

University of Mary Unit  
7500 University Dr  
Bismarck, ND 58504

<b>Individualized Education Program Transition (16-21)</b>						
IEP Meeting Date: 04/12/2019						<input type="checkbox"/> Amendment to IEP:
<b>A. Student Name (Last, First, MI)</b> Sample, Nancy				<b>Birthdate (month/day/year)</b> 11/24/2006		
<b>Gender</b> Female						
<b>Grade</b> Tenth grade	<b>Age</b> 12	<b>Race</b>	<b>Ethnicity</b>	<b>Student's Primary Language</b> English	<b>Communication Mode</b>	<b>Primary Language Spoken at Home</b> English
<b>Current Address</b>			<b>City</b>	<b>State</b> ND	<b>Zip</b>	<b>Phone Number</b>
<b>Serving School</b> University of Mary Unit			<b>City</b>	<b>State</b>	<b>Zip</b>	<b>School Phone Number</b>
<b>District of Residence (If different from serving district)</b> University of Mary Unit		<b>Resident School Building (Plant)</b>		<b>Check items that apply:</b> <input type="checkbox"/> Transferred within district <input type="checkbox"/> Open Enrolled in another district <input type="checkbox"/> Agency Placed <input type="checkbox"/> Home Education		
<b>B. Name of Parent</b>		<b>Home Phone Number</b>		<b>Other Phone Numbers</b>		
<b>Parent's Email Address</b>						
<b>Current Address</b>			<b>City</b>	<b>State</b>	<b>Zip</b>	
<b>C. IEP Case Manager</b> Brandon Plasch		<b>Case Manager Email Address</b>		<b>Phone Number</b>		
<b>IEP Type</b> Annual Review/Revision		<b>Primary Disability</b> Intellectual Disability		<b>Secondary Disability</b>		
<b>Date of Last Comprehensive Individual Assessment Report</b> 04/11/2019						
<input checked="" type="checkbox"/> A copy of the "Parental Rights for Public School Students receiving Special Education Services – Notice of Procedural Safeguards" was provided.						
				<b>Names of All Team Members</b>	<b>Indicate Attendance</b>	
<b>*Parent</b>					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Parent</b>					<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Student</b>				Nancy Sample	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

<b>Administrator/Designee/District Representative (Required)</b>	Mr. Principal	<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Special Education Teacher or Special Education Provider (Required)</b>	Brandon Plasch	<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>General Education Teacher (Required)</b>	Mr. General Educator	<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Individual to Interpret Instructional Implications of Evaluation Results (Required)</b>	Brandon Plasch	<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Adult Services Agency Representative (if applicable)</b>		<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>

## Transition Services (ages 16-21) or younger if appropriate T-1. Measurable Post Secondary Goals

**Education/Training:** After graduation of high school, Clark will continue Voc. Rehab training.

**Employment:** After graduation of high school, Clark will obtain employment at the local library

**Independent Living Skills:** Upon completion of high school, Clark will live with his parents to save money and will purchase an apartment in the future.

## D. Present Levels of Academic Achievement and Functional Performance for Students Ages 6-21

The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources. 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)

Ability testing in 2018 indicated that Student is functioning in the borderline to low average range of ability as compared to same age peers.

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

Clark is currently enrolled at Metropolis High School as a sophomore. He is currently taking the classes: Applied Topics in English/Language II (1) ,Applied Topics in Math II (1) ,Applied Topics in Science II (1), US Gov. (1/2), Econ. (1/2), Adaptive Spanish II (1)  
Applied Topics in Health I (1)

English: Clark has been in an Applied Topics course in English for the past 2 years. He has enjoyed the class very much with interacting with classmates and learning more each year. His progress has been very great and his communication skills have increased tremendously. However, we as a team think that a continual goal for Clark would consist of enhancing communication skills. We also think the continuation of Clark in the Applied English course would be the most beneficial for his learning.

Math: Clark's teacher and myself have seen the amount of work Clark puts into Math and his continual work is why we think Clark can be transferred to the general education setting for Math in the following years. The only concern for Math would be the amount of coursework might be too rigorous for Clark so we may need to use accommodations for this.

Science: Currently, the course Clark is learning about is Biology which is quite difficult for many students. Clark has learned many terms in Biology, but the amount of terms is very difficult to learn especially with the large amount of letters in each, and the continually expansion of each unit. Clark has difficulty with some of the labs, but he also is very active in the class which helps his learning.

Social Studies: I think this class is Clarks favorite class in school because of the amount of visual aids in the classroom and the lessons. Clark is in the general education setting for Economics and has expressed his enjoyment of this class. Clark adds many things to the class which helps the other students, friends, and teacher enjoy the class much more.

Clark is a visual learner based on his retention of materials compared to the retention of memories with hands on activities, audio, etc...

### Communicative Status (receptive and expressive language)

Receptive: Clark's body language and overall demeanor show that he really does want to be at school. When he does interact with peers he comes off as listening or responsive towards the things they say. With his teachers they do not always know if they have his attention, but after assessments, they come to understand they do.

Expressive:

Clark loves to communicate with his peers or other teachers, but especially his friends. The teachers he will talk to mostly (Math and Science) both agree that he interrupts them when they speak or when others speak probably because of his excitement. He also does not understand some words they use around him which prohibits his full knowledge of what they are discussing, but after explaining, he continues the conversation.

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

Health:

Clark does not show any signs of being not healthy, in fact he is right where he should be according to his P.E. instructor.

Medication: Tegretol and Mysoline

Vision/ Hearing:

On occasion, Clark will wear glasses to classes and has taken the annual eye exam with the rest of his peers. A functional vision assessment has indicated that Clark's visual acuity with corrective lenses at near distances is 20/80 and at far distances is 20/100. His most effective visual field is slightly below eye level and he is able to localize to visual stimulus and fixate his gaze on objects and people as well as shift his gaze. Clark does not like wearing his glasses but is cooperative in this area most of the time. Clark has good hearing.

Gross/ Fine Motor:

Clark has developed the skills to operate a variety of switch activated devices (e.g. button maker, blender, etc.), use a paper shredder, and collate papers with a jig. Clark has held an on-campus job in the school library checking books in and out using a scanning system and shelving books with the assistance of a teacher assistant. He tried a job in the school cafeteria bagging cookies for sale but due to hygiene issues (e.g. drooling) it was determined that this was not a good placement for Clark.

Sensory:

The team has not noticed any sensory seeking behaviors nor sensory sensitivities.

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

Social:

Clark has many friends at school. In fact, he frequently stays to himself in all subjects, but wants to participate in a group together with other students. I mainly see him with other teachers who help him, or his friends Eli and Maria.

Emotional:

Clark is described as being very calm and collected in classes. He really does not show many emotions during classes or during other periods in school.

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

Clark's adaptive behaviors in terms of following rules at home and school are not an area of concern. There are no concerns for his safety beyond what is typical for other children his age.

He is able to do things by himself which has been expressed above. He primarily relies on himself for everyday activities with some assistance.

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

Clark lives with his father Kip Tenight.

**Other**

**Address the present level of performance in each of the following domains with documentation of student needs, preferences and interests and identify by what method this information was obtained. )**

**Jobs and Job Training**

While completing the Student Transition Inventory, Clark does not enjoys doing physical labor and staying independent from others while doing yard work and other laborious activities for his neighbors and his family. He enjoys reading and has attempted to write his own books before. His mother has shown pictures of his creations and indicates that she has heard many of times he enjoys created and exploring new ideas or learning about history.

**By what method was this obtained:**

Formal Assessment  
Student Interview  
Parent Interview  
Informal Assessments.

**Recreation and Leisure**

According to observations performed by the IEP team, interactions with peers and teachers is not a cause for concern, but his involvement in extracurriculars is somewhat concerning. He likes to stay active in the community. He has shown that he enjoys communicating with adults more than his peers.

**By what method was this obtained:**

Observations in the classroom and student interviews.

**Home/Independent Living**

According to teacher and parent observations, Clark demonstrates appropriate hygiene, dresses appropriately according to the weather, and wears appropriate clothing to school. However, sometimes dressing and eating can be difficult. He has never moved, but would be able to pack, move, and set up a place with assistance. He enjoys doing household tasks and likes a clean home. Clark does not have a driver's license and drives his siblings into school.

**By what method was this obtained:**

Teacher and parent observations.  
Student Interviews.

**Community Participation**

Clark does not have an understanding in the following areas of need: identifying agencies that can provide support and assistance, understanding charge accounts and loans, and practicing comparative shopping. These are all areas that will be addressed while student is in high school and are areas of need for many students at this grade level.

**By what method was this obtained:**

Student Interviews.  
TPI

**Post-Secondary Training and Learning Opportunities**

Clark's rating on the ESTRS, in the area of Post Secondary Education was below his peers. He is a sophomore this year and his progress to obtain this information has been difficult. He does not plan on attending post secondary schooling, but wants to focus on History and reading in the future.

**By what method was this obtained:**

Student Interview  
ESTRS

**Related Services**

Clark has received some counseling with the help of his social worker and has made tremendous progress with his communication. He also has had some assistance with reading strategies.

**By what method was this obtained:**

School Councilor.

Teachers.

Student.

### 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. The team has considered the child is not a child with limited English Proficiency.  
 Yes
  
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: Nancy Sample

ID#: SAMPLE52

Meeting Date: 04/12/2019

### T-2. Course of Study

School Year	Grade Level	List Courses and Educational Experiences to be taken each year	Credits to be earned	Credits Earned	Total Credits Earned
2018-19	Ninth grade	Applied Topics in English/Language I (1) Applied Topics in Math I (1) Applied Topics in Science I (1) US Government (1) Adaptive Phy. Ed. (1) Adaptive Spanish I (1)	21	3	3
2019-20	Tenth grade	Applied Topics in English/Language II (1) Applied Topics in Math II (1) Applied Topics in Science II (1) US Gov. (1/2) Econ. (1/2) Adaptive Spanish II (1) Applied Topics in Health I (1)	15	9	12
2020-21	Eleventh grade	Applied Topics in English/Language III (1) Applied Topics in Math III (1) Applied Topics in Science III (1) Applied Topics in Daily Living I (1) English 11/U.S. History (1) Adaptive Phy. Ed (1)	9	15	27
2021-22	Twelfth grade	Applied Topics in English/Language III (1) Applied Topics in Math III (1) Civics (1) Adaptive Spanish III (1) Concert Choir (1) Art I (1) Applied Topics in Recreation/Leisure I (1)	3	21	48
Ages 18-21					

**Total Number of credits required by this district for graduation: 24**

**Anticipated month and year of graduation:** May 2022

**Will this student exit secondary school with fewer credits than required of all students by the district?**

Yes  No

**If yes, identify the alternate document approved by the district that the student will receive.**

**Transfer of Rights:**

No later than one year before the age of majority (18) the student and family must be informed of the educational transfer of rights.

**Discussion of transfer of rights must be held and documentation here.**

Date of IEP Meeting when transfer of rights was discussed 02/14/2019



**Procedural Safeguards:**

Upon turning 18, the student and parent must receive written notification that the educational rights of the student have transferred.

Date transfer of rights to students occurred and "Transfer of Rights to Student" form was signed, if applicable

## T-3. Transition Services

### Strategies and Activities Needed to Assist the Student in Reaching Post-Secondary Goals

**Education/Training:**

Goal: After graduation of high school, Clark will continue Voc. Rehab training.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
1. Clark will learn more about post secondary options	1. Student, Parents, and School.	2018-2019	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Enroll in an adult living course	2. Student, School, and School Councilor.	2018-2019	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Employment:**

Goal: After graduation of high school, Clark will obtain employment at the local library

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
1. Learn how to interview, write resumes, cover letters, and do a job search.	1. Student and School.	2018-2019	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Obtain a paid job in an area of interest	2. Student and Parents.	2018-2019	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(Optional)

**Independent Living Skills:**

Goal: Upon completion of high school, Clark will live with his parents to save money and will purchase an apartment in the future.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
1. Clark will live with his parents and continue to learn independent living skills: organizing,	1. Student, Parents, School, VR Councilor.	2018-2019	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

washing clothes, etc..									
2. Manage money and pay bills	2. Student, Parents, and School.	2018-2019	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

### Reference From North Dakota Mathematics Content Standards 2017

**Grade:** Statistics and Probability

**Subject:** Mathematics

**Domain:** Using Probability to Make Decisions

**Cluster** Calculate expected values and use them to solve problems

### Annual Goal

**Intent/purpose:**

Clark's decision making to solve, calculate, and managing money will increase. (The instructional strategy or goal should be targeted to reducing the gap between the level at which the student currently functions and the level of proficiency needed to meet the grade-level standard or increased proficiency in using the selected strategy or independent use of the strategy).

**Behavior:**

Clark will demonstrate, through written and verbal forms or communication, his understanding of finances.

**Ending Level:**

Assistive Tech.

Clark will be able to calculate how much he will need to take out in loans for his post secondary education with the internet, calculator, and communicating with peers when he is at a stand still.

**Characteristics of services:**

Who provides the instruction. Special Ed Personal.

**How and when periodic progress reports will be provided:**

Progress reports will be reported with general education progress reports. Also available upon request.

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

### Reference From North Dakota Content Standards

**Standard:** 11.HE.4 Standard 4: Students demonstrate the ability to use communication skills to enhance health.

### Annual Goal

**Intent/purpose:**

Clark will demonstrate through verbal, written, and expressive forms of language, how he is feeling using a behavior chart in the Special Education Resource Room. Identify healthy ways to express needs, wants, feelings, and emotions (e.g., discuss how you are a special person, listen, take turns, happy-laugh, happy-cry, sad-cry

**Behavior:**

Clark will express her emotions, sad, happy, angry, etc... to his mentor in a calm manner.

**Ending Level:**

With 80% accuracy(Charting in Special Ed. Resource room) within one reporting period for two consecutive reporting periods by IEP end through observations. (Baseline 10%). Trials: 10

**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 manipulatives may be tangible or digital. The trials will be presented throughout the reporting period.

**How and when periodic progress reports will be provided:**

Progress reports will be reported with general education progress reports. Also 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.

- Adaptive Note Taker.
- Assistance from a paraprofessional.
- Assistive tech with communication(text to speech).
- Extended time on tests or other assessments.
- Walker accessible classroom.
- Bus with Lift.
- Glasses/ Larger Visuals

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.  
 In the following subject areas:  English Language Arts/Literacy  Math  Science
- Student will participate in North Dakota **State Assessment** with approved accommodations specified in Adaption of Education Services area.
- 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.  
 Clark is able to participate in modified district-wide assessments (extended time, larger text, etc..)

### 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:**

Justified because of his main form of movement is with a walker

**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 checked="" type="checkbox"/> Vocational Education	<input type="checkbox"/> Other:

**Comments:**

**Nonacademic and Extracurricular Services and Activities**

<input checked="" type="checkbox"/> Counseling	<input checked="" type="checkbox"/> Employment Referrals	<input type="checkbox"/> Athletics
<input type="checkbox"/> School Sponsored Clubs	<input checked="" 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.**

**SETTING:**

- 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:** Clark's academic abilities have continue to progress tremendously throughout the past couple of years. He is able to participate in daily learning activities (note taking, conversations, etc..). However, he does not like doing hands on activities in the classroom which can be adapted. His fellow peers and friends also would enjoy if he were part of the class more frequently.

**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
Individualize Instruction in math	30	04/12/2019	12 Months	Brandon Plasch	Resource Room
Individualize Instruction in reading	30	04/12/2019	12 Months	Brandon Plasch	Resource Room
Individualize Instruction in science	30	04/12/2019	12 Months	Brandon Plasch	Resource Room
Physical Therapy	30	04/12/2019	12 Months	Rapunzel Gothel	Resource Room
Occupational Therapy	30	04/12/2019	12 Months	Cinderella Shue	Resource Room
Adaptive PE	45	04/12/2019	9 Months - full school year	Mr. PE	Gym
Speech Language	-	04/12/2019	12 Months	Ariel Taiturn	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 MADE 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:** We, the IEP team, have observed Clark before and after extended breaks. His progress is lessened with extended periods of time away from the Special Education classroom and curriculum. The team recommends an Extended School Year for Clark to continue educational and developmental progress.



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

**IEP Snap Shot  
Age 16-21**

IEP Meeting Date: 04/12/2019	<input type="checkbox"/> <b>Amendment to IEP:</b>
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<b>A. Student Name (Last, First, MI)</b> Sample, Nancy	<b>Birthdate (month/day/year)</b> 11/24/2006	<b>Gender</b> Female
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<b>Grade</b> Tenth grade	<b>Age</b> 12	<b>Race</b>	<b>Ethnicity</b>	<b>Student's Primary Language</b> English	<b>Communication Mode</b>	<b>Primary Language Spoken at Home</b> English
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<b>Current Address</b>	<b>City</b>	<b>State</b> ND	<b>Zip</b>	<b>Phone Number</b>
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<b>Serving School</b> University of Mary Unit	<b>City</b>	<b>State</b>	<b>Zip</b>	<b>School Phone Number</b>
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<b>District of Residence (If different from serving district)</b> University of Mary Unit	<b>Resident School Building (Plant)</b>	<b>Check items that apply:</b> <input type="checkbox"/> Transferred within district <input type="checkbox"/> Agency Placed <input type="checkbox"/> Open Enrolled from another district <input type="checkbox"/> Home Education
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<b>B. Name of Parent</b>	<b>Home Phone Number</b>	<b>Other Phone Numbers</b>
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<b>Current Address</b>	<b>City</b>	<b>State</b>	<b>Zip</b>
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<b>C. IEP Case Manager</b> Brandon Plasch	<b>Case Manager Email Address</b>	<b>Phone Number</b>
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<b>IEP Type</b> Annual Review/Revision	<b>Primary Disability</b> Intellectual Disability	<b>Secondary Disability</b>
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**Date of Last Comprehensive Individual Assessment Report:** 04/11/2019

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

**Annual Goal #2 of 2 goals**

**Annual Goal**

**Intent/purpose:**

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should be targeted to reducing the gap between the level at which the student currently functions and the level of proficiency needed to meet the grade-level standard or increased proficiency in using the selected strategy or independent use of the strategy).

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

Annual Goal # of 2 goals

### Annual Goal

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**Consideration must be given to the special factors indicated in section E of the IEP.**

Adaptive Note Taker.

Assistance from a paraprofessional.

Assistive tech with communication(text to speech).

Extended time on tests or other assessments.

Walker accessible classroom.

Bus with Lift.

Glasses/ Larger Visuals

**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:** Large Print, Digital

**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** without accommodations.

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

**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.

Clark is able to participate in modified district-wide assessments (extended time, larger text, etc..)

## Educational Environment

**SETTING:**

B.  Inside regular class no more than 79% of day but no less than 40% 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:**

Clark's academic abilities have continue to progress tremendously throughout the past couple of years. He is able to participate in daily learning activities (note taking, conversations, etc..). However, he does not like doing hands on activities in the classroom which can be adapted. His fellow peers and friends also would enjoy if he were part of the class more frequently.

**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
Individualize Instruction in math	30	04/12/2019	12 Months	Brandon Plasch	Resource Room
Individualize Instruction in reading	30	04/12/2019	12 Months	Brandon Plasch	Resource Room
Individualize Instruction in science	30	04/12/2019	12 Months	Brandon Plasch	Resource Room
Physical Therapy	30	04/12/2019	12 Months	Rapunzel Gothel	Resource Room
Occupational Therapy	30	04/12/2019	12 Months	Cinderella Shue	Resource Room
Adaptive PE	45	04/12/2019	9 Months - full school year	Mr. PE	Gym
Speech Language	-	04/12/2019	12 Months	Ariel Taiturn	Resource Room

**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.