

Individualized Education Program Ages 6-15

IEP Meeting Date: 03/31/17				<input type="checkbox"/> Amendment to IEP:		
A. Student Name (Last, First, MI) Gold, Belle		Birthdate (month/day/year): 05/14/17		Gender: Female		
Grade: 4 th	Age: 9	Race: White	Ethnicity: Not Hispanic or Latino	Student's Primary Language: English	Communication Mode: Verbal	Primary Language Spoken at Home: English
Current Address 1130 N Honey Dr.		City Francisa	State OR	Zip 77575	Phone Number 567-7890	
Serving School University of Mary Unit		City Bismarck	State ND	Zip 58504	School Phone Number 258-2578	
District of Residence (if different than serving school) University of Mary Unit		Resident School Building (Plant) University of Mary Unit		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 567-9999		Other Phone Numbers:		
Parent's Email Address mgold@go.net						
Current Address 1130 N Honey Dr.		City Francisa	State OR	Zip 77575		
C. IEP Case Manager MaryJo Guilbert		Case Manager Email Address mguilbert@castlebay.org		Phone Number 555-8908		
IEP Type: Annual		Primary Disability: Autism		Secondary Disability		
Date of Last Comprehensive Individual Assessment Report: 3/30/16						
✓ 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)	MaryJo Guilbert			<input type="checkbox"/> Yes <input type="checkbox"/> No		
General Education Teacher (Required)	Mr. Redding			<input type="checkbox"/> Yes <input type="checkbox"/> No		
Individual to Interpret Instructional Implications of Evaluation Results (Required)	MaryJo Guilbert			<input type="checkbox"/> Yes <input type="checkbox"/> No		
Speech Language Pathologist	Ariel Muet			<input type="checkbox"/> Yes <input type="checkbox"/> No		
Emotional Disturbance	Aurora Dragun			<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)

When compared to her same-age peers, Belle is able to problem-solve through scenarios in a comparable manner, it just takes her a little longer.

Memory:

In relation to memory, Belle's long and short-term memories are areas of need. Mr. and Mrs. Gold think it may be caused from her fall when she was four. Mr. Redding has noted that in the classroom, Belle forgets things that she knew yesterday, but can remember some things from when she was younger.

Listening Skills/Comprehension:

Mr. Redding and her parents have observed that Belle becomes defiant when she is asked to perform tasks with which she is uncomfortable. Mr. Redding noted that at times Belle benefits from reducing the number of directives given at one time.

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

Belle is a fourth grade student in Mr. Redding's class at Castle Bay Elementary School. She has been attending Castle Bay Elementary school since she was in kindergarten. Belle's attendance is not an area of concern. Belle has been diagnosed with autism since the age of two, and is eligible for special education services. She has been receiving services in the school since she was five. Belle receives services in the general education classroom for the entirety of her school day.

Mr. Redding and Mr. and Mrs. Gold have noted that Belle has incredible organization and attention.

Reading:

Belle has been doing great in regards to reading. She is reading fourth grade sight words with over 70% accuracy. Belle is able to read books independently, even though they are a second-grade reading level. After reading the books Belle is able to comprehend and answer questions about the book with over 70% accuracy, only if the questions are asked orally.

Math:

Belle's math skills are at a second grade level. She is able to perform single-digit addition and subtraction with over 90% accuracy, when borrowing and carrying are not required. She is also able to do double-digit addition and subtraction, with not carrying or borrowing, and single-digit addition and subtractions and single-digit multiplication and division of whole numbers with about 75% accuracy.

Some teachers have worked together to create alternative materials for Belle, but usually try to use the same materials as those used by her same age peers. In addition they have assigned Belle a peer buddy to work with during independent activities in the classroom.

Dr. Lumiere, the school psychologist, conducted a psycho-educational evaluation on Belle. Dr. Lumiere noted that Belle has a performance IQ of 80, a verbal IQ of 57, and a full-scale IQ of 69.

Dr. Lumiere also conducted the Woodcock-Johnson test on Belle. He noted she had a standard score of 60 in broad

reading, 49 in broad writing, and 49 in broad mathematics.

Communicative Status (receptive and expressive language)

Receptive:

Based on observations by multiple different team members, Belle appears to understand social cues and body language at a developmentally appropriate level. Her expressions and body language are comparable to her same-age peers.

Expressive:

Belle is able to verbally express her needs and wants in a developmentally appropriate manner. Belle's expressive language continues to develop but her parents and teachers have both noticed her vocabulary does not seem to have as much range as her peers, but it is improving. Belle often tells lies to her friends, teachers, and parents. Belle is always friendly with other students, but does demonstrate some aggressive behaviors once in a while. Belle also often makes up stories about her parents, and tells them to her peers and teachers

Physical Characteristics (medical, vision, hearing, motor)

Health:

Belle's parents describe her as generally healthy without any relevant diagnosis or health conditions. Mr. and Mrs. Gold did note that when Belle was four she fell out of a tree and hit her head on the ground.

Medication:

Belle is not currently taking any medication nor does she have any allergies.

Vision/Hearing:

Mr. and Mrs. Gold shared they do not have any concerns related to Belle's ability to see or hear; this was supported by Mr. Redding.

Gross/Fine Motor:

Belle participates in physical education and recess with her peers. She does not require any restrictions nor does she require additional support for either of the activities. Belle's penmanship is comparable to her same age peers.

Sensory:

The team has not noticed any sensory seeking behaviors or sensory sensitivities.

Emotional/Social Development (social skills, leisure)

Social:

In general, Belle's parents and teachers have limited concerns related to her social behavior at home or school. Her teachers and parents noted that Belle has friends at school and is always very friendly. Overall, her social behaviors appear to be within developmentally appropriate range as she independently greets people, initiates conversations and sustains conversations. On occasion Belle has demonstrated some aggressive behaviors towards other children. Students in her class sometimes like her. Belle often tells lies to her parents, peers, and teachers. Belle also becomes defiant when she is asked to perform tasks with which she is uncomfortable. Belle makes up stories about her parents and tells them to her peers and teachers.

Emotional:

Belle is often described as being stable and calm. She rarely cries in class, she is most of the time happy. Despite some academic challenges, she is not easily frustrated. In general, Belle exhibits a demeanor similar to those of her same-age peers, besides her aggressive behaviors that occasionally occur.

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

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

Belle's independent self-care skills are similar to those of her same age peers.

Mr. Redding noted that at times Belle benefits from reducing the number of directives given at one time. Belle is able to sustain her attention on an activity for the entirety of the activity. Just as comparable to her same age peers.

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

Belle lives at home with her mother and father, Isabella and Maurice Gold, and her younger brother.

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.2.2.1.A.2
Annual Goal:
Intent/Purpose: To comprehend the process of borrowing and carrying math concepts (up to number 50)
Behavior: Belle will be able to orally describe the process appropriately
Ending Level: 80% accuracy in 10 observations per quarter (Baseline: 40%)
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? <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:

Annual Goal # of goals
F. Annual Goals, Short-Term Objectives, and Periodic review of services
Standard: PE S4.E3..4
Annual Goal:
Intent/Purpose: To improve following teacher directives
Behavior: Belle will us pre-taught strategies by reducing the number of observed outbursts in one school day
Ending Level: 50% accuracy (10 observed outbursts) by IEP end (Baseline: 20 observed 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 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? <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:
Annual Goal # of goals

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

Standard:

K.6.1

Annual Goal:

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%)

Characteristics of Services:

Initially the team will have Belle select her mom's phone number from a group and then move to tracing 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 education progress reports and available upon request.

Will a graph be used to report progress toward the annual goal and associated objectives? Yes 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:

- Break down multi-step directions, giving one directive at a time
- Break down instructional work
- Access to alternative materials

Behavior:

- Seating near areas with reduced distraction
- Verbal cues for appropriate behavior (not lying, no aggressive behaviors)
- No playing with toys brought to school during class

-Assessments

- Reduced distractions
- More time on tests
- Read aloud directions and reading passages
- Seating next to peer buddy

Assessment & 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.

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:

The team believes that regular physical education is the best fit for Belle because of the social interactions that are associated with it, and she is able to complete the tasks by herself with no assistance.

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 least restrictive environment is with the classroom 90% or more of the day. This setting ensures Belle has the opportunity to experience social and emotional growth as well as adequate access to the general education curriculum.

Belle does not require individualized instruction out of the general education classroom; it can all be completed in the general education classroom. Her least restrictive environment remains fluid based on the instruction and her current needs.

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
Speech Language Pathologist	40	03/31/17	12 months	Ariel Muet	Castle Bay Elementary
Emotional Disturbance	40	03/31/17	12 months	Aurora Dragun	Castle Bay Elementary
Occupational Therapy	40	03/31/17	12 months	Cinderella Shue	Castle Bay Elementary
Individualized instruction in Reading	60	03/31/17	12 months	MaryJo Guilbert	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:

Data indicates Belle's recoupment of skills over long breaks is significantly less than those of her peers. Also her memory is an area of need. The team recommends ESY to ensure Belle retains skills over the extended summer break.