

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, B		Birthdate (month/day/year): 7/7/2007		Gender: Female		
Grade: 4th	Age: 9	Race: White	Ethnicity: Caucasian	Student's Primary Language: English	Communication Mode: Verbal	Primary Language Spoken at Home: English
Current Address: 7777 Beastly Dr.		City: Francisa	State: OR	Zip: 12343	Phone Number: 867-5302	
Serving School: Castle Bay Elementary		City: Francisa	State: OR	Zip: 12343	School Phone Number: 867-5309	
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: Maurice Gold		Home Phone Number		Other Phone Numbers:		
Parent's Email Address Maurice.gold@polarexpress.com		555-5555				
Current Address: 1234 Clock Rd.		City: Francisa	State: OR	Zip: 12343		
C. IEP Case Manager: Santana Schneider		Case Manager Email Address: Santana.schneider@polarexpress.com		Phone Number: 555-7777		
IEP Type: Annual		Primary Disability: Autism		Secondary Disability		
Date of Last Comprehensive Individual Assessment Report: 3/21/15						

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Parent		<input type="checkbox"/> Yes <input type="checkbox"/> No
Student	Belle Gold	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Administrator/Designee/District Representative (Required)	Mr. Beast	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Special Education Teacher or Special Education Provider (Required)	Santana Schneider	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
General Education Teacher (Required)	Mrs. Cogsworth and Ms. Potts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Individual to Interpret Instructional Implications of Evaluation Results (Required)	Santana Schneider	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Speech Language Pathologist	Ariel Muet	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Emotional Disturbances	Aurora Dragun	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
School Counselor	Gaston Barge	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
School Psychologist	Dr. Lumiere	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Occupational Therapist

Cinderella Shue

Yes 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)

Belle strives in listening comprehension and can complete most tasks her peers are able to. However, she may struggle completing tasks in which she is uncomfortable which often hinders her listening skills

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

Dr. Lumiere found that Belle has a performance IQ of 80, a verbal IQ of 57, and a full-scale IQ of 69. He also found that Belle's performance on the Woodcock-Johnson test of academic achievement showed a standard score in broad reading of 60, in broad writing of 49, and in broad mathematics of 49.

Math:

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

Reading:

In consulting with Mr. Cogsworth, Mr. Sidekic learned that Belle has been doing very well with her reading. Mr. Cogsworth has been working with her on her sight words for fourth grade, and she has been able to recognize them with over 70 percent accuracy. She is also able to read some books independently, although they are at the second-grade reading level. She is able to answer comprehension questions about these books with over 70 percent accuracy, if the questions are asked orally. Belle is less successful with writing, and she has only been able to write the following words with 100 percent accuracy:

HAT SAT I ME DAD
MOM GOT
THE AND FOR BELLE CAT

Communicative Status (receptive and expressive language)

Belle is fairly receptive however, her memory often makes this area a challenge for her. She has proficient expressive language but struggles with appropriate social skills to match that language as (based on data) she tends to tell lies and likes to make up stories.

Physical Characteristics (medical, vision, hearing, motor)

Medical:

She has had a clinical diagnosis since she was two, and has been receiving services through the schools since she was five. When Belle was four, she fell out of a tree, hitting her head on the ground below. Her mother found her crying, when the other children ran to the house and announced that Belle had fallen. Although the doctors found no sign of significant injury, Belle has demonstrated some aggressive behaviors toward other children ever since. Belle's visual-motor integration, short- and long-term auditory memory are areas of need.

Emotional/Social Development (social skills, leisure)

Dr. Lumiere also conducted the Child Behavior Checklist (CBCL) with two of Belle's teachers, Mr. Cogsworth and Ms. Potts, Belle's PE teacher, as well as with Belle's parents. The results of the CBCL included the following observations:

- **Belle is always friendly with other students.**
- **Belle is sometimes liked by students in her class.**
- **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.

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

Belle is an independent young lady who is able to accomplish most self-care tasks. One of her strengths is organization which helps her adapt to various settings.

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

Belle loves to get to spend time with neighborhood friends which she has made through playing recreational sports within the community. She is involved in her church and helps out at home as much as she is able.

Other

Belle's parents have advocated strongly for Belle's inclusion in the general education classroom, sometimes needing to threaten the schools with mediation. However, the schools and Belle's family have finally recognized the value of her placement, and have seen significant growth in Belle's social and academic outcomes. Belle has one younger brother, Alex, who is in the first grade, and who is progressing well through the general curriculum. He has no identified disabilities.

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 3 goals

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

Standard:

K.6.1

Annual Goal:

By IEP end Belle will be able to state personal information (mom's phone number) by writing down her mother's phone number when prompted 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:

With 90% accuracy out of 10 scheduled attempts (Baseline 20% out of 5 attempts.)

Characteristics of Services:

Initially the team will have Belle select her mother's number from a group of numbers and then trace her mother's phone number. Then will progress to writing it down.

How and when periodic progress reports will be provided:

Progress reports will be provided with general education progress reports and available upon request.

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

Annual Goal # 2 of 3 goals

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

Standard:

CC 2.2.1.A.2

Annual Goal:

To comprehend the process of borrows and carrying math concepts (up to the number 50), Belle will be able to orally describe the process appropriately with 50% accuracy in 10 observations per quarter (Baseline: 40% of 8 observations).

Intent/Purpose:

Comprehend the process of borrows and carrying math

Behavior: Belle will be able to orally describe the process appropriately

Ending Level:

With 50% accuracy in 10 observations per quarter (Baseline: 40% of 8 observations).

Characteristics of Services:

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

How and when periodic progress reports will be provided:

Progress reports will be provided with general education progress reports and available upon request.

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

Annual Goal # 3 of 3 goals

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

Standard:

PE S4. E34

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 average day).

Intent/Purpose:

Improve following teacher directives

Behavior: Belle will use pre-taught strategies by reducing the number of observed outbursts in one school day

Ending Level:

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

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. Observations will be done by team members in school setting.

How and when periodic progress reports will be provided:

Progress reports will be provided with general education progress reports and available upon request.

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

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:

- Use modified grade level curriculum
- Visual aids

Behavior:

- Visual schedules
- Scheduled sensory breaks
- Calming space
- Power cards
- Peer buddy

Assessments:

- 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 decided Belle will participate in the North Dakota Alternate Assessment. He will also participate in modified district assessment. The 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:

Belle will need appropriate modifications and adaptations to activities throughout the period.

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.

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 Belle's needs are best met within the general education classroom 35-70% of the school day. Belle requires individualized instruction in academic areas, communication, and occupational therapy. These services are best provided outside the general education setting. However, access to the general education environment is critical for Belle's continued academic, 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
Math	150	4/1/17	12 months	Santana Schneider	Castle Bay Elementary
Social Skills	90	4/1/17	12 months	Santana Schneider	Castle Bay Elementary
Short/long-term memory	150	4/1/14	12 months	Santana Schneider	Castle Bay Elementary
Emotional Disturbances	60	4/1/17	12 months	Aurora Dargun	Castle Bay Elementary
Occupational Therapist	30	4/1/17	12 months	Cinderella Shue	Castle Bay Elementary
Speech Language Pathologist	60	4/1/17	12 months	Ariel Muet	Castle Bay Elementary

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:

The team has decided that an extended school year is not necessary for Belle to reach her goals.