

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, Jason | | | | | Birthdate (month/day/year) 05/06/2007 | | Gender Female | |
| Grade Seventh 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 Agnarr & Iduna Arendelle | | | 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 Traumatic Brain Injury | | Secondary Disability | | | |
| Date of Last Comprehensive Individual Assessment Report 04/08/2019 | | | | | | | | |
| <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 | | | Agnarr & Iduna Arendelle | | | <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 | | |
| Physical Therapist | | | Rapunzel Gothel | | | <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)

Elsa has a positive attitude and good behavior. She is a very hard worker, she listens well, and has good participation. She continues to demonstrate gifted abilities in the math area.

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

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

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

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

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

ACADEMIC: Elsa is a seventh grade student in Mrs. Education's classroom at the DCMS. She has been attending the DCMS since sixth grade. Elsa has frequent absenteeism due to illness and doctors' appointments. Roberta Jeffry, the homebound teacher, assists Elsa when her health requires extended absences from school Ms. Jeffry facilitates communication between school, family, doctor, and Elsa. She also coordinates assignments from Elsa's teachers and helps Elsa stay current with class content. Because of these homebound services Elsa's extended absences have not resulted in retention or poor grades. Elsa currently has modified exams, usually allowing longer time to complete them or shorter exams. Most assignments are also modified to take advantage of her computer knowledge or shortened to accommodate the extraordinary amount of time and energy it takes her to complete them. Elsa's current educational program, as designated on the IEP, has her attention the resource room for English, Social Studies, and Science. She is in a co-taught math class and has adapted physical education. She also receives speech and physical therapy during the school day and beginning next week will start music class.

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

READING: Her speech is slow and labored, although she can be understood in both English and Norwegian. She 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 her.

MATH: Elsa continues to demonstrate gifted abilities in the math area. She is doing well in seventh grade math and the counselors are talking about including her name in the list of students eligible for the math enrichment program. 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 an answer to a problem, not copy the entire problem. She also is able to use her computer to complete her math assignments, because it is a necessary tool for her, much like and HI student using an hearing aid, although initially, the math teacher thought it would be unfair to the other students if Elsa used an electronic device.

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

WORK HABITS & LEARNER BEHAVIORS: Elsa's work habits and organization skills are below average with compared to her same age peers. Elsa needs cueing to ensure she is on task. Elsa 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: Elsa does follow conversation and will attempt to take turns.

EXPRESSIVE: Irregular speech and language. Her speech is slow and labored, although she can be understood in both English and Norwegian. Elsa has learned to word process using one finger and uses some one word voice commands to facilitate the process.

Physical Characteristics (medical, vision, hearing, motor)

PHYSICAL HEALTH: Elsa's has impaired function to both arms and legs. She also gets fatigue easily. Frequent absenteeism due to illness and doctors' appointments.

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

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

GROSS/FINE MOTOR: Elsa has impaired function to both arms and legs. Elsa uses a walker on wheels to move from place to place. 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 released from class early, but she also fatigues easily. Some experts have suggested that she uses ten times as much energy as a typical person for most activities. Elsa also has difficulty controlling her arm and hand movements. She has learned to word process using one finger and uses some one word voice commands to facilitate the process. However, writing is still slow and laborious process for her. She does have an electronic note taker that she uses in her academic classes and it had a modified keyboard that makes it easier for her to input date. The notes can be downloaded into a desktop computer for editing.

SENSORY: Elsa is sensitive to bright lights and loud noises.

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

Emotional/Social Development (social skills, leisure)

EMOTIONAL/SOCIAL SOCIAL: Elsa needs more emphasis on developing social skills. Elsa does seem interested in what others are doing and has difficulty keeping an interaction going. Elsa's speech difficulties interfere with signing and she has not learned to read music. However, she likes music and is very much looking forward to the class. Mrs. Arendelle indicated that Elsa had talked about music all summer and a chance to be with her friends in a "cool" class.

EMOTIONAL: Elsa demonstrates an understanding of emotions.

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

ADAPTIVE: Elsa uses transportation to and from school is provided in a bus with a lift. For mobility, Elsa uses a walker on wheels to move from place to place. 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 released from class early, but she also fatigues easily. Some experts have suggested that she uses ten times as much energy as a typical person for most activities. Elsa also has difficulty controlling her arm and hand movements. She has learned to word process using one finger and uses some one word voice commands to facilitate the process. However, writing is still slow and laborious process for her. She does have an electronic note taker that she uses in her academic classes and it had a modified keyboard that makes it easier for her to input date. The notes can be downloaded into a desktop computer for editing.

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 Elsa's adaptive skills in both the educational and home environment. The results of the ABAS III suggest Elsa'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)

Elsa lives at home with her mother and father, Agnarr and Iduna Arendelle. Her parents were hard-working Norwegian immigrants who were successful farmers. The family is bilingual and speaks both Norwegian and English. The family continues to experience high medical cost resulting from Elsa's accident. As self-employed farmers, they do not have comprehensive medical insurance. Elsa's speech difficulties interfere with signing and she has not learned to read music. However, she likes music and is

very much looking forward to the class. Mrs. Arendelle indicated that Elsa had talked about music all summer and a chance to be with her friends in a "cool" class.

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: 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 7

Strand: Speaking and Listening**Cluster** Comprehension and Collaboration

Code/Standard: ELA.7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Annual Goal

Intent/purpose:

To improve Elsa's ability to comprehend and collaborate with others

Behavior:

she will express herself by responding to questions, and initiating discussions with prompting/cues,

Ending Level:

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

Characteristics of services:

Services will be provided in a 1-1 to small/large group setting. Elsa 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: 04/08/2019

Annual Goal # of 2 goals

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

Annual Goal

How and when periodic progress reports will be provided:

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: 04/08/2019

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

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.

Elsa 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 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 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: 04/08/2019

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 team has determined Elsa's least restrictive environment is within classroom no more than 79% of day but no less than 40% of day. This setting ensures Elsa has the opportunity to experience social and emotional growth as well as adequate access to the general education curriculum. Elsa 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 science | 40 | 04/18/2019 | 12 Months | Taylor Kopp, Special Education Teacher | DCMS |
| Individualize Instruction in reading | 40 | 04/18/2019 | 12 Months | Taylor Kopp, Special Education Teacher | DCMS |
| Individualize Instruction in written language | 40 | 04/18/2019 | 12 Months | Taylor Kopp, Special Education Teacher | DCMS |
| Individualize Instruction in social studies | 40 | 04/18/2019 | 12 Months | Taylor Kopp, Special Education Teacher | DCMS |
| Speech Language | 40 | 04/18/2019 | 12 Months | Ariel Taciturn, Speech Language Pathologist | DCMS |
| Physical Therapy | 40 | 04/18/2019 | 12 Months | Rapunzel Gothel, Physical Therapist | 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: Data indicate Elsa's recoupment of skills over long breaks is significantly less than those of his peers. The team recommends ESY services to ensure Elsa retains skills over the the extended summer break.

**University of Mary Unit
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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, Jason | | | | | Birthdate (month/day/year) 05/06/2007 | | Gender Female | |
| Grade Seventh 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 Agnarr & Iduna Arendelle | | | | 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 Traumatic Brain Injury | | Secondary Disability | | |
| Date of Last Comprehensive Individual Assessment Report: 04/08/2019 | | | | | | | | |

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

| |
|--|
| Annual Goal # of 2 goals |
| <p>Annual Goal Intent/purpose: To improve Elsa's ability to comprehend and collaborate with others</p> <p>Behavior: she will express herself by responding to questions, and initiating discussions with prompting/cues,</p> <p>Ending Level: with 80% accuracy, 10 trials per reporting period, within 2 reporting periods of an IEP. (Baseline: 10%)</p> <p>Characteristics of services: Services will be provided in a 1-1 to small/large group setting. Elsa will be helped with prompting/cues in discussion with support from the special educator, paraprofessional, and/or general education teacher(s).</p> |
| Annual Goal # of 2 goals |

Annual Goal

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 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.
Elsa is able to participate in district-wide assessments with approved modifications (i.e. manipulatives, readaloud, 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 Elsa's least restrictive environment is within classroom no more than 79% of day but no less than 40% of day. This setting ensures Elsa has the opportunity to experience social and emotional growth as well as adequate access to the general education curriculum. Elsa 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

Special Education and Related Services

| Service | Minutes | Starting Date | Duration | Service Provider (Job Title) | Location of Services |
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The review of each goal indicates that an extended school year is needed.