

**Bismarck Special Education Unit**  
**806 N Washington Street**  
**Bismarck, ND 58501-3623**  
**701-323-4028**

## Individualized Education Program Age 6-15

IEP Meeting Date: 04/09/2020						<input type="checkbox"/> Amendment to IEP:	
A. Student Name (Last, First, MI) Sample, Melissa				Birthdate (month/day/year) 08/05/2012		Gender Female	
Grade Second grade	Age 7	Race White	Ethnicity Not Hispanic or Latino	Student's Primary Language English	Communication Mode	Primary Language Spoken at Home English	
Current Address 1234 Main Ave			City Bismarck	State ND	Zip 58501	Phone Number 701-870-9032	
Serving School University of Mary			City Bismarck	State ND	Zip 58504	School Phone Number 701-335-8111	
District of Residence (If different from serving district)		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 Sarah			Home Phone Number 701-980-7654		Other Phone Numbers		
Parent's Email Address <a href="mailto:email@email.com">email@email.com</a>							
Current Address 1234 Main Ave			City Bismarck	State ND	Zip 58501		
C. IEP Case Manager Mercedes Trujillo Hanson			Case Manager Email Address <a href="mailto:mltrujillohanson1@umary.edu">mltrujillohanson1@umary.edu</a>		Phone Number 701-203-4532		
IEP Type Annual Review/Revision			Primary Disability Emotional Disturbance		Secondary Disability Speech/Language Impairments		
Date of Last Comprehensive Individual Assessment Report 04/02/2020							
<input checked="" type="checkbox"/> 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	Sarah					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Parent						<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Student	Melissa Sample					<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Administrator/Designee/District Representative (Required)						<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Special Education Teacher or Special Education Provider (Required)	Mercedes Trujillo Hanson					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
General Education Teacher (Required)						<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Individual to Interpret Instructional						<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

<b>Implications of Evaluation Results (Required)</b>		
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## 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)

#### COGNITIVE

Danny is a sixth-grader at Sunied Middle School. He enjoys being at school and his strengths are in science and math.

#### Observations

Academic records indicate ongoing concern and skill development support in the area of increasing sustained attention to task. Another frequently reported concern corroborated with current observations relates to independent task completion and accountability to manage schoolwork.

#### Formal Assessments

While a resident at the Fairfield House, Danny underwent an intellectual assessment conduct by Rebecca Gauge, Psychologist. Results indicate an overall Full-Scale IQ within the borderline range; however, the administering psychologist's opinion is Danny has a low-average intellectual ability. Her opinion was based on his performance within the average range in the Visual Spatial Index and the Fluid Reasoning Index. Scores in the Working Memory Index and Processing Speed Index were in the low-average range while his performance was in the borderline range for the Verbal Comprehension Index. Intra-subtest scatter was noted in the both verbal subtests as well as the figure weights and picture span subtests, indicating inconsistent learning in these areas. Based on his performance, his verbal skills are a relative weakness for Danny while he has relative strengths in visual spatial skills and fluid reasoning ability.

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

#### ACADEMIC

Danny is a 6th grade Danny at Sunfield Middle School in Mesa, North Dakota (within the Mesa Public School District). Prior to enrollment at Sunfield Middle School, Danny attended school at Fairfield House while a resident. Fairfield House's school program is provided by the Mesa Public School District. Academic records indicate previous enrollment at St. Joseph's School in fifth grade. Records indicate some time at Trinity's Health school program in fifth grade (9.15.2018 thru 11.29.2018). Previous records indicate enrollment at Northwind Elementary School from Preschool to fourth grade (some records indicate enrollment at Tate Wind Tribal School during K, 1, 2, and 4 although attendance was reported on Northwind documents). During his enrollment at Northwind he had a combined total of 40 days absent and 74 tardies. Records do not indicate retention. Court documents (1.27.2019) indicate Danny had previously been removed from three different schools prior to becoming a resident at Fairfield House.

First quarter progress reports in 6th grade indicate the following skills:

Note: Progress is described within ranges of "developing," "proficient," and "advanced."

Physical Education: Advanced

Social Studies: Developing

Digital Literacy: Developing approaching proficient

Language!: Developing approaching proficient

Science: Developing

Transition Math: Proficient

Reading: Developing

5th Grade Quarter 1 Grades at St. Joseph's School (Absent 6 days)

Grade level with A+ the highest possible grade thru F being the lowest

Math: B+

English: A

Science: A

Spelling: B+

Reading: C+

Religion: A

## 4th Grade Quarter 1 Report Card (Tate Wind Tribal School)

English/Language Arts: D+

Science: C+

Social Studies: B-

Math: D+

Physical Education: C+

Health: C

## 3rd Grade (all grades declined over the course of the year with the exception of Music)

Reading: D

Science: D+

Social Studies: C+

Math: C

Physical Education: C+

Health: C+

## Reading/Writing/Language Arts

Academic notes from his Fairfield House teacher (6.19.2019), Danica Effertz, noted the following,

Danny completed the NWEA Map testing this spring and he had a raw score of 189 which put him in the 8th percentile compared to other 5th grade students. He also took the AIMSweb Reading Fluency Test bi-weekly. He ended the year (fifth grade) reading 121 to 159 words a minute at the 5th grade level which puts him in the 30th to 60th percentile. He was able to answer comprehension questions. He is able to write a paragraph and they worked on longer papers with assistance in the areas of organization, translating thoughts, and punctuation.

## Math

Academic notes from his Fairfield House teacher (6.19.2019), Danica Effertz, noted the following,

Danny is accurate with his addition and subtraction and working on multiplication and division. He was tested using 4th and 5th grade level on AIMSweb Computation every bi-weekly and he had a raw score of 62 which was the 58th percentile so he was moved up to 5th grade and he scored from a 6 to a 20 at the 5th grade level which was from the 6th to 19th percentile. On the 5th grade AIMSweb Math Concepts he had a raw score of 7 which put him the 19th percentile.

## North Dakota State Assessment

Score range: Novice, Partially Proficient, Proficient, Advanced

Fourth Grade

Science: Novice

English/Language Arts: Novice

Math: Novice

## Formal Assessments

Danny's academic strengths and weaknesses were assessed while a resident at the Fairfield House utilizing the Weschler Individual Achievement Test, 3rd Edition (WIAT-III). Total achievement results indicate a total achievement performance within the low-average range. Subtest assessment results indicate low-average range for oral language, written expression, and mathematics. He performed within the average range for total reading, basic reading, reading comprehension, fluency, and math fluency. Inconsistent learning was noted in multiple subtests, including receptive vocabulary, oral discourse comprehension, math problem-solving, work reading, and pseudo-word decoding. The test administrator noted, Danny appeared more distracted during the sentence repetition subtest. He showed difficulty with vocabulary, but his auditory and verbal skills appeared intact. Further notes indicate some struggle with writing skills.

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

## COMMUNICATION

Academic records and current observations indicate an ability to communicate both verbally, nonverbally, and in written form.

ReceptiveExpressive

Although able to communicate, Danny's expressive language has been a noted area of concern. Past and ongoing therapy and

support has been provided in this area to help decrease verbal behaviors considered socially inappropriate for the environment. One of his primary goals while a resident at Fairfield House was to assert his needs and wants in a socially appropriate tone and language. Current observations correlate with academic records noting argumentative behaviors, threatening, and expression of anger or frustration in socially inappropriate manners for the environment.

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

#### PHYSICAL

Vision: No Concerns

Hearing: No Concerns

#### Diagnosis

Records from Danny's Fairfield House discharge summary (6.19.2019) included the following diagnosis:

Physical abuse, victim;

Neglect, victim, by history;

Attention Deficit Hyperactivity Disorder (ADHD), combined type;

Oppositional Defiance Disorder;

Borderline intellectual functioning, full scale IQ 77 (subtests low average)

Medication (Fairfield House Discharge Summary, 6.19.2019): Concerta, Prozac, Risperdal

Medication after most recent hospitalization (Dr. Stevens, MD, 10.22.2019): Desmopressin 0.6mg, Floxetine 20mg, Risperidone 4mg (nightly), Risperidone 2mg (QAM), Trazodone 50mg (nightly)

#### Therapy

Danny is a previous resident of the Fairfield House, PTRF (psychiatric residential treatment facility) during the 2018-2019 school year (discharge date 6.19.2019). Notes included:

The primary focus of individual therapy while at Lennox Fairfield house was decreasing incidents of suicidal ideation or self-harm, addressing past trauma, identifying and utilizing skills to manage anger and frustration triggers, and improving interactions with others.

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

#### EMOTION/SOCIAL

While a resident at Fairfield House, Danny's two primary goals were (1) self-regulation and (2) safety to self and others. Notes indicate Danny gained self-regulation skills, anger management skills, social skills, friendship skills, and improved his ability to ask appropriately for his needs and wants.

Individually, Danny may benefit from social and emotional skill training focused on accepting limits, refraining from arguing, and shutting down when upset. During escalated moments, he responds best when given specific expectations, firm limits, and personal space to calm. In general, Danny responds best to positive reinforcement based on effort rather than product and consistent praise.

#### Social Skills

The discharge summary from Fairfield House (6.19.2019) references social skill development. The notes are as follows:

Although improving, sportsmanship during competitive play, flexible thinking, expressing feelings appropriately, accepting feedback and correction, and advocating for help are still areas in need of support. Within the group setting, Danny often becomes upset if he perceives his peers are receiving more attention such as not being called on first. Danny may benefit from social skills groups with his peers to practice these skills and also adopt positive communication habits with his peers.

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

#### ADAPTIVE

Upon enrollment at Sunfield Middle School, his team determined a behavior support plan would be appropriate based on his previous residency at Fairfield House. The supports included smaller class sizes, access to the Learning Service Center (LSC) for breaks, a point sheet to assist in self-monitoring, adaptive Language and Math classes, and positive reinforcement through point spending.

**Intervention Data**

As of 11.12.2019, Danny accessed the LSC 15 times. 12 of the of the 15 data points indicate use of the LSC was due to a requested removal by the teacher. 6 utilizations were approximately 10 minutes, 5 were 5 minutes, and 3 were 60 minutes or longer.

Point sheet data is recorded as daily percentage points. Date indicates a steady overall decline since the start of the school year. His weekly performance average range is between 43%-87%. A brief visual analysis suggest variation from day-to-day with daily averages of 98% next to 58% daily averages and 80% next to 0%.

The Fairfield House discharge summary notes (6.19.2019) Danny does relatively well in structured environments and benefits from consistent, predictable routines. Further notes include continued support to express himself and engage with his peers in an appropriate manner. Danny benefits from reminders of appropriate peer conversation topics and avoiding antagonistic behaviors. Close supervision when around peers is recommended. When Danny is upset, he benefits from support to use coping skills while still providing time and space to calm.

Notes from his fifth grade teacher, Mrs. Julie Timmons, described Danny as bright and willing to help. She also noted he had difficulty managing his anger that sometimes resulted in physical aggression (e.g. throwing items, flipping desks, and destroying property). She further noted competitive activities could also be a source of anger. Other notes included difficulty sustaining attention, completing work, and manipulative with discipline. For example, if he were directed to leave the classroom due to behaviors one day, he would often engage behaviors that led to removal from class other times if the alternative environment or tasks were tolerable by his standards.

Notes related to completing work are noted as early as kindergarten.

**Formal Assessments**

The Vineland Behavior Scale – Second Edition was administered on 4.10.2019 by Liz Jennings to assess Danny's current developmental abilities. The findings were within the low (caregiver's score) to low-average range (teacher score). "Danny appears to struggle most with writing, academic skills, community skills, and socialization skills" (4.10.2019). Dr. Trudy Johnson noted these findings were roughly consistent with his yielded Full-Scale IQ score of 77 or higher.

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

Danny enjoys Legos, science experiments, and Digimon cards.

Danny was a resident of Lennox's Fairfield House, a psychiatric residential treatment facility for children between the ages of 5-13 between the dates of 2.20.2019 and 6.19.2019. Upon discharge, he became a resident at the Lake Center up until he was discharged around October 20, 2019 due to attacking and threatening of two staff members. He is currently living with a foster parent. Court documents (1.27.2019) indicate Danny had previously been removed from three different schools prior to becoming a resident at Fairfield House.

Within the past few weeks, Danny was transferred to supervision of a different Westwind Service custodian after several years being supervised by the same individual.

**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  
 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. The IEP team must consider the use of positive behavioral interventions and supports and other strategies to address that behavior.

**Student Name:** Melissa Sample

**ID#:** MARY10

**Meeting Date:** 04/09/2020

**Annual Goal # 1 of 2 goals**

## **F. Annual Goals, Short-Term Objectives, and Periodic review of services** **Reference From North Dakota English Language Arts Content Stds 2017**

**Grade/Subject:** Grade 6

**Strand:** Writing

**Cluster:** Production, Distribution, and Range of Writing

**Code/ Standard:** ELA.6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences.

### **Annual Goal**

**Intent/purpose:**

In order to produce clear and organized writing,

**Behavior:**

when given an opinion writing prompt, Danny will write a 2 paragraph response while using a writing checklist to use punctuation, write a topic sentence, concluding sentence, and provide at least 3 pieces of supporting evidence related to the prompt

**Ending Level:**

with 80% accuracy in 5/6 trials by end of IEP (Baseline 2/6).

**Characteristics of services:**

This goal will be met through individual instruction by the special education teacher and it will be reinforced in the classroom with the help of the classroom teacher and aides.

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

Progress will be reported in conjunction with grade-level progress reports and upon request.

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



**Student Name:** Melissa Sample

**ID#:** MARY10

**Meeting Date:** 04/09/2020

**Annual Goal # 2 of 2 goals**

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

### **Reference From North Dakota Health Content Standards**

**Grade:** Grade 6

**Content Standard:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Code/Benchmark:** HEAL.4.6.4 Demonstrate effective conflict management or resolution strategies.

### **Annual Goal**

**Intent/purpose:**

In order to effectively resolve conflicts,

**Behavior:**

Danny will use roleplaying and resolution strategies such as deep breathing and reflective listening when he responds to conflicts in the classroom

**Ending Level:**

with 85% accuracy in 8/10 trials (Baseline 5/10 trials).

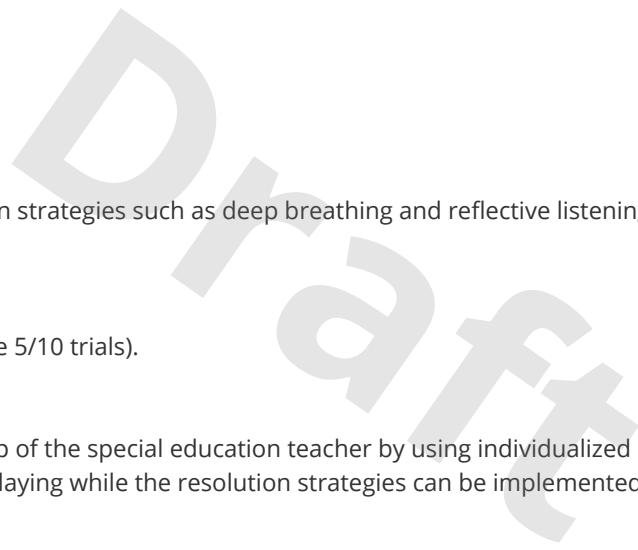
**Characteristics of services:**

Danny will achieve this goal with the help of the special education teacher by using individualized instruction. Individualized instruction will be used to practice roleplaying while the resolution strategies can be implemented into the general education classroom.

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

Progress will be reported in conjunction with grade-level progress reports and 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. Consideration must be given to the special factors indicated in section E of the IEP.

ACADEMIC

- Modified assignments
- Alternate assignments
- Scribe for written work
- Checklists for writing assignments

BEHAVIOR

- 3:1 positive reinforcement for every redirect
- Behavior intervention plan (on file)
- Scheduled breaks
- Check-in/Check-out
- Modified schedule
- Roleplaying various social issues

COMMUNICATION

- Access to online dictionary/word lookup choice
- Read aloud

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.

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.

Danny is able to participate in districtwide assessments with approved modifications (i.e. manipulatives, readaloud, scribes)

### 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 type="checkbox"/> Art	<input 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
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<input type="checkbox"/> School Sponsored Clubs	<input type="checkbox"/> Transportation	<input type="checkbox"/> Recreation
<input type="checkbox"/> Special Interest Groups	<input type="checkbox"/> Other:	
<b>Comments:</b>		

Student Name: Melissa Sample

ID#: MARY10

Meeting Date: 04/09/2020

## 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 determined Danny's least restrictive environment is within the classroom 80% or more of the day. This setting ensures Danny has the opportunity to experience social and emotional growth as well as adequate access to the general education curriculum. Danny does require individualized instruction that is most effectively taught in environments with reduced distractions outside of the general education classroom. His least restrictive environment remains fluid based on the instruction and his 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	80	04/09/2020	12 Months	Special Education Teacher - Mercedes Trujillo-Hanson	Sun Field Middle School
Individualize Instruction in written language	100	04/09/2020	12 Months	Special Education Teacher - Mercedes Trujillo-Hanson General Education Teacher - Danica Effertz	Sun Field Middle School

**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 recommends ESY services to ensure Danny retains skills over the extended summer break. Previous data suggest that Danny's skills are significantly lower over longer breaks compared to his peers.

**Bismarck Special Education Unit  
806 N Washington Street  
Bismarck, ND 58501-3623  
701-323-4028**

**IEP Snap Shot  
Age 6-15**

IEP Meeting Date: 04/09/2020						<input type="checkbox"/> Amendment to IEP:	
A. Student Name (Last, First, MI) Sample, Melissa				Birthdate (month/day/year) 08/05/2012		Gender Female	
Grade Second grade	Age 7	Race White	Ethnicity Not Hispanic or Latino	Student's Primary Language English	Communication Mode	Primary Language Spoken at Home English	
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Serving School University of Mary			City Bismarck	State ND	Zip 58504	School Phone Number 701-335-8111	
District of Residence (If different from serving district)		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 Sarah			Home Phone Number 701-980-7654		Other Phone Numbers		
Parent's Email Address <a href="mailto:email@email.com">email@email.com</a>							
Current Address 1234 Main Ave			City Bismarck	State ND	Zip 58501		
C. IEP Case Manager Mercedes Trujillo Hanson			Case Manager Email Address <a href="mailto:mltrujillohanson1@umary.edu">mltrujillohanson1@umary.edu</a>		Phone Number 701-203-4532		
IEP Type Annual Review/Revision			Primary Disability Emotional Disturbance		Secondary Disability Speech/Language Impairments		
Date of Last Comprehensive Individual Assessment Report: 04/02/2020							
<b>Annual Goals, Short-Term Objectives, and Periodic review of services</b>							
Annual Goal #1 of 2 goals							
Annual Goal Intent/purpose: In order to produce clear and organized writing, Behavior:							

when given an opinion writing prompt, Danny will write a 2 paragraph response while using a writing checklist to use punctuation, write a topic sentence, concluding sentence, and provide at least 3 pieces of supporting evidence related to the prompt

**Ending Level:**

with 80% accuracy in 5/6 trials by end of IEP (Baseline 2/6).

**Characteristics of services:**

This goal will be met through individual instruction by the special education teacher and it will be reinforced in the classroom with the help of the classroom teacher and aides.

**Annual Goal #2 of 2 goals****Annual Goal****Intent/purpose:**

In order to effectively resolve conflicts,

**Behavior:**

Danny will use roleplaying and resolution strategies such as deep breathing and reflective listening when he responds to conflicts in the classroom

**Ending Level:**

with 85% accuracy in 8/10 trials (Baseline 5/10 trials).

**Characteristics of services:**

Danny will achieve this goal with the help of the special education teacher by using individualized instruction. Individualized instruction will be used to practice roleplaying while the resolution strategies can be implemented into the general education classroom.

## 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

- Modified assignments
- Alternate assignments
- Scribe for written work
- Checklists for writing assignments

## BEHAVIOR

- 3:1 positive reinforcement for every redirect
- Behavior intervention plan (on file)
- Scheduled breaks
- Check-in/Check-out
- Modified schedule
- Roleplaying various social issues

## COMMUNICATION

- Access to online dictionary/word lookup choice
- Read aloud

**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.

**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.

Danny is able to participate in districtwide assessments with approved modifications (i.e. manipulatives, readaloud, scribes)

## 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 determined Danny's least restrictive environment is within the classroom 80% or more of the day. This setting ensures Danny has the opportunity to experience social and emotional growth as well as adequate access to the general education curriculum. Danny does not require individualized instruction that is most effectively taught in environments with reduced distractions outside of the general education classroom. His least restrictive environment remains fluid based on the instruction and his current needs.

**Is there a potential harmful effect to the student with this placement?**  Yes  No

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**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.