

## Individualized Education Program Ages 6-15

IEP Meeting Date: 4/28/17

 Amendment to IEP:

A. Elsa Arendelle

Birthdate 9/26/2004

Gender: female

Grade	Age	Race	Ethnicity	Student's Primary Language	Communication Mode	Primary Language Spoken at Home
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Current Address 224 Arendelle Castle Road	City Oslo	State Minnesota	Zip 2222	Phone Number 789-4561
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Serving School Castle of Ice Junior High	City Oslo	State Minnesota	Zip 2226	School Phone Number 222-3333
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District of Residence (if different than serving school)	Resident School Building (Plant)	Check items that apply: <input type="checkbox"/> Transferred within district <input type="checkbox"/> Agency Placed <input type="checkbox"/> Open Enrolled from another district <input type="checkbox"/> Home Education
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B. <b>Iduna Arendelle</b>	456-7890	Other Phone Numbers:
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Parent's Email Address	Queenbee@gmail.com
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Current Address	City	State	Zip 2222
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C. Kaila Wentz	Wentz.kaila@gmail.com	Phone Number
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IEP Re-evaluation	TBI	Secondary Disability
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Date of Last Comprehensive Individual Assessment Report

X 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
<b>Parent</b>	Iduna Arendelle	X Yes <input type="checkbox"/> No
<b>Parent</b>	<b>Agnarr Arendelle</b>	X Yes <input type="checkbox"/> No
<b>Student</b>	Elsa Arendelle	X Yes <input type="checkbox"/> No
<b>Administrator/Designee/District Representative (Required)</b>	Christophe Snow	X Yes <input type="checkbox"/> No
<b>Special Education Teacher or Special Education Provider (Required)</b>	Kaila Wentz	X Yes <input type="checkbox"/> No
<b>General Education Teacher (Required)</b>	Anno Sven	X Yes <input type="checkbox"/> No
<b>Individual to Interpret Instructional Implications of Evaluation Results (Required)</b>	Olof Icepuller	X Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<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)**

Elsa does well with peers and completes assignments when she is able to respond to a question rather than copying the whole question down first. Elsa demonstrates delayed responses in classes. She often takes longer to process and respond to questions than same age peers. Elsa shows understanding of questions in facial expressions before she has a chance to fully express her responses. Elsa also displays limited memory for language as she is often code mixing with Norwegian and English.

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

**Reading:** Elsa does best when reading assignments are completed at home with Mr. Jeffery as she is slow to process and requires for most text to be read out loud with repetition.

**Writing:** When working on writing assignments, because it takes her longer to process and it is quite a laborious task she will often only be required to respond to the question or prompt rather than copy down the question and answer. Elsa does have an electronic note taker that she uses in her academic classes and it has a modified keyboard that makes it easier for her to input data. This has been a helpful adaptation for Elsa as she is able to complete the required assignments in a more timely manner.

#### **Math:**

Elsa continues to demonstrate gifted abilities in the math area. She is doing well in seventh grade math and the counselors are talking about including her name in the list of students eligible for the math enrichment program. Her current math teacher has modified her requirements because of the length of time it takes Elsa to complete a problem. Elsa is often not required to copy down the problem and rather just asked to write down the answer and use her assistive technology as needed.

#### **Social Studies/Science:**

Elsa attends the resource room for both social studies and science. She enjoys both and is given modified text.

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

Elsa presents slight speech difficulties. She has learned to word process using one finger and uses some one word voice commands to facilitate the process with her assistive technology. Her speech is also slow and labored, although she can be understood in both English and Norwegian. She also receives speech services during the school day to improve her processing and verbal communication.

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

In Elsa's case the TBI left her with moderate fine and gross motor difficulties (impaired function to both arms and legs). Elsa presents difficulty holding a pencil for long amounts of time as well as gaining control of her arms and hands during class and physical education. Elsa lacks spatial awareness when sitting next to peers and is often bumping into them with her arms and walker. Elsa is part of an adapted PE program. 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. Because she uses a walker, she is released from class early, but she also fatigues easily.

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

Elsa is very sociable when she is feeling well. Although with her slight language barrier and absences due to illness she has a hard time maintaining relationships. Elsa also seems to have a strong connection with Mr. Jeffery as she spends a great amount of time with him.

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

Elsa is able to do most of her self-care tasks on her own with little assistance needed. She is given time to get to and from class because she uses a walker.

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

Elsa utilizes transportation to and from school provided by a bus with a lift.  
Elsa's speech difficulties interfere with signing and she has not learned to read music. However, she likes music and is very much looking forward to the class.

**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 # 1 of 2 goals

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

Standard:  
CC.1.1.1.B

Annual Goal:  
Demonstrate understanding of organization and basic features of print. Recognize the distinguishing features of a sentence.

Intent/Purpose:  
In order to improve Elsa's writing stamina.

Behavior:  
Elsa will write her name and phone number in chronological order within 5 minutes.

Ending Level:  
with 90% accuracy of ten observations by the special education or gen ed teacher by IEP end. (Baseline: 2/10)

Characteristics of Services:  
Elsa will receive assistance from the classroom aid and the home bound teacher to provide writing prompts.

How and when periodic progress reports will be provided:  
Reports will be recorded and given at end of each trimester.

Will a graph be used to report progress toward the annual goal and associated objectives?  Yes  No

Annual Goal #2 of 2 Goals

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

Standard:  
CC.1.1.1.C

Annual Goal:

Intent/Purpose:  
To improve Elsa's working memory with vocab words.

Behavior:  
When given 10 grade level vocab words, Elsa will spell and speak the word correctly.

Ending Level:  
With 80% accuracy in 10 trials by IEP end. (Baseline: 0/10)

Characteristics of Services:  
Elsa will receive assistance from an instructional aide that may provide prompts as needed.

How and when periodic progress reports will be provided:  
Data will be taken and Reports will be made at the end of each trimester.

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.

Elsa uses Assistive Technology for any writing she has to do in class. Elsa is also given extra time to get from class to class because she uses a walker. Elsa attends the resource room for English, Social Studies and Science. Elsa attends an adaptive PE program. When Elsa must be absent from school due to illness she spends time with her homebound teacher, Mr. Jeffery to work on catching up with school work.

**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.

X Student will participate in North Dakota State Assessment without accommodations.

X Student will participate in North Dakota State Assessment with approved accommodations specified in Adaption of Education Services area in the following subject areas: X English Language Arts/Literacy  Math

X Student will participate in the North Dakota Alternate Assessment.

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

X Art	X 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:**

X Counseling	<input type="checkbox"/> Employment Referrals	<input type="checkbox"/> Athletics
<input type="checkbox"/> School Sponsored Clubs	X 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 decided that Elsa will participate in the General Education classroom for 50% of the day during the week do to the significant challenges with her bilingual language as well as her slow processing and motor difficulties.

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	30min/day	4/27/17	12 months	Ariel Muet	Resource room
ID services	90 min/day	4/27/17	12 months	Kaila Wentz	Resource Room
OT	60min/day	4/27/17	12 months	Cinderella Shu	OT 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 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:

Due to the extensive amount of absences, the team feels Elsa will benefit from ESY to catch up with her peers and stay consistent with routine.