

**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, Don					Birthdate (month/day/year) 04/30/2005		Gender Male	
Grade Sixth grade	Age 13	Race American Indian or Alaskan native	Ethnicity	Student's Primary Language English	Communication Mode Verbal	Primary Language Spoken at Home Norwegian		
Current Address 9899 Sven RD				City Arendelle	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 from another district <input type="checkbox"/> Agency Placed <input type="checkbox"/> Home Education				
B. Name of Parent Agnarr Arendelle			Home Phone Number		Other Phone Numbers			
Parent's Email Address								
Current Address			City	State			Zip	
Name of Second Parent (if applicable) Iduna Arendelle			Home Phone Number		Other Phone Numbers			
Parent's Email Address								
Current Address			City	State			Zip	
C. IEP Case Manager Kendra Gerving			Case Manager Email Address			Phone Number		
IEP Type			Primary Disability Traumatic Brain Injury			Secondary Disability		
Date of Last Comprehensive Individual Assessment Report 01/31/2019								
<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 Arendelle				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Parent			Iduna Arendelle				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Student			Don Sample				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Administrator/Designee/District Representative (Required)			Mr. Principal				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Special Education Teacher or Special			Kendra Gerving				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

<b>Education Provider (Required)</b>		
<b>General Education Teacher (Required)</b>	Mrs. Frozen	<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Individual to Interpret Instructional Implications of Evaluation Results (Required)</b>	Kendra Gerving	<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Speech Language Pathologist</b>	Ariel Taciturn	<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>

## 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 enjoys music and her favorite class is music class. She looks forward to music class because she gets to be with her peers. Elsa has an interest in math and does extremely well with concrete questions/answer type problems. Elsa also has great computer knowledge. When compared to her same-aged peers, Elsa is able to problem-solve through scenarios in a comparable manner. For example, if needed to go to a different area in a school, Elsa can navigate to the area.

In regard to Elsa's listening skills and comprehension, Mrs. Arendelle (Mother) and Miss Gerving (Special Education Teacher) have observed, she struggles to follow multi-step directions. However, she does visually attend to the activity she has been asked to complete, if the steps are broken down. Elsa benefits when tasks are reduced in numbers and pictures are included with the directions. It has been observed that Elsa is able to hold attention to tasks. Elsa does need verbal cueing to ensure she stays on task. Miss Gerving, Special Education Teacher, has observed that Elsa has a short attention span and she is easily distracted when compared to same-aged peers. According to Mr. Jeffry (Homebound Teacher) and Miss Gerving, Elsa's attention is better at the start of an activity and at the start of the day. It has been observed that Elsa follows one step instructions consistently.

Overall, Elsa's ability to hold attention to tasks and follow multi-step directions is behind same aged-peers.

### MEMORY:

Elsa's working memory is an area of concern. She struggles to recall information when asked. Due to the TBI, Elsa has a limited memory for language. She does understand both English and Norwegian.

### FORMAL ASSESSMENTS:

As part of a special education evaluation, Elsa was administered the Weschler Intelligence Scale for Children, 5th Edition between the dates of 1/20/18 and 1/26/18 by Kendra Gerving, Special Education Teacher. The results of the WISC-V suggest Elsa's overall cognitive skills are within the low range when compared to other children the same age. A notable weakness was observed in listening comprehension and working memory.

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

Elsa is a 6th grade student enrolled at DCMS. She enrolled at DCMS last year and was in a self-contained classroom for students with physical impairments or special health care needs. Elsa does receive homebound services due to health related extended absences and Elsa is able to stay current with class content because of these services. Elsa's extended absences have not resulted in retention or poor grades.

Elsa's writing is slow and laborious due to difficulty controlling her arm and hand movements. She uses an electronic note taker and has a modified keyboard that makes it easier for her to input data. Elsa is then able to download the notes to a desktop computer for editing. According to Miss Gerving, she does review and edit her notes. Elsa's assignments are modified to take advantage of her computer knowledge or shortened. Elsa's exams are modified, usually allowing longer time to complete them or shortened exams.

### Progress Report Note:

4- Exceeds Trimester Goals

3- Meets Trimester Goals

2- Working Towards Trimester Goals

1- Not Meeting Trimester Goals

NA- Not Assessed at this time

*By the end of each academic year, students are expected to have a minimum scores of 3 in each area. During the first two trimesters, scores of 1s and 2s are not uncommon. In general, students progress from 1-4 over the course of the year.*

**READING:**

Elsa participates in reading in the general education setting. Her reading teacher says that she is able to hold her attention to the reading if she interested in the reading. Elsa struggles to find the main idea of passages. Elsa's reading teacher says Elsa does best when a book is read to her and she does not have to read it herself. Elsa uses her computer in reading class to take notes but at times falls behind due to becoming tired.

**Progress Report:**

Elsa has earned a score of 1 in trimesters with the exception of one 2. Scores indicate that Elsa has not met grade level standards in sixth grade.

**ENGLISH:**

Elsa participates in English in the resource room and receives parallel curriculum in English. According to Miss Gerving, Elsa's attention is much better in this setting. Elsa does not feel rushed to complete her work and takes her time. It has been noted that Elsa slowly processes questions asked to her.

**Progress Report:**

Elsa has earned a score of a 1 in trimesters with the exception of one 2. Scores indicate that Elsa has not met grade level standards in sixth grade.

**SOCIAL STUDIES/SCIENCE:**

Elsa participates in Social Studies and Science in the resource room and receives parallel curriculum in both academic areas. According to Miss Gerving, Elsa enjoys science and social studies. She uses her electronic note taker during her science and social studies rotations. She holds her attention well but struggles with recalling the information she has learned.

**Progress Report:**

Elsa has earned a score of a 1 in trimesters with the exception of one 2. Scores indicate that Elsa has not met grade level standards in sixth grade.

**MATH:**

Elsa demonstrates a gifted ability in the math area. She is participating in seventh grade math. Her math teacher has modified her requirements because of the length of time it takes Elsa to complete a problem. She usually has shorten assignments or only has to write an answer to a problem and not copy the entire problem. She is also able to use her computer to complete her math assignments.

**Progress Report:**

Elsa has earned a score of 3 in the trimesters with the exception of one 2 in the geometry unit. She is meeting/exceeding the grade level standards in seventh grade math.

**WRITTEN LANGUAGE:**

Elsa's written language is an area of concern. She struggles with writing due to difficulty controlling her arm and hand movements. Elsa also struggles with spoken language due to her speech being slow and laborious. Elsa is showing progress with her written language now that she is able to word process with one finger and uses some one word voice commands.

**Progress Report:**

Elsa is behind with many of her scores placing her in the novice range on the standards based progress reports.

**WORK HABITS & LEARNING BEHAVIORS:**

Elsa has improved her work habits and her ability to exercise self-control. However, Elsa does become tired easily due to the laborious process to move around and speak to those around her. She does require more breaks than same-aged peers. Elsa shows a motivation to learn.

**FORMAL ASSESSMENTS:**

As part of special education evaluation, Elsa was administered the Kaufman Tests of Academic Achievement, Third Edition (KTEA- III) by Kendra Gerving, Special Education Teacher between the dates of 12/3/17- 12/6/17. The scores indicate that Elsa's is performing in the

low range across all categories except math.

### **Communicative Status (receptive and expressive language)**

According to Ariel Taciturn, SLP, she has observed that Elsa has the skills to hold a conversation with peers and adults compared to his same-aged peers. However, Elsa struggles with speech due to it being laborious. It should be noted that Elsa can understand both English and Norwegian.

#### RECEPTIVE LANGUAGE:

Receptive language is not an area of concern for Elsa. Based on observations by multiple team members, Elsa does appear to understand social cues and body language at a developmentally appropriate level. Elsa is also aware of other's emotions and his own. Elsa's expressions and body language are at a developmentally appropriate level. It has been observed that Elsa has a difficulty understanding fast speech and long sentences. She processes questions slowly. She is able to identify things when asked upon and does attend to a task when asked to do so.

#### EXPRESSIVE LANGUAGE:

Elsa is able to express her needs and wants in a developmentally appropriate manner. Elsa uses one word voice commands to express her needs, wants, and at times her answers. Her expressive language continues to develop.

### **Physical Characteristics (medical, vision, hearing, motor)**

#### MEDICAL:

Elsa has a traumatic brain injury resulting from an automobile accident. Elsa has moderate fine and gross motor difficulties along with speech difficulties. Elsa has had frequent absences due to illness and doctors appointments. Elsa also becomes tired easily, the expert says that is because she uses ten times as much energy as a typical person for an activity.

#### VISION/HEARING:

Mrs. Arendelle and Miss Gerving have shared they do not have any concerns related to Elsa's ability to see or hear. In September of 2017, Elsa had eye exam and a hearing exam done at Sven Medical Clinic and the results showed that Elsa does not have any hearing or vision loss.

#### SENSORY:

The team has concluded there are no immediate concerns with Elsa's sensory needs. It has been noted she works best when there are a limited number distractions in the setting.

#### 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. Elsa has difficulty controlling her arm and hand movements.

#### FORMAL ASSESSMENT:

Elsa was administered the Bruininks & Oseretsky Test of Motor Prociency 2 (BOT-2), fine motor composite by Rapunzel Gothel, Physical Therapist. The assessments evaluates fine motor skills including precision and dexterity. The results of the assessment suggest Elsa's fine motor precision and dexterity were below the average range. While her fine motor integration and upper-limb coordination fell within the low range. The results of this assessment suggest Elsa's fine motor abilities does negatively impact her educational and home setting.

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

#### SOCIAL:

Elsa is considered to be social and shows interest in what others are doing. Elsa's social ability is not an area of concern. Elsa understands when it is appropriate time to greet people. Elsa wants to be with her classmates and has indicated that she wants to be apart of a "cool" class which is music.

#### EMOTIONAL:

Elsa's emotion development is not an area of concern. She is often described as a happy and calm student. Elsa does not get easily frustrated. Elsa shoes a demeanor similar to those of her same-aged peers.

### **Adaptive Characteristics (including adaptive behavior, self care, independent living, self direction, health and safety,**

**work)****SELF CARE/ ORGANIZATIONAL SKILLS:**

Elsa stays at school for lunch and does need assistance during this task. According to Mrs. Arendelle, Elsa is able to undress and dress independently but he does require help with all fasteners (zippers, snaps, and buttons). Elsa will tug at the fasteners until it comes apart or until his clothing rips. According to Miss Gerving, Elsa puts away her materials she has used in class and likes to put everything in the correct spot. She shows good organizational skills. Elsa also exhibits the functional use of objects and will point to common objects when asked. She is also very particular with her note taking and does not want anyone to help her with this task.

**TOILETING:**

Elsa is also able to use the toilet independently. She does not require supervision during toileting.

**SELF-DIRECTION:**

Elsa helps her parents on their farm but her parents have noted that she requires multi-step directions to be broken down to one directive at a time. Elsa does leave class early to move to the next class, she keeps track of the time and knows when to leave without prompting.

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

Elsa lives at home with her parents. Elsa's parents are hard-working Norwegian immigrants that farm. The family is bilingual and her mother speaks both Norwegian and English. Her parents are self-employed farmers.

**Other**

Elsa is very excited to start music class and be a part of a "cool" class with her friends.

### E. Consideration of Special Factors

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

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

Student Name: Don Sample

ID#: SAMPLE35

Meeting Date: 04/08/2019

Annual Goal # of 1 goals

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

### Reference From North Dakota English Language Arts Content Stds 2017

Grade 6

**Strand:** Speaking and Listening

**Cluster** Comprehension and Collaboration

**Code/Standard:** ELA.6.SL.2 Use introductory note-taking strategies to interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

### Annual Goal

**Intent/purpose:**

To increase Elsa's speaking and listening skills,

**Behavior:**

with 2 prompts or less Elsa will identify the main ideas and supporting details of a text read aloud or information presented by verbally stating or pointing to the answer

**Ending Level:**

with 80% accuracy within 10 trials within one reporting period for two consecutive reporting periods by IEP end. (Baseline: 10%). (1 trial = 1 set of 10 oral and printed details)

**Characteristics of services:**

This IEP goal 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 via mail for two consecutive reporting periods, or two consecutive 9-week periods. Also available upon request.

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

Student Name: Don Sample

ID#: SAMPLE35

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:

- Electronic Note Taker
- Modified Keyboard
- Break down multi-step instructions
- Simplify instruction tasks/academic tasks

### BEHAVIOR:

- Reduced distractions in classroom
- Prompts to stay-on task
- Least amount of obstacles in rooms

### ASSESSMENTS:

- Read aloud instructions
- Break down instructions
- Read aloud tests
- Reduce distractions
- Pull-out for tests
- Extended time
- Electronic device

### PROGRESS REPORT GRADES:

- Modify grades

**Does the student need instructional and related core materials in an accessible specialized format?**  Yes  No

### Identify the alternate format(s) needed for the student:

- None  Braille  Large Print  Digital (e-text)  Audio

**Is the student eligible to receive NIMAS files as certified by a competent authority?**  Yes  No

**The student requires instructional materials in an alternate format, but does not qualify for NIMAS files. The school must ensure the student receives instructional materials in an accessible format.**

**Describe the student's participation in North Dakota State Assessment. When completing this section consider the next scheduled NDSA testing window.**

- Student's current grade does not participate.
- Student will participate in North Dakota **State Assessment** without accommodations.
- Student will participate in North Dakota **State Assessment** with approved accommodations specified in Adaption of Education Services area.

In the following subject areas:  English Language Arts/Literacy  Math

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

#### Embedded

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Highlighter                | <input checked="" type="checkbox"/> Keyboard navigation | <input type="checkbox"/> Mark for review  |
| <input type="checkbox"/> Math tools                 |   | <input type="checkbox"/> Strikethrough    |
| <input type="checkbox"/> Writing tools              |   | <input checked="" type="checkbox"/> Break |
| <input type="checkbox"/> Calculator (for calculator | <input type="checkbox"/> Spell check                    |   |
|   | <input type="checkbox"/> Zoom                           |   |

- items only grades 6-8 and 11)  Digital notepad  
 English glossary  Expandable passages  English Dictionary  
**Non Embedded**  Breaks  English Dictionary  Global notes  
 Thesaurus  Scratch paper

**Designated Supports:**  **Needed**  **Not Needed**

- Embedded**  Color Contrast  Translated test directions  Translations (stacked)  
 Masking  Translations (glossaries)  
 Text-to-speech

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

**Accommodations:**  **Needed**  **Not Needed**

- Embedded**  American Sign Language  Braille  Text to speech  
 Streamline  Closed Captioning

- Non Embedded**  100s Number Table  Print on demand  Multiplication Table  
 Abacus  Read aloud  Speech-to-text  
 Alternate Response Options  Calculator  
 Scribe

- 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.

## H. Description of Activities with Students Who Are Not Disabled

**Physical Education.** Indicate type of physical education program that the student receives:

- Regular P.E.  Adaptive/Specially Designed P.E.

**Comments:**

**Participation in Academic and Nonacademic Activities:**

Check any program options in the boxes below in which the student will be participating with students who do not have disabilities.

**Program Options**

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> Art                 | <input checked="" type="checkbox"/> Music     | <input type="checkbox"/> Family/Consumer Science |
| <input type="checkbox"/> Trade and Industrial Education | <input type="checkbox"/> Vocational Education | <input type="checkbox"/> Other:                  |

**Comments:**

**Nonacademic and Extracurricular Services and Activities**

- |  |   |                                     |
|--|---|-------------------------------------|
| <input 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 Elsa's least restrictive environment is within the general education classroom 80% or more of the 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
Speech Language	45 minutes per week	04/08/2019	12 Months	Ariel Taciturn, Speech Language Pathologist	DCMS
Individualize Instruction in science	75 minutes per week	04/08/2019	12 Months	Kendra Gerving, Special Education Teacher	DCMS
Individualize Instruction in social studies	75 minutes per week	04/08/2019	12 Months	Kendra Gerving, Special Education Teacher	DCMS
Individualize Instruction in written language	75 minutes per week	04/08/2019	12 Months	Kendra Gerving, Special Education Teacher	DCMS
Physical Therapy	45 minutes per week	04/08/2019	12 Months	Rapunzel Gothel, Physical Therapist	DCMS
		04/08/2019	12 Months		

**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 indicated that Elsa's recoupment of skills over long breaks is significantly less than those of her peers. The team recommends ESY services to ensure Elsa retains skills over the extended summer break.

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

## IEP Snap Shot Age 6-15

IEP Meeting Date: 04/08/2019							<input type="checkbox"/> Amendment to IEP:	
A. Student Name (Last, First, MI) Sample, Don					Birthdate (month/day/year) 04/30/2005		Gender Male	
Grade Sixth grade	Age 13	Race American Indian or Alaskan native	Ethnicity	Student's Primary Language English	Communication Mode Verbal	Primary Language Spoken at Home Norwegian		
Current Address 9899 Sven RD				City Arendelle	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 from another district <input type="checkbox"/> Agency Placed <input type="checkbox"/> Home Education				
B. Name of Parent Agnarr Arendelle			Home Phone Number		Other Phone Numbers			
Current Address			City		State		Zip	
Name of Second Parent (if applicable) Iduna Arendelle			Home Phone Number		Other Phone Numbers			
Current Address			City		State		Zip	
C. IEP Case Manager Kendra Gerving			Case Manager Email Address		Phone Number			
IEP Type			Primary Disability Traumatic Brain Injury		Secondary Disability			
Date of Last Comprehensive Individual Assessment Report: 01/31/2019								

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

Annual Goal # of 1 goals

#### Annual Goal

##### Intent/purpose:

To increase Elsa's speaking and listening skills,

##### Behavior:

with 2 prompts or less Elsa will identify the main ideas and supporting details of a text read aloud or information presented by

verbally stating or pointing to the answer

**Ending Level:**

with 80% accuracy within 10 trials within one reporting period for two consecutive reporting periods by IEP end. (Baseline: 10%).  
(1 trial = 1 set of 10 oral and printed details)

**Characteristics of services:**

This IEP goal 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.

## 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:**

- Electronic Note Taker
- Modified Keyboard
- Break down multi-step instructions
- Simplify instruction tasks/academic tasks

**BEHAVIOR:**

- Reduced distractions in classroom
- Prompts to stay-on task
- Least amount of obstacles in rooms

**ASSESSMENTS:**

- Read aloud instructions
- Break down instructions
- Read aloud tests
- Reduce distractions
- Pull-out for tests
- Extended time
- Electronic device

**PROGRESS REPORT GRADES:**

- Modify grades

**Does the student need instructional and related core materials in an accessible specialized format?**  Yes  No

**Identify the alternate format(s) needed for the student:** Digital, Audio

**Is the student eligible to receive NIMAS files as certified by a competent authority?**  Yes  No

**The student requires instructional materials in an alternate format, but does not qualify for NIMAS files. The school must ensure the student receives instructional materials in an accessible format.**

**Describe the student's participation in North Dakota State Assessment. When completing this section consider the next scheduled NDSA testing window.**

- Student will participate in North Dakota **State Assessment** with approved accommodations specified in Adaption of Education Services area.

In the following subject areas: English Language Arts/Literacy, Math

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

**Embedded:** Keyboard navigation, Break

**Non Embedded:** Breaks

**Designated Supports:**  **Needed**  **Not Needed**

**Embedded:**

**Non Embedded:** Bilingual dictionary (for ELA-performance task full writes), Separate Setting

**Accommodations:**  **Needed**  **Not Needed**

**Embedded:**

**Non Embedded:** Read aloud

**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.

## Educational Environment

**SETTING:**

A.  Inside regular class 80% or more 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 the general education classroom 80% or more of the 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
Speech Language	45 minutes per week	04/08/2019	12 Months	Ariel Taciturn, Speech Language Pathologist	DCMS
Individualize Instruction in science	75 minutes per week	04/08/2019	12 Months	Kendra Gerving, Special Education Teacher	DCMS
Individualize Instruction in social studies	75 minutes per week	04/08/2019	12 Months	Kendra Gerving, Special Education Teacher	DCMS
Individualize Instruction in written language	75 minutes per week	04/08/2019	12 Months	Kendra Gerving, Special Education Teacher	DCMS
Physical Therapy	45 minutes per week	04/08/2019	12 Months	Rapunzel Gothel, Physical Therapist	DCMS
		04/08/2019	12 Months		

**Length of school day:**

The student will attend for the full school day.

**Extended School Year (ESY)**

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

The review of each goal indicates that an extended school year is needed.