

Individualized Education Program Ages 6-15

IEP Meeting Date: 4/1/17				<input type="checkbox"/> Amendment to IEP:		
A. Student Name (Last, First, MI) Belle Gold		Birthdate (month/day/year: March 10, 2008		Gender: Female		
Grade 4 th	Age 9yrs	Race Asian	Ethnicity	Student's Primary Language English	Communication Mode Verbal	Primary Language Spoken at Home English
Current Address 19230 Carn Ln		City Francisa	State OR	Zip 88321	Phone Number (123)-456-7890	
Serving School Castle Bay Elementary School		City Francisa	State OR	Zip 88321	School Phone Number (123)-456-7890	
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 type="checkbox"/> Home Education		
B. Name of Parent Maurcie Gold		Home Phone Number (123)-456-7890		Other Phone Numbers:		
Parent's Email Address						
Current Address		City	State	Zip		
C. IEP Case Manager Lydia Springer		Case Manager Email Address Llspringer1@umary.edu		Phone Number		
IEP Type Annual		Primary Disability Autism		Secondary Disability		
Date of Last Comprehensive Individual Assessment Report						
<input 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	Maurice Gold			<input type="checkbox"/> Yes <input type="checkbox"/> No		
Parent	Isabella Gold			<input type="checkbox"/> Yes <input type="checkbox"/> No		
Student	Belle Gold			<input type="checkbox"/> Yes <input type="checkbox"/> No		
Administrator/Designee/District Representative (Required)	Mr. Beast			<input type="checkbox"/> Yes <input type="checkbox"/> No		
Special Education Teacher or Special Education Provider (Required)	Lydia Springer			<input type="checkbox"/> Yes <input type="checkbox"/> No		
General Education Teacher (Required)	Daniel Redding			<input type="checkbox"/> Yes <input type="checkbox"/> No		

Individual to Interpret Instructional Implications of Evaluation Results (Required)	Dr. Lumiere	<input type="checkbox"/> Yes <input type="checkbox"/> No
School Psychologist	Dr. Lumiere	<input type="checkbox"/> Yes <input type="checkbox"/> No
Occupational Therapist	Cinderella Shue	<input type="checkbox"/> Yes <input type="checkbox"/> No
Emotional Disturbance	Aurora Dragan	<input type="checkbox"/> Yes <input type="checkbox"/> No
Speech/Language Pathologist	Ariel Muet	<input type="checkbox"/> Yes <input type="checkbox"/> No
Special Education Consultant	LeFou Sidekic	<input type="checkbox"/> Yes <input type="checkbox"/> No
School Counselor	Gaston Barge	<input type="checkbox"/> Yes <input type="checkbox"/> No
General Education Teacher	Mr. Cogsworth	<input type="checkbox"/> Yes <input type="checkbox"/> No
PE Teacher	Ms. Potts	<input 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)

The school psychologist, Dr. Lumiere, conducted a psycho-educational evaluation. In his report he found that Belle has a performance IQ of 80 and a full-scale IQ of 69.

Belle's short and long term auditory memory is areas of concern, which will be addressed by the special education teacher. However, her organization and attention are areas of relative strength and should be worked on daily to ensure the retention of these skills.

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

School psychologist, Dr. Lumiere, conducted the Woodcock-Johnson test of academic achievement which showed a standard score for Belle in broad reading, 60, broad writing, 49, and in broad mathematics, 49.

Reading

Mr. Cogsworth has noted that Belle has been doing very well in reading. She has been working on sight words for fourth grade and is able to recognize them with 70% accuracy. She is also able to read books independently if they are at second grade level. She is also able to answer comprehension questions about the books with over 70% accuracy if the questions are asked orally.

Writing

Belle will need some support with writing as she is not as strong in this as in reading. She can write the following words with 100% accuracy: hat, mom, the, sat, got, and, I, for, me, Belle, dad, cat.

Math

Belle's math skills for the most part are at the second grade level. She is able to perform single-digit addition and subtraction with over 90% accuracy when carrying and borrowing are not required. She is able to double-digit addition and subtraction with no carrying or borrowing, single-digit addition with carrying and borrowing, and single-digit multiplication and division of whole numbers with approximately 75% accuracy.

Communicative Status (receptive and expressive language)

The school psychologist, Dr. Lumiere, conducted a psycho-educational evaluation. In his report he found that Belle has a verbal IQ of 57.

Physical Characteristics (medical, vision, hearing, motor)

Belle has had a clinical diagnosis since she was two and has been receiving services through the schools since she was five. These services have helped her take great leaps academically. She is nine years old and her teacher Mr. Redding works closely with her parents to assure her IEP goals are met.

Belle's visual-motor integration is an area of need which will be met by her OT and PT.

Emotional/Social Development (social skills, leisure)

Since the school and teachers have worked with Belle's parents on getting her into the general education classroom they have seen significant growth in her social life. Dr. Lumiere conducted a Child Behavior Checklist with two of Belle's teacher, Mr. Cogsworth and Ms. Potts (PE teacher), as well as her parents. The CBCL revealed that:

- Belle is always friendly with other students
- Belle is sometimes like by other students

These results related to social growth have shown that she is making good progress in this area. When she was four she fell out of a tree hitting her head. Although no significant injury was found Belle has demonstrated some aggressive behavior toward other children ever since. Therefore this data is helpful in showing the progress she has made since her accident.

Belle also has a peer buddy to work with her through independent activities as well as special classes (music, art, PE). This will give her someone to make sure she understands materials and stays on task.

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

Some adaptive considerations found in the CBCL are:

- Belle often tells lies.
- Belle is often defiant when asked to perform tasks with which she is uncomfortable.
- Belle rarely or never cries in class.
- Belle always comes to school with her homework and supplies.
- Belle often makes up stories about her parents.
- Belle sometimes brings toys to school.

Some of these things will need adaptations to ensure growth and in areas of strength she will need daily work so these skills grow and do not recede.

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

Both Belle's parents work at the local hospital. They are very strong advocates for her inclusion into the general education classroom. The school and teachers have worked with them on getting Belle into the general education.

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 # of goals

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

Standard:

CC.2.2.4.A.2

Develop and/or apply number theory concepts to find factors and multiples.

CC.2.2.1.A.2

Understand and apply properties of operations and the relationship between addition and subtraction.

Annual Goal:

To comprehend the process of borrowing and carrying math concepts (up to the number 50), Belle will be able to orally describe the process appropriately with 80% accuracy in 10 trial observations pre quarter.

Intent/Purpose:

To comprehend the process the process of carrying and borrowing math concepts.

Behavior:

Belle will orally be able to describe the process.

Ending Level:

Up to the number 50 with 80% accuracy in 10 observations by IEP end. Baseline 40%.

Characteristics of Services:

Borrowing and carrying process will be supported visually with examples and prompts within the special ed classroom with the first quarter and progressively integrating into the general ed. setting.

How and when periodic progress reports will be provided:

Progress reports with be provided with general ed. reports and upon request.

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

Standard:

PE S4.E3.4

Annual Goal:

To improve following teacher directives, Belle will use pre-taught strategies by reducing the number of observed outbursts in one school day by 50% (10 observed outbursts) by IEP end (baseline 20 observed outbursts per day average).

Intent/Purpose:

To improve following teacher directives and reducing the number of outbursts.

Behavior:

Belle will reduce the number of observed outbursts using pre-taught strategies.

Ending Level:

Reducing the observed outbursts by 50% (10 observed outbursts) by IEP end. Baseline: 20 outbursts per day average.

Characteristics of Services:

Pre-taught strategies include using time-out center, calm down strategies, and fidgets.

Defiant behavior includes lying, intentionally not listening, and yelling at authority.

How and when periodic progress reports will be provided:

Progress reports with be provided with general ed. reports and upon request.

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

Standard:

K.6.1

Annual Goal:

By IEP end, Belle will be able to state and write personal information (mom's phone number) with the help of prompts if needed with 90% accuracy in 10 scheduled attempts per reporting period. Baseline: 20% out of 5 attempts.

Intent/Purpose:

Belle will be able to state personal information (mom's phone number).

Behavior:

When prompted, Belle will write down her mom's phone number.

Ending Level: 90% accuracy in 10 scheduled attempts per reporting period. (Baseline: 20% out of 5 attempts).
Characteristics of Services: Initially the team will have Belle select her mom's phone number from a group and then move and trace the phone number. Then will progress to writing it down from memory.
How and when periodic progress reports will be provided: Progress reports will be provided with general ed. reports and upon request.
Will a graph be used to report progress toward the annual goal and associated objectives? <input type="checkbox"/> Yes <input 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.

- splitting assignments up into smaller chunks (chunking)
- different reading levels
- oral instruction instead of written when not targeting writing skills
- buddy system

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.

H. Description of Activities with Students Who Are Not Disabled

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

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

Comments:

Belle will have a peer buddy, Philippe, for her time in PE so she will keep on task for independent tasks.

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

- | | | |
|----------------------------------|------------------------|---------------------------------|
| X Art | X Music | X Family/Consumer Science |
| X Trade and Industrial Education | X 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.

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:

Belle's parents feel very strongly that she would benefit from the most inclusion into the general education classroom as possible. The team has also found that most of the services can be provided in the general education classroom with only one service (OT) in a resource room.

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
Math	120			Lydia Springer	General ed classroom
Social Skills	80			Aurora Dragun	General ed classroom
Writing/Oral	80			Ariel Muet	General ed classroom
OT	20			Cinderella Shue	Resource room

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: