

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

Individualized Education Program Age 6-15

IEP Meeting Date: 02/14/2019

Amendment to IEP:

A. Student Name (Last, First, MI)

Sample, Brian

Birthdate (month/day/year)

07/22/2000

Gender

Male

Grade	Age	Race	Ethnicity	Student's Primary Language	Communication Mode	Primary Language Spoken at Home
Fifth grade	18	Black or African American		English	Verbal	English

Current Address

2018 Assumption Drive

City

Bismarck

State

ND

Zip

58501

Phone Number
701-425-8813

Serving School

University of Mary Unit

City

State

Zip

School Phone Number

District of Residence (If different from serving district)

University of Mary Unit

Resident School Building (Plant)

Check items that apply:

- Transferred within district
- Open Enrolled from another district
- Agency Placed
- Home Education

B. Name of Parent

Jill Ackerman

Home Phone Number

701-471-5699

Other Phone Numbers

Parent's Email Address

jillybean_oa@hotmail.com

Current Address

2018 Assumption Drive

City

Bismarck

State

ND

Zip

58501

Name of Second Parent (if applicable)

Thomas Ackerman

Home Phone Number

701-471-5698

Other Phone Numbers

Parent's Email Address

tackman@umary.edu

Current Address

2018 Assumption Drive

City

Bismarck

State

ND

Zip

58501

C. IEP Case Manager

Halli Ackerman

Case Manager Email Address

hjackerman1@umary.edu

Phone Number

701-425-8813

IEP Type

Initial

Primary Disability

Intellectual Disability

Secondary Disability

Date of Last Comprehensive Individual Assessment Report

01/31/2019

A copy of the "Parental Rights for Public School Students receiving Special Education Services - Notice of Procedural Safeguards" was provided.

Names of All Team Members

Indicate Attendance

*Parent	Jill Ackerman	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Parent	Thomas Ackerman	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Student	Brian Sample	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Administrator/Designee/District Representative (Required)	Mrs. Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Special Education Teacher or Special Education Provider (Required)	Halli Ackerman	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
General Education Teacher (Required)	Mrs. General Education	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Individual to Interpret Instructional Implications of Evaluation Results (Required)	Mrs. School Psychologist	<input checked="" 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, Halli is able to be successful throughout the school day by utilizing the resources available to her for assistance, asking for help, or by using her own problem-solving skills which is very comparable to her peers. For example, if there is something that Halli struggles to do on her own or has a question about, Halli will identify the appropriate means for attaining assistance for the task or in attaining the information she needs. Mrs. General Education nor Halli's parents are concerned about her ability to problem solve.

FOCUS:

When compared to her same-age peers, Halli is very capable of staying focused for extended periods of time, and in this area, she seems to function at a level greater than her peers. Halli maintains her focus by taking diligent and organized notes in her notebook whenever Mrs. General Education is teaching, If something needs to be completed, Halli will sit down for as long as it takes and devote 100% of her attention to completing the task at hand. Mrs. General Education nor Halli's parents have any concerns regarding her ability to focus in the academic setting.

MEMORY:

In relation to memory, Halli performs comparable to her same-age peers. Halli is able to recall very specific details and information from her long-term memory of things that happened way in the past. She is also able to recall details about her life, such as what she ate for lunch, what she did after school, and what she wore to school for an entire week. She is able to recall academic information from her long-term memory if it is material that needed to be studied for a test/quiz, or was of significant interest to her. In relation to short-term memory, Halli's parents have expressed concern about her being very forgetful of commands at home, such as remembering to take the trash out, fold the laundry, etc. In the classroom, Halli needs to dedicate time to studying the material that is taught one day to remember it the next. Halli struggles to remember details from lessons from the previous day that she has not studied or does not have a natural interest for. Overall, Mrs. General Education nor Halli's parents feel overly concerned about Halli's memory.

LISTENING SKILLS/COMPREHENSION:

Halli's listening skills compared to her peers are advanced. Halli is able to listen to multiple directives at one time and know what to do based on those directions. In terms of comprehension, Halli does best when she hears the information, sees the information, and writes down the information. For example, if Mrs. General education is lecturing on World War II, Halli's comprehension is highest when Mrs. General Education is orally stating the information, the information is written out on the active board or white board, and while Halli is documenting the information in her notes. Halli struggles to comprehend concepts when the only means of reception are auditory. In addition, Mrs. General Education and Halli's parents are concerned about Halli's comprehension due to her vision problems. If Halli is seated more than 10 feet from the board or area where information is displayed, Halli struggles to comprehend or listen due to anxiety from not being able to see the information. Mrs. General Education believes Halli would benefit from some visual adaptations such as enlarged fonts on the boards, books, and seating within close proximity to the board.

Formal Assessments:

As part of a special education evaluation, Halli was administered the Weschler Intelligence Scale for Children, 5th Edition between the dates of 2-06-19 and 2-08-19 by Mrs. School Psychology. The purpose of the assessment was to determine Halli's cognitive strengths and weaknesses. The results show that Halli scored high in verbal comprehension, working memory, and fluid reasoning, and she scored average in the area of processing speed and visual spatial abilities. The results of the WISC-V suggest that Halli's overall cognitive skills are within normal range when compared to other children of the same age. Halli's strengths were noted in verbal compression and working memory. There were no notable weaknesses.

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

Halli is a 5th grade student in Mrs. General Education's class at Grimsrud Elementary School. She has been attending Grimsrud Elementary School since kindergarten. Halli's attendance is not an area of concern as she has only had one absence per year since kindergarten.

INTERVENTIONS:

Halli began receiving math interventions in the fall of third grade, but she is making very limited progress. Her intervention teacher, Mrs. Math, said that Halli works extremely hard during their time together and asks questions when she feels herself getting confused or frustrated. The main area of focus has been on basic math skills, and this area does not seem to be improving even with intervention in and out of the classroom. Because of this, Halli continues to fall behind her intervention group. Mrs. Math believes that Halli needs more specialized instruction to help Halli attain her basic math skills.

Progress Report Note:

A 93-100%

A- 90-92%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 73-76%

C- 70-72%

D+ 67-69%

D 63-66%

D- 60-62%

F Less than 60%

MATH:

Halli has participated in classroom interventions since 3rd grade. The interventions have primarily targeted understanding the concepts of basic math. As reported above, Mrs. General Education and Mrs. Math, Halli's interventionist, believe Halli has not made significant progress, and she continues to fall behind her peers to the point where she needs more specialized instruction. Interventions have target multiplication concepts with one-digit numbers, subtraction or 3-digit numbers, and the use and manipulation of fractions. Story problems are another targeted area that Halli struggles to conceptualize and lacks the ability to begin the steps in solving the story problem.

Progress Reports:

Halli has earned a C- or D on every progress report since third grade. Even with interventions, Halli continues to receive these scores on every progress report.

READING:

Reading is Halli's main strength in terms of academic performance. She has not needed to receive interventions in this area, as she is well above grade level. Halli frequently reads for enjoyment and chooses to read during her free time in the classroom.

Progress Reports:

Halli has earned a high A on every progress report since the beginning of the school year. Her lowest grade received in reading is a 95%.

WRITTEN LANGUAGE:

Based on writing from Halli's file, Mrs. General Education believes that Halli is on track in her written language compared to her same-age peers. Halli can accurately hold a pencil, and this helps her have very legible and neat handwriting. She is able to use grammar conventions and what she writes makes sense. Halli's General Education teacher does not have any concerns in terms of Halli's written language.

WORK HABITS AND LEARNED BEHAVIOR:

Halli continually improves her work habits and behaviors in the classroom. She is diligent in accomplishing her work to the best of her ability, and functions in the classroom comparable to her classmates. Halli is very organized not only in her schoolwork but also in keeping her desk area, cubby, and mailbox clean. She is very respectful to her teacher and classmates. Mrs. General Education and Halli's parents are concerned about Halli's shy, introverted nature and how it affects her relationships with those in the classroom. Halli's anxiety often makes it challenging for her to branch out of her comfort zone.

Formal Assessments:

As part of a special education evaluation, Halli was administered the Kaufman Tests of Academic Achievement, Third Edition by Halli Ackerman, Special Education Teacher between the dates of 2-06-19 and 2-08-19. The test assesses the student's academic skills in comparison to same age peers. The test consists of multiple subtests across reading, writing and written language. The scores indicate Halli is performing within the low to extremely low range in categories related to math. Relative strengths are noted in the areas of letter and word recognition, written expression, spelling, and reading comprehension. Relative weaknesses are noted in math concepts and applications, and math computation.

Communicative Status (receptive and expressive language)

RECEPTIVE:

Based on observations from multiple team members, Halli's ability to understand body language at an appropriate level that is very comparable to her same-age peers, and she is slightly advanced in this area. In addition, her own expressions and body language are comparable to her same-age peers. She seems to be very socially aware of what is going on around her and what is being said to her. She is empathetic and able to understand others well. If Halli does tend to say "what" frequently, but it is more associated with habit than actually not understanding or hearing what is said. There is no concern in terms of Halli's receptive language.

EXPRESSIVE:

Halli is able to verbally express her needs and wants comparable to her same-age peers. Halli uses very advanced vocabulary correctly, and she seems to add to her vocabulary each month. Mrs. General Education says that Halli is able to relay a story that she has just read while also elaborating on details of characters' emotions and feelings. Based on observations, it shows that Halli struggles to use expressive language with her friends and peers, yet we believe this is caused by Halli's shy and introverted nature, as she excels in expressive language in the academic context. There are no concerns with Halli's expressive language skills.

Formal Assessments:

As part of a special education evaluation, Halli was administered the Comprehensive Receptive and Expressive Vocabulary Test and The Listening Comprehension test 2 by Mrs. SLP, Speech Language Pathologist between the dates of 2-06-19 and 2-08-19. The test assessed the student's expressive and receptive skills in comparison to same age peers. The test results show that Halli is performing above average in terms of expressive and receptive speech as well as in vocabulary and comprehension. The results also suggest that Halli's expressive and receptive skills do not impact her in the education environment and align with her peers.

Physical Characteristics (medical, vision, hearing, motor)

HEALTH:

Halli's parents describe her as being relatively healthy without any relevant diagnosis or health conditions. Mrs. Ackerman notes that Halli does get frequent stomachaches and often does not feel well after eating. She does not eat much because of this.

MEDICATION:

Halli is not currently taking any medication, but she will occasionally take Pepto Bismol for the stomachaches. She also takes a children's multivitamin.

VISION/HEARING:

Halli has very poor vision and requires glasses or contacts. At the moment, she is only allowed to wear her glasses to school. She is diagnosed with astigmatism and double visions. If Halli looks to the light in a darker environment, her vision will split

and take time to come back together. Halli's academic functioning is affected by her vision if she is not wearing her glasses. There is no concern about Halli's hearing based on hearing tests throughout elementary school.

GROSS/FINE MOTOR:

Halli is able to participate in all activities, physical education, and recess with her peers. She does not have any restrictions and does not require any additional support for either activity. Mr. and Mrs. Ackerman, and Mrs. General Education do not have any concerns about Halli's gross and/or fine motor skills.

SENSORY:

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

Formal Assessments:

As part of a special education evaluation, Halli was observed by Mrs. OT, Occupational Therapist, across a variety of times and settings within the educational environment. The purpose of the observations were to quantify the effects Halli's gross and fine motor skills impact her educational performance. The results of the observations suggest Halli's gross and fine motor skills do not impact her in the educational environment and are not a concern. Based on information provided to Halli Ackerman, Special Education teacher, Halli does not have a medical diagnosis that impacts her educational performance. Halli only requires prescription eye glasses to see throughout the day.

Emotional/Social Development (social skills, leisure)

LEISURE:

Halli is a very happy girl who likes to spend her free time riding her bike, riding her Heely shoes around the neighborhood, playing the piano, singing, and reading, based on information from Mr. and Mrs. Ackerman. She also plays with her two younger siblings, and they love to laugh together.

SOCIAL:

In terms of social behavior, Mrs. General Education and Halli's parents have noted that while Halli has friends at school, she is very quiet and struggles to make new friends now that she has her friend group. Halli will not approach children in the classroom to ask to be in their group or ask to play at recess without others unless she is asked by them and they have formally discussed playing together. When Halli is interaction with her same-age peers, Halli interacts at a developmentally appropriate level . Halli's parents have also noted that at home she is not quiet or reserved at all, and is very humorous and outgoing. Overall, there is not enough concern about Halli's social behaviors to say they significantly impact her in the educational environment.

EMOTIONAL:

Mrs. General Education noted that, even though Halli knows she is intelligent and capable, she often gets overwhelmed and anxious when a big assignment or project is assigned in class. She is usually very smiley, happy, and always laughing, yet she is very sensitive. Halli's parents say that she often internalizes when someone says something negative that hurts her feelings. She wears her heart on her sleeve and is very impacted by the words and actions of others. In addition, she is very empathetic to what others are going through and is great at showing actions and words of support. While Halli is sensitive, she acts emotionally comparable to her same-age peers, and there are no concerns at this time.

Formal Assessments:

As part of a special education evaluation, Halli was observed by Halli Ackerman, Special Education Teacher, across a variety of times and settings within the educational environment. The purpose of the observations were to quantify the impact Halli's behaviors have in the educational environment and on Halli's educational performance. The results of the observations suggest Halli's behaviors do not impact her in the educational environment, and that she has very good behaviors in the classroom.

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

Halli'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.

Halli is independent at home and school and does not require assistance regarding regarding self care, comparable to her same-age peers.

Formal Assessments:

Because there did not seem to be any concern about Halli's adaptive skills, Halli Ackerman, special education teacher observed Halli's adaptive skills in across a variety of times and settings in the school environment and collected data from Halli's parents. The results of the observations suggest that Halli's adaptive and self-care skills are very comparable to her peers, and there is not impact on her educational performance or independent living skills.

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

Halli lives at home with her mother, Jill Ackerman, and her father, Tom Ackerman. She also lives with her younger sister, Hanna, and Hunter Ackerman. She has one dog, Libby, who Halli loves to play with and talk about at school. She lives in a middle-class neighborhood that is very safe and close to the school. Her and her family participate in community and school functions frequently. Halli is very happy at home and her family is very important to her.

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?
 Yes
 No. The team has considered the child is not a child with limited English Proficiency.
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. The team has considered and the child is not a child with communication needs.
 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 1 goals

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

Annual Goal

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

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

- extended time to complete math-related content
- access to math manipulative
- math content related to multiplication, 3-digit subtraction, and fractions to be completed with special education teacher in resource room
- access to math tools (calculators, multiplication tables, 100s tables)

ASSESSMENTS

- extended time to complete
- complete in resource room with special education teacher
- use of math manipulative

PROGRESS REPORT GRADES

- modified grades

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.

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.

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

Universal Tools: **Needed** **Not Needed**

Embedded

- | | | |
|---|--|---|
| <input type="checkbox"/> Highlighter | <input type="checkbox"/> Keyboard navigation | <input type="checkbox"/> Mark for review |
| <input checked="" type="checkbox"/> Math tools | <input type="checkbox"/> Spell check | <input type="checkbox"/> Strikethrough |
| | <input type="checkbox"/> Zoom | <input type="checkbox"/> Break |
| <input type="checkbox"/> Writing tools | <input type="checkbox"/> Digital notepad | <input type="checkbox"/> English Dictionary |
| <input type="checkbox"/> Calculator (for calculator items only grades 6-8 and 11) | <input type="checkbox"/> Expandable passages | <input type="checkbox"/> Global notes |

Non Embedded

- | | | |
|------------------------------------|---|--|
| <input type="checkbox"/> Breaks | <input type="checkbox"/> English Dictionary | <input type="checkbox"/> Scratch paper |
| <input type="checkbox"/> Thesaurus | | |

Designated Supports: **Needed** **Not Needed**

Embedded

- Color Contrast
- Masking
- Text-to-speech
- Translated test directions
- Translations (glossaries)
- Translations (stacked)

Non Embedded

- Bilingual dictionary
- Color Contrast
- Color Overlay
- Magnification
- Read aloud
- Scribe
- Separate Setting
- Translations (glossaries)
- Translated Test Directions
- Noise Buffers

Accommodations: **Needed** **Not Needed**

Embedded

- American Sign Language
- Streamline
- Braille
- Closed Captioning
- Text to speech

Non Embedded

- 100s Number Table
- Abacus
- Alternate Response Options
- Print on demand
- Read aloud
- Scribe
- Multiplication Table
- Speech-to-text
- Calculator

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.

Halli is able to participate in district-wide assessments with approved modifications (i.e. manipulatives, 100s tables, calculators, multiplication table)

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:

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:

Halli can participate in academic and nonacademic activities.

Nonacademic and Extracurricular Services and Activities

- | | | |
|---|---|---|
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Employment Referrals | <input checked="" type="checkbox"/> Athletics |
| <input checked="" type="checkbox"/> School Sponsored Clubs | <input checked="" type="checkbox"/> Transportation | <input checked="" type="checkbox"/> Recreation |
| <input type="checkbox"/> Special Interest Groups | <input type="checkbox"/> Other: | |

Comments:

Halli can participate in nonacademic and extracurricular activities.

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 - Check one of the following settings:

- 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: The team has decided Halli's least restrictive environment is within classroom 80% or more of the day. This setting ensures Halli has the opportunity to sustain her strengths in social and emotional aspects, reading, and behavioral areas, as well as having adequate access to the general education curriculum.

Halli does require individualized instruction that is most effectively taught in environments outside 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 (Job Title)	Location of Services
Individualize Instruction in math	100	02/28/2019	12 Months	Halli Ackerman, Special Education Teacher	University of Mary

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 Halli's recoupment of skills over long breaks is not significantly less than those of her peers. The team does not recommend ESY services for Halli.

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

IEP Snap Shot Age 6-15							
IEP Meeting Date: 02/14/2019							<input type="checkbox"/> Amendment to IEP:
A. Student Name (Last, First, MI) Sample, Brian					Birthdate (month/day/year) 07/22/2000		Gender Male
Grade Fifth grade	Age 18	Race Black or African American	Ethnicity	Student's Primary Language English	Communication Mode Verbal	Primary Language Spoken at Home English	
Current Address 2018 Assumption Drive				City Bismarck	State ND	Zip 58501	Phone Number 701-425-8813
Serving School University of Mary Unit				City	State	Zip	School Phone Number
District of Residence (If different from serving district) University of Mary Unit			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 Jill Ackerman			Home Phone Number 701-471-5699		Other Phone Numbers		
Parent's Email Address jillybean_oa@hotmail.com							
Current Address 2018 Assumption Drive			City Bismarck		State ND		Zip 58501
Name of Second Parent (if applicable) Thomas Ackerman			Home Phone Number 701-471-5698		Other Phone Numbers		
Parent's Email Address tackman@umary.edu							
Current Address 2018 Assumption Drive			City Bismarck		State ND		Zip 58501
C. IEP Case Manager Halli Ackerman			Case Manager Email Address hjackerman1@umary.edu		Phone Number 701-425-8813		
IEP Type			Primary Disability				

Initial

Intellectual Disability

Secondary Disability

Date of Last Comprehensive Individual Assessment Report: 01/31/2019

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

Annual Goal #1 of 1 goals

Annual Goal

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

- extended time to complete math-related content
- access to math manipulative
- math content related to multiplication, 3-digit subtraction, and fractions to be completed with special education teacher in resource room
- access to math tools (calculators, multiplication tables, 100s tables)

ASSESSMENTS

- extended time to complete
- complete in resource room with special education teacher
- use of math manipulative

PROGRESS REPORT GRADES

- modified grades

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 will participate in North Dakota **State Assessment** without accommodations.
In the following subject areas:
- Student will participate in North Dakota **State Assessment** with approved accommodations specified in Adaption of Education Services area.
In the following subject areas:
Universal Tools: **Needed** **Not Needed**
Embedded: Math tools
Non Embedded:
- Designated Supports:** **Needed** **Not Needed**
Embedded:
Non Embedded:
- Accommodations:** **Needed** **Not Needed**
Embedded:
Non Embedded: 100s Number Table, Multiplication Table (grade 4-8 and 11 math items), Calculator (for calculator

items only grades 6-8 and 11)

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.

Halli is able to participate in district-wide assessments with approved modifications (I.e. manipulatives, 100s tables, calculators, multiplication table)

Educational Environment

SETTING:

A. Inside regular class 80% or more 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: The team has decided Halli's least restrictive environment is within classroom 80% or more of the day. This setting ensures Halli has the opportunity to sustain her strengths in social and emotional aspects, reading, and behavioral areas, as well as having adequate access to the general education curriculum.

Halli does require individualized instruction that is most effectively taught in environments outside 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

Special Education and Related Services

Service	Minutes	Starting Date	Duration	Service Provider (Job Title)	Location of Services
Individualize Instruction in math	100	02/28/2019	12 Months	Halli Ackerman, Special Education Teacher	University of Mary

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 team has determined that ESY is not necessary.