

## Individualized Education Program Ages 6-15

IEP Meeting Date: 4-18-17

Amendment to IEP:

|  |                       |  |   |   |  |  |
|--|-----------------------|--|---|---|--|--|
| A. Student Name<br>Elsa Arendelle  |                       | Birthdate (month/day/year:<br>June 13th                      |   | Gender:<br>Female   |  |  |
| Grade<br>6 <sup>th</sup> Grade   | Age<br>11 yrs         | Race<br>White  | Ethnicity:<br>Not Hispanic<br>or Latino | Student's<br>Primary<br>Language:<br>English and<br>Nowegian  | Communication<br>Mode: Verbal            | Primary<br>Language<br>Spoken at<br>Home:<br>English and<br>Nowegian |
| Current Address:<br>1325 1 <sup>st</sup> Street  |                       | City: Bismarck   | State: North<br>Dakota                  | Zip: 58504  | Phone Number<br>701-444-5786             |  |
| Serving School:<br>DCMS  |                       | City: Bismarck   | State: North<br>Dakota                  | Zip: 58504  | School Phone<br>Number: 701-666-<br>5312 |  |
| District of Residence (if different<br>than serving school): University of<br>Mary Unit  |                       | Resident School Building (Plant):<br>University of Mary Unit |   | Check items that apply:<br><input type="checkbox"/> Transferred within district<br><input type="checkbox"/> Agency Placed<br><input type="checkbox"/> Open Enrolled from<br>another district<br><input type="checkbox"/> Home Education |  |  |
| B. Name of Parent: George and<br>Margaret Roberts  |                       | Home Phone Number: 701-888-<br>7564                          |   | Other Phone Numbers:  |  |  |
| Parent's Email Address:<br>Irniaarendelle@yahoo.com  |                       |  |   |   |  |  |
| Current Address: 1325 1 <sup>st</sup><br>Street  |                       | City: Bismarck   | State: North Dakota                     | Zip: 58504  |  |  |
| C. IEP Case Manager: Lexi Guelner  |                       | Case Manager Email Address:<br>anguelner1@umary.edu          |   | Phone Number:<br>701-555-0121   |  |  |
| IEP Type: Annual   |                       | Primary Disability: TBI                                      |   | Secondary Disability  |  |  |
| Date of Last Comprehensive Individual Assessment Report: 4-18-17   |                       |  |   |   |  |  |
| ✓ A copy of the "Parental Rights for Public School Students receiving Special Education Services –<br>Notice of Procedural Safeguards" was provided. |                       |  |   |   |  |  |
|  | Names of Team Members |  |   | Indicate Attendance   |  |  |
| Parent   | Irnia Arendelle       |  |   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   |  |  |
| Parent   | Agnarr Arendelle      |  |   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   |  |  |
| Student  | Elsa Arendelle        |  |   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   |  |  |
| Administrator/Designee/District<br>Representative (Required)   | Mr. Smith             |  |   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   |  |  |
| Special Education Teacher or<br>Special Education Provider<br>(Required)   | Lexi Guelner          |  |   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   |  |  |
| General Education Teacher<br>(Required)  | Mr. Jeffry            |  |   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   |  |  |
| Individual to Interpret<br>Instructional Implications of<br>Evaluation Results (Required)  | Lexi Guelner          |  |   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   |  |  |
| School Psychologist  | Sven Icepuller        |  |   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   |  |  |
| Speech Language Pathologist  | Ariel Muet            |  |   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   |  |  |

|                           |                 |            |    |
|---------------------------|-----------------|------------|----|
| <b>Physical Therapist</b> | Rapunzel GotheI | <b>Yes</b> | 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)**

Elsa is a sixth grader at the DCMS. Elsa suffered from a TBI which left her with moderate fine and gross motor difficulties with speech difficulties. Elsa is slow at processing questions than her peers. Elsa has limited memory of language. Elsa has several absences due to doctor's appointments and illnesses which has caused her to fall farther behind in school than her peers. Elsa's teacher, Mr. Jeffery, has been helping Elsa with her assignments she missed during these absences and gives Elsa homework she may miss when she is away at doctor appointments. Writing is still a slow and laborious process for Elsa.

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

Elsa requires modified exams and needs longer time to complete them. Most assignments are also modified to take advantage of her computer knowledge or shortened to accommodate the extraordinary amount of time and energy it takes her to complete them. Elsa has frequent absences due to doctor's appointments and illnesses but her teacher, Mr. Jeffery, has made it to where these absences have not resulted in poor grades. Elsa has shown gifted abilities in math. Her teachers are discussing having her name put on the list of students eligible for the math enrichment program. Her math teacher has modified her requirements because of the length of time it takes Elsa to complete a problem. Elsa normally has shortened assignments and only needs to write the answer to a math problem rather than rewriting the whole problem. Elsa is in the resource room for English, Social Studies, and Science. Elsa also receives adaptive PE. Elsa is going to be put into music class and she is very excited to be a part of this class.

### **Communicative Status (receptive and expressive language)**

Elsa receives speech therapy to help increase her speech abilities. Elsa has learned to word process using one finger and uses some one-word voice commands to facilitate the process. Elsa's speech is slow and labored but she can understand English and Norwegian. Elsa uses an electronic note taker in her academic classes which also has a modified keyboard that makes it easier for her to input data.

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

Transportation to and from school is provided by bus with a lift. For mobility, Elsa uses a walker on wheels to move from place to place. The walker is adjustable to Elsa's height and is able to provide some stability as she walks. Since she uses a walker, Elsa is released from class early, but also fatigues easily. Some experts have noted Elsa uses ten times as much energy as a typical person for most activities. Elsa has difficulty controlling her arm and hand movements. Elsa is a part of adaptive PE and also receives physical therapy every week. Elsa is currently not taking any medication. Elsa has no trouble with her hearing or vision.

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

Elsa communicates using a computer. Elsa does have a few friends but due to her speech difficulties, she does not communicate or have good social skills when it comes to talking with her peers. Elsa does not seem bothered or depressed that she doesn't have many friends but her mother would like her to try and communicate with her peers more often.

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

Elsa has learned to word process using one finger and uses some one-word voice commands to facilitate the process. Elsa also was given an adaptive communication technology to help her easily communicate with others.

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

Elsa lives at home with mother and father, Iduna and Agnarr. Elsa has lived in the same house since she was born. Elsa does not have friends within her neighborhood which her parents have expressed concerns about due to there being many kids within her neighborhood.

|              |
|--------------|
|              |
| <b>Other</b> |
|              |

## 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  |
| <b>F. Annual Goals, Short-Term Objectives, and Periodic review of services</b>  |
| <b>Standard:</b><br>CC.1.1.1.C  |
| <b>Annual Goal</b>  |
| <b>Intent/Purpose</b><br>To improve Elsa's working memory with vocabulary words   |
| <b>Behavior:</b><br>When given a list of ten leveled vocabulary words Elsa will spell and speak the words correctly   |
| <b>Ending Level:</b><br>With 80% accuracy in 10 trails by IEP end (Baseline: 0/10)  |
| <b>Characteristics of Services:</b><br>Elsa will receive assistance from an instructional aide that may provide prompts when needed                                     |
| <b>How and when periodic progress reports will be provided:</b><br>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           |

|   |
|---|
| <b>F. Annual Goals, Short-Term Objectives, and Periodic review of services</b>  |
| <b>Standard:</b><br>CC.1.1.1.B  |
| <b>Annual Goal</b>  |
| <b>Intent/Purpose</b><br>To improve Elsa's writing stamina  |
| <b>Behavior:</b><br>Elsa will be able to write her name and phone number in chronological order within 5 minutes  |
| <b>Ending Level:</b><br>With 90% accuracy of ten observations completed by the special education teacher or general education teacher by IEP end (Baseline: 2/10)       |
| <b>Characteristics of Services:</b><br>Elsa will receive assistance from classroom aide or the homebound teacher to provide prompts as needed                           |
| <b>How and when periodic progress reports will be provided:</b><br>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           |

## 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:

- Specialized curriculum
- Giving step by step directions rather than multiple steps
- Modified exams
- Extra time when taking tests and for completing assignments

### Behavior:

- Prompts to stay on tasks
- Break multi step directions into single directives given one at a time

### Adaptive:

- Assistance with bus time when getting on and off lift
- Leaving class early due to walker
- Assistance in hallways due to fatigue
- Assistive technology for communication and note taking

### Assessments and 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.

The team has determined Barbie will participate in the North Dakota Alternate Assessment. She will also participate in modified district assessments. The assessment results will be used for academic planning.

## H. Description of Activities with Students Who Are Not Disabled

**Physical Education. Indicate type of physical education program that the student receives:**

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

Comments:

Elsa has been a part of adaptive PE for years and the team has agreed to keep her placed here due to it being the right fit for her in past years.

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 Elsa's needs are best met within the general education classroom. Elsa does require modified exams and assignments and requires extra time to complete these which can be given her within the general education classroom. Elsa will be pulled out during the day for Physical Therapy, Speech Language, and for individualized instruction within English, Social Studies, and Science.

**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 |
|---|---------|---------------|-----------|------------------|----------------------|
| Academics<br>(English, Social Studies, and Science) | 100     | 4-7-2017      | 12 months | Lexi Guelner     | DCMS                 |
| Physical Therapy                                    | 60      | 4-7-2017      | 12 months | Rapunzel Gothel  | DCMS                 |
| Speech Language                                     | 60      | 4-7-2017      | 12 months | Ariel Muet       | 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:

The team has determined ESY is not needed due to Elsa being able to retain information provided to her. Elsa has previously not needed an extended school year which has worked very well for her in the past.