

Individualized Education Program Ages 6-15

IEP Meeting Date:				<input type="checkbox"/> Amendment to IEP:			
A. Student Name: Arendelle, Elsa			Birthdate (month/day/year): 09/15/2005		Gender: Female		
Grade 6 th	Age: 12	Race: White	Ethnicity: Caucasian	Student's Primary Language: English and Norwegian	Communication Mode: Verbal	Primary Language Spoken at Home: English	
Current Address: 1519 East State Ave.		City: Bismarck	State: North Dakota	Zip: 58503	Phone Number: 701-345-6892		
Serving School: District Columbia Middle School		City: Bismarck	State: North Dakota	Zip: 58501	School Phone Number: 701-678-5542		
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: Agnarr and Iduna Arendelle			Home Phone Number: 701-568-9907		Other Phone Numbers:		
Parent's Email Address: a.arendelle@comast.com							
Current Address: 7895 Ice Castle Drive		City Bismarck	State ND	Zip 58503			
C. IEP Case Manager: Allison Dehn			Case Manager Email Address: amdehn1@umary.edu		Phone Number: 6124813379		
IEP Type: Annual			Primary Disability: Traumatic Brain Injury		Secondary Disability		
Date of Last Comprehensive Individual Assessment Report: 05/20/2014							
<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 type="checkbox"/> X Yes <input type="checkbox"/> No		
Parent	Iduna Arendelle				<input checked="" type="checkbox"/> X Yes <input type="checkbox"/> No		
Student					<input type="checkbox"/> Yes <input type="checkbox"/> No		
Administrator/Designee/District Representative (Required)	Kate Tangled				<input type="checkbox"/> X Yes <input type="checkbox"/> No		
Special Education Teacher or Special Education Provider (Required)	Allison Dehn				<input checked="" type="checkbox"/> X Yes <input type="checkbox"/> No		
General Education Teacher (Required)	John Smith				<input type="checkbox"/> X Yes <input type="checkbox"/> No		
Individual to Interpret Instructional Implications of Evaluation Results (Required)	Allison Dehn				<input checked="" type="checkbox"/> X Yes <input type="checkbox"/> No		
Speech Language Pathologist	Jane Doe				<input type="checkbox"/> X Yes <input type="checkbox"/> No		
Home Bound Teacher	Roberta Jeffry				<input type="checkbox"/> X Yes <input type="checkbox"/> No		

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D. Present Levels of Academic Achievement and Functional Performance for Students Ages 6-15

The present levels of academic achievement and functional performance (PLAAPF) 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)

ATTENTION:

Elsa does not seem to have any attention problems at this time, overall she just has a few issues regarding processing and remembering information

MEMORY:

Elsa processes information slowly compared to the rest of her peers.

Elsa has limited memory in her language vocabulary.

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

Elsa is a sixth grader at District of Columbia Middle School. She has had many absences due to her homebound services and doctor appointments, but does not seem to be affecting her grades.

MATHEMATICS:

Elsa is gifted in math and is working at the seventh grade level.

Elsa is eligible for the math enrichment program, and would like her counselors would like her to begin as soon as possible.

Elsa uses her computer to do her math homework and tests.

Elsa is co-taught in the mathematics area.

PHYSICAL EDUCATION:

Elsa is co-taught in this area as well.

MUSIC:

Elsa will start to be in music class with the rest of her peers, and she is very excited to start.

GENERAL ACADMEIC SETTING:

Elsa gets extra time to take tests in all subject areas.

Elsa uses an electronic note taker and a modified keyboard for her to easily write down information during class.

Elsa's assignments are modified as well to smaller portions.

WRITING:

Elsa is a slow writer, and it takes her a long time to write sentences compared to the rest of her peers.

Communicative Status (receptive and expressive language)

RECEPTIVE:

Elsa understands information well, and just slowly processes the information given to her.

Elsa has trouble remembering information that has been said to her.

EXPRESIVE:

Elsa is able to be understood in both English and Norwegian.

When Elsa talks her speech is slow, labored, and irregular compared to the rest of her peers.

Elsa uses one word voice commands to help her write down information.

Physical Characteristics (medical, vision, hearing, motor)

GROSS AND FINE MOTOR:

Elsa has impaired functioning in both her arms and legs.

Elsa has trouble controlling her hand and arm movements.

Elsa uses a walker to move about the school.

HEALTH:

Elsa tires easily-she uses ten times more energy compared to her same age peers.

Elsa is able to leave class a few minutes early so she has time to get to her next class

Elsa has good hearing and vision, no problems have been reported in this area.

SURGERIES:

Elsa has had to miss school due to doctor appointments and multiple surgeries from her accident.

Emotional/Social Development (social skills, leisure)

SERVICES:

Elsa receives a home-bound teacher that helps her on her health issues.

SOCIAL SKILLS:

Alice can be understood, but it takes a while for her to get her words out.

LEISURE:

Elsa likes to help around the farm at home.

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

Elsa's safety is not a concern, as she is well-behaved inside and outside of school.

MOBILITY:

Elsa uses a walker to move around the school.

Elsa takes the bus to and from school, and a lift on the bus gets her on and off.

ATTENDANCE:

Elsa is absent often due to having a home bound teacher, and having multiple doctors' appointments.

Elsa's grades do not seem to be lacking due to her many absences.

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

Elsa lives at home on with her parents Agnarr and Iduna who are sel-employed farmers. The family is bilingual as they speak both Norwegian and English.

Elsa's family does not have medical insurance, due to their farming business

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.1.1.1.B: Demonstrate the understanding of organization and basic features of print. Recognize the distinguishing features of a sentence.
Annual Goal:
Intent/Purpose: Elsa will be able to improve her writing stamina.
Behavior: Elsa will write her name and phone number in chronological order within five minutes.
Ending Level: With 90% accuracy in 10 observations by IEP end.
Characteristics of Services: Elsa will receive services from her aide and the home-bound teacher to provide writing prompts.
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

F. Annual Goals, Short-Term Objectives, and Periodic review of services
Standard: CC.1.1.1.C: Demonstrating the understanding of spoken words and distinguish long and short vowel sounds. Understanding consonant blends and diagraphs and understanding the concept of syllables.
Annual Goal:
Intent/Purpose: To improve Elsa's working memory with vocabulary words
Behavior: When given ten grade level vocabulary words, Elsa will spell and speak the word correctly
Ending Level: With 80% accuracy in ten trials by IEP end. Baseline: (0/10).
Characteristics of Services: Elsa will receive assistance from an instructional aide that may provide prompts as needed.
How and when periodic progress reports will be provided:
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:

Enriched math

Adapted Physical Education

Encourage Elsa to pronounce all her words and syllables.

Take notes on an electronic note-taker and adapted keyboard.

Behavior:

Elsa may leave class early so that she can get to her next class at her own pace.

Assessment Accommodations:

Elsa may have extra time to take tests.

Elsa will get shortened homework assignments.

Adaptive services in the resource room.

May sit in a quiet area away from distractions.

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:

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

Comments:

Elsa will have adapted Physical Education co-taught with her general education class.

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

Art Music Family/Consumer Science

Trade and Industrial Education Vocational Education Other:

Comments:

Nonacademic and Extracurricular Services and Activities:

Counseling Employment Referrals Athletics

School Sponsored Clubs Transportation Recreation

Special Interest Groups 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 needs to be in the general education room when she is not in the resource room or getting her co-teaching services for physical education and math. Elsa will receive the following services in the resource room/with the speech language pathologist: speech language, social studies writing, and science. Elsa also needs a paraprofessional with her to help her when she is not in the resource room. Elsa is encouraged to have conversations as much as possible, this will help her to improve her speaking skills. Elsa may leave each class a few minutes early, so that she has time to get to her next class and does not tire herself out trying to rush down the hallways.

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
English	50	04/09/2017	12 months	Allison Dehn	DCMS
Social Studies	50	04/09/2017	12 months	Allison Dehn	DCMS
Science	50	04/09/2017	12 months	Allison Dehn	DCMS
Speech	150	04/09/2017	12 months	Jane Doe	DCMS
Enriched Mathematics	150	04/09/2017	12 months	Jaylia Prussing	DCMS
Writing	100	04/09/2017	12 months	Allison Dehn	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 is not able to remember information easily, therefore, needs an extended school year.