

University of Mary Unit
7500 University Dr
Bismarck, ND 58504

Individualized Education Program

Age 6-15

IEP Meeting Date: 02/22/2019							<input type="checkbox"/> Amendment to IEP: 02/14/2019	
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 Verbal	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 Michael Jean			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 Speech/Language Impairments			
Date of Last Comprehensive Individual Assessment Report 02/14/2019								
<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	Michael Jean					<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. Thrills					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Individual to Interpret Instructional Implications of Evaluation Results (Required)	Mrs. Psychologist					<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		

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)

COGNITIVE: When compared to his same age peers, Billy is below average.

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

LISTENING SKILLS/COMPREHENSION: Billy's greatest challenge in this area is his ability to follow directions and visually attend to an activity. Billy is easily distracted and has a poor attention span.

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

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

ACADEMIC: Billy is a fourth grade student in Mrs. Thill's classroom at Kingpop Elementary School. He has been attending Kingpop Elementary since Kindergarten. Aside from a few extended health absences consisting of two weeks through his academic history, his daily attendance has remained consistent. Billy is in his 6th year of school, having spent 2 years in Kindergarten (1 year half-time, 1 year full time).

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

READING: Billy is able to match all letters of the alphabet, using both upper and lower case. He does not identify any letters upon request. He is only able to print the following letters of the alphabet; a, b, c, d, e, f, g, h, i, m, n, o, s, t,. Billy will sit and look at books, although he does not like a story read to him.

WRITTEN LANGUAGE: Billy is right-hand dominant and demonstrates a mature grasp pattern with utensils such as a pencil.

MATH: He is able to complete a form board with a circle, square, triangle, and rectangle. He is also able to match these shapes, although will not identify them when asked to point to them. He is able to graduate size, with either nesting cups, stacking rings or blocks. Billy demonstrated the concept of "One".

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

WORK HABITS & LEARNER BEHAVIORS: Billy's work habits and organization skills are below average with compared to his same age peers. Billy needs cueing to ensure he is on task. Billy can follow one step instructions inconsistently. His attention is better at the start of class and at the start of the day. He does not stay on the line, and does not visually attend to his work.

Communicative Status (receptive and expressive language)

COMMUNICATION RECEPTIVE: The greatest delay is in communication and social domains. Based on observations by multiple team members, Billy appears to not understand social cues and body language at a developmentally appropriate level. Further, his expressions and body language are not comparable to his same age peers.

EXPRESSIVE: Billy greets people inconsistently. He is echolaic, and will repeat words and phrases he has heard. He needs a verbal cue to make eye contact when speaking to others. Billy demonstrates functional use of objects, and will point to common objects when asked. Billy will point to body parts on another person when asked, but not himself. He is not able to draw a person upon request.

Physical Characteristics (medical, vision, hearing, motor)

PHYSICAL HEALTH: Billy has had seizures, but currently these are under control without medication.

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

VISION/HEARING: Billy's greatest area of concern is in following directions and visually attending to an activity during gross motor play.

GROSS/FINE MOTOR: Billy is right-hand dominant and demonstrates a mature grasp pattern with utensils, i.e. pencil, scissors and paint brush. He has below average ability with activities that require eye hand coordination or bilateral coordination. Billy demonstrates average ability in gross motor skills, as noted in formal setting.

SENSORY: Billy shows a preference for brightly colored objects. He is able to match the colors red and blue inconsistently.

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

Emotional/Social Development (social skills, leisure)

EMOTIONAL/SOCIAL SOCIAL: Billy is interested in what others are doing, but will not approach a peer to initiate play. He will pay with peers for approximately 3-5 minutes but he has difficulty keeping an interaction going.

EMOTIONAL: He does not demonstrate understanding of emotions.

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

ADAPTIVE: Billy presents with severe delays in all areas of adaptive functioning. The biggest concern is that Billy is not aware of his environment and places himself in a number of dangerous situations. The latest incident occurred when Billy left the school during the middle of the school day and wandered onto the road. Billy is able to undress and dress independently but requires assistance with all fasteners (zippers, snaps, and buttons). He has a tendency to tug at the fastener until it comes apart, or his clothing is ripped. He will not attempt to do up fasteners. Billy does not visually attend to this activity, not use his hands in a coordinated fashion. He is able to use the toilet, he is time trained and requires a regular schedule to insure success. He can complete all aspects of the toileting routine with supervision to stay on task. He stays for lunch at school and does not require any assistance with this activity of daily living. He readily puts away materials he has used in the class, and likes everything in the correct spot.

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

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

Billy lives at home with his father, Michael Jean. Billy enjoys puzzles and demonstrates average ability in this area. He is quite interested in the computer and enjoys concrete question/answer type programs.

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

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: 02/22/2019

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.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

Annual Goal

Intent/purpose:

To increase Billy's math skills

Behavior:

within 2 or less prompts. Billy will count to 10 with manipulatives by pointing at object and verbally stating number

Ending Level:

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

Characteristics of services:

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

How and when periodic progress reports will be provided:

Progress reports will be reported with general education progress reports. Also available upon request.

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

Student Name: Jason Sample

ID#: SAMPLE37

Meeting Date: 02/22/2019

Annual Goal # of 2 goals

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

Reference From North Dakota Content Standards

Standard: 04.HE.4 Standard 4: Students demonstrate the ability to use communication skills to enhance health.

Annual Goal

Intent/purpose:

To increase Billy's communication skills

Behavior:

with prompts to communicate effectively in conversations with peers and adults to understanding other's emotions. Billy will demonstrate his understanding of other's emotions by asking them prompted questions about how they feel and then Billy will verbally tell his teacher how that person feels

Ending Level:

with 80% accuracy with 10 trials within one reporting period for two consecutive reporting periods by IEP end (Baseline:10%).

Characteristics of services:

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

How and when periodic progress reports will be provided:

Progress reports will be reported with general education progress reports. Also available upon request.

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

Student Name: Jason Sample

ID#: SAMPLE37

Meeting Date: 02/22/2019

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 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.
- 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.

Billy 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:		

Student Name: Jason Sample

ID#: SAMPLE37

Meeting Date: 02/22/2019

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 team has determined Billy's least restrictive environment is within classroom no more than 79% of day but no less than 40% of day. This setting ensures Billy has the opportunity to experience social and emotional growth as well as adequate access to the general education curriculum. Billy 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	02/22/2019	12 Months	Taylor Kopp, Special Education Teacher	Kingpop Elementary School
Individualize Instruction in reading	40	02/22/2019	12 Months	Taylor Kopp, Special Education Teacher	Kingpop Elementary School
Individualize Instruction in written language	40	02/22/2019	12 Months	Taylor Kopp, Special Education Teacher	Kingpop Elementary School
Occupational Therapy	40	02/22/2019	12 Months	Cinderella Shue, Occupational Therapist	Kingpop Elementary School
Speech Language	40	02/22/2019	12 Months	Ariel Taciturn, Speech Language Pathologist	Kingpop Elementary School

Length of school day:

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

Extended School Year (ESY)

Extended school year must be considered for each student with a disability. Justification for the decision made MUST BE STATED BELOW.

- The review of each goal indicates that an extended school year is needed.
- The team has determined that ESY is not necessary.
- The team needs to collect further data before making a determination and will meet again by

Justification for the team's decision: Data indicate Billy's recoupment of skills over long breaks is significantly less than those of his peers. The team recommends ESY services to ensure Billy 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: 02/22/2019	<input type="checkbox"/> Amendment to IEP: 02/14/2019
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A. Student Name (Last, First, MI) Sample, Jason	Birthdate (month/day/year) 05/06/2007	Gender Female
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Grade Fourth grade	Age 11	Race White	Ethnicity	Student's Primary Language English	Communication Mode Verbal	Primary Language Spoken at Home English
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Current Address	City	State	Zip	Phone Number
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Serving School University of Mary Unit	City	State	Zip	School Phone Number
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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
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B. Name of Parent Michael Jean	Home Phone Number	Other Phone Numbers
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Current Address	City	State	Zip
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C. IEP Case Manager Tayler Kopp	Case Manager Email Address takopp1@umary.edu	Phone Number 7018809104
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IEP Type Annual Review/Revision	Primary Disability Intellectual Disability	Secondary Disability Speech/Language Impairments
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Date of Last Comprehensive Individual Assessment Report: 02/14/2019

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

Annual Goal # of 2 goals

Annual Goal

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read aloud directions and reading passages (assessing listening comprehension and recall)

*PROGRESS REPORT GRADES

modified grades

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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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environment setting are the most appropriate and least restrictive: The team has determined Billy's least restrictive environment is within classroom no more than 79% of day but no less than 40% of day. This setting ensures Billy has the opportunity to experience social and emotional growth as well as adequate access to the general education curriculum. Billy 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.

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