

Individualized Education Program Ages 6-15

IEP Meeting Date: 4-27-1017				<input type="checkbox"/> Amendment to IEP:		
A. Student Name (Last, First, MI) Arendelle, Elsa		Birthdate (month/day/year): 3/2/2004		Gender: Female		
Grade 7	Age 13	Race White	Ethnicity Caucasian	Student's Primary Language English	Communication Mode Speech	Primary Language Spoken at Home Norwegian
Current Address 5 Frozen Street		City Cold	State North Dakota	Zip 12345	Phone Number 867-5309	
Serving School DCMS		City Cold	State North Dakota	Zip 12345	School Phone Number 132-4532	
District of Residence (if different than serving school)			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 checked="" type="checkbox"/> Home Education	
B. Name of Parent: Iduna Arendelle			Home Phone Number 504-9858		Other Phone Numbers:	
Parent's Email Address freezegirl@letitgo.net						
Current Address 5 Frozen Street		City Cold	State North Dakota	Zip 12345		
C. IEP Case Manager Alex Cournoyer			Case Manager Email Address ajcournoyer1@umary.edu		Phone Number 401-200-1641	
IEP Type Annual			Primary Disability TBI		Secondary Disability	
Date of Last Comprehensive Individual Assessment Report 3/27/16						
<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 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	Elsa Arendelle			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Administrator/Designee/District Representative (Required)	Prince Ipal			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Special Education Teacher or Special Education Provider (Required)	Alex Cournoyer			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
General Education Teacher (Required)	Mr. Smith (math teacher)			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Individual to Interpret Instructional Implications of Evaluation Results (Required)	Alex Cournoyer			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Occupational Therapy	N/A			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Speech Pathologist	Ariel Muet			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

Home Educator	Roberta Jefferey	Yes

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 is able to comprehend oral speech, but has a limited language memory.

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

Elsa excels in the area of math and is currently being considered for a math enrichment program for students with gifted abilities. Due to health issues she requires modified assignments to take advantage of her computer knowledge. She also requires extended time while completing exams. Despite frequent absences she is able to keep up with work due to the help of her homebound teacher Mrs. Jeffrey. Elsa attends the resource room for English social studies, and science. She is cotaught math and is in adapted physical education.

Communicative Status (receptive and expressive language)

Speech and writing are both slow and laborious tasks for Elsa. She can be heard and understood in both English and Norwegian.

Physical Characteristics (medical, vision, hearing, motor)

Elsa's vision, hearing, and motor skill levels are good and she does not require medications.

Emotional/Social Development (social skills, leisure)

Elsa enjoys being in class with her friends and likes music.

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

Elsa is frequently ill and absent, which is accommodated through the work of Mrs. Jeffrey. She may also require some help with fine motor skills due to lack of control for arms.

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

Elsa lives with her parents Agnarr and Iduna. They are self-employed farmers, and do not have medical insurance, making frequent health care needs expensive.

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?
 No
 Yes
2. Is the child blind or visually impaired?
 No
 Yes
3. Is the student deaf or hard of hearing?
 No
 Yes
4. Does the student have communication needs?
 No
 Yes
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

Annual Goal # 1 of 2 goals

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

Standard:

CC.1.1.1.B

Annual Goal:

Intent/Purpose:

In order to improve Elsa writing Stamina

Behavior:

Elsa will be able to write her name and phone number in chronological order within 5 minutes

Ending Level:

With 90% accuracy of 10 observations which is completed by the Special Education or general education teacher by the IEP end. (baseline 2/10)

Characteristics of Services:

Elsa will receive assistance from the classroom aide or the home bound teacher to provide prompts as needed

How and when periodic progress reports will be provided:

Progress reports will be provided simultaneously with general education.

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

Annual Goal # 2 of 2 goals

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

Standard:

CC.1.1.1.C

Annual Goal:

Intent/Purpose:

In order to improve Elsa working memory with vocabulary words

Behavior:

When given to 10 grade level vocabulary words, Elsa will spell and speak the work correctly

Ending Level: With 80% accuracy in 10 trials by IEP end (Baseline: 0/10)
Characteristics of Services: Elsa will receive assistance from the classroom from an instructional aide that may provide prompts as needed
How and when periodic progress reports will be provided: Progress reports will be provided simultaneously with general education.
Will a graph be used to report progress toward the annual goal and associated objectives? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Short-Term Instructional Objectives and Characteristics of Services: Objectives are required for those students who participate in the ND Alternate Assessment.
Objective #
Conditions under which the behavior is performed:
Specific Behavior
Measurable Criteria
Evaluation Procedures
Schedules for determining if objectives are being achieved
Characteristics of Services:

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:

- Visual cues as needed
- Modified curriculum
- Extended testing time
- Homebound educator

Adaptive:

- Paraprofessional assistance during general education classes
- Adapted keyboard
- Computer for communication and to complete classwork
- Walker on wheels to help with mobility
- Early dismissal due to fatigue

Assessments and Progress Reports:

- Modified progress report grading

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

Student will participate in the North Dakota Alternate Assessment.

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

Describe the student's participation in districtwide assessments.

The team has discussed and considered the student's participation in regular districtwide assessment. If the student will not participate in the regular districtwide assessment, describe why the child cannot participate and why the particular alternate assessment selected is appropriate.

The team has determined that Belle will participate in the North Dakota Alternate Assessment. He will also participate in the modified district assessment. Assessment results will be used for academic planning.

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 checked="" type="checkbox"/> School Sponsored Clubs	<input type="checkbox"/> Transportation	<input checked="" type="checkbox"/> Recreation
<input checked="" 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.

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:

Elsa's needs are best met within the general education classroom 80% of the school day. Elsa requires individualized instruction in all social studies, English, and science, as well as speech language pathology services. These services are best provided inside of the general education setting. Access to the general education environment is critical for Elsa's continued emotional, and social growth.

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	Location of Services
Social Studies	150	4/29/17	Until IEP end	Alex Cournoyer	DCMS
English	150	4/28/17	Until IEP end	Alex Cournoyer	DCMS
Science	150	4/29/17	Until IEP end	Alex Cournoyer	DCMS
Speech Language Pathology	100	4/28/17	Until IEP End	Ariel Muet	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: Belles current levels do not require an extended school year.