction in reading	40	04/01/2019	12 Months	Taylor Kopp, Special Education Teacher	Pink Center
Individualize Instruction in written language	40	04/01/2019	12 Months	Taylor Kopp, Special Education Teacher	Pink Center
Occupational Therapy	40	04/01/2019	12 Months	Cinderella Shue, Occupational Therapist	Pink Center
Speech Language	40	04/01/2019	12 Months	Ariel Taciturn, Speech Language Pathologist	Pink Center
Physical Therapy	40	04/01/2019	12 Months	Rapunzel Gothel, Physical Therapist	Pink Center

Length of school day:

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

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

University of Mary Unit
7500 University Dr
Bismarck, ND 58504

IEP Snap Shot

Age 6-15

IEP Meeting Date: 03/22/2019							<input type="checkbox"/> Amendment to IEP:	
A. Student Name (Last, First, MI) Sample, Jason					Birthdate (month/day/year) 05/06/2007		Gender Female	
Grade Fourth grade	Age 11	Race White	Ethnicity	Student's Primary Language English	Communication Mode	Primary Language Spoken at Home English		
Current Address				City	State	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 George and Margaret Roberts			Home Phone Number		Other Phone Numbers			
Current Address			City		State		Zip	
C. IEP Case Manager Tayler Kopp			Case Manager Email Address takopp1@umary.edu		Phone Number 7018809104			
IEP Type Annual Review/Revision			Primary Disability Intellectual Disability		Secondary Disability Orthopedic Impairments			
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Annual Goals, Short-Term Objectives, and Periodic review of services

Annual Goal # of 2 goals

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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

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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

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Educational Environment

SETTING:

B. Inside regular class no more than 79% of day but no less than 40% of day

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