

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

Individualized Education Program Transition (16-21)

IEP Meeting Date: 03/03/2021							<input type="checkbox"/> Amendment to IEP
A. Student Name (Last, First, MI) Sample, Allison					Birthdate (month/day/year) 02/26/2006		
Gender Female							
Grade Eighth grade	Age 15	Race White	Ethnicity Hispanic or Latino	Student's Primary Language English	Communication Mode Verbal	Primary Language Spoken at Home English	
Current Address 61 Sample Ave			City Bismarck	State ND	Zip 58504	Phone Number 555-555-5555	
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) Bismarck Special Ed Unit		Resident School Building (Plant)			Check items that apply: <input checked="" type="checkbox"/> Transferred within district <input type="checkbox"/> Open Enrolled from another district <input type="checkbox"/> Agency Placed <input type="checkbox"/> Home Education		
B. Name of Parent Lisa Brekhus			Home Phone Number 555-522-2727		Other Phone Numbers 555-567-8345 555-928-7777		
Parent's Email Address lisa@gmail.com							
Current Address 14 Sample Ave			City Bismarck	State ND	Zip 58501		
Name of Second Parent (if applicable) Julius Brekhus			Home Phone Number 555-522-2727		Other Phone Numbers 555-589-9999 555-567-9807		
Parent's Email Address Julius@gmail.com							

Current Address 62 Sample Ave	City Bismarck	State ND	Zip 58501
C. IEP Case Manager Shelby Brekhus	Case Manager Email Address	Phone Number	
IEP Type Initial	Primary Disability Specific Learning Disabilities	Secondary Disability	
Date of Last Comprehensive Individual Assessment Report 02/11/2021			
<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	Lisa Brekhus	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Parent	Julius Brekhus	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Student	Allison Sample	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Administrator/Designee/District Representative (Required)	Beth Jeide	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Special Education Teacher or Special Education Provider (Required)	Hillary Geiger	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
General Education Teacher (Required)	Brenda Jensen	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Individual to Interpret Instructional Implications of Evaluation Results (Required)	Deborah Labrensz	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Adult Services Agency Representative (if applicable)		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Student Name: Allison Sample

ID#: 123030

Meeting Date: 03/03/2021

Transition Services (ages 16-21) or younger if appropriate T-1. Measurable Post Secondary Goals

Education/Training:

After graduating from high school, I will enroll in a 4-year college to become a teacher.

Employment:

After graduating from high school, I will work at a part-time job.

Independent Living Skills:

After graduating from high school, I will live independently in an apartment with my friends.

D. Present Levels of Academic Achievement and Functional Performance for Students Ages 6-21

The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources. 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)

-Shelby is a Freshman at SunnySide High School. Shelby has moved from school to school since Kindergarten and has never been in the same place for more than a year. Shelby has difficulty listening to oral and written instructions. She has to be prompted more than once to stay on task and has a hard time following the directions once they are told to her. Her peers only have to be told once or twice, where Shelby is given 3 or more sets of instructions and does better when they are given to her one on one. She has trouble processing the information and is inconsistent with listening comprehension. She has a hard time with the literal interpretation of language. Shelby is also easily distracted and has a hard time staying on task in class.

- Shelby's strengths include listening one on one with a teacher or another aid/personal friend. When she is around someone she is comfortable with she can concentrate better on instructions

- I noticed a pattern when Shelby is in the classroom, she can listen and comprehend the instruction when they are given by her teacher rather than a peer telling her what to do next

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

Shelby is a freshman at Sunny Side high school. This is her first year at Sunny Side. Her attendance is strong and only has a total of 3 absences since the beginning of the year. She has recently identified to be eligible for special education services under the learning disability category. She will primarily receive services in the area of academics. As of this year, Shelby was diagnosed with the learning disability dyslexia.

READING/LANGUAGE ARTS:

Shelby has difficulty in reading and reading comprehension. She is currently reading at a 6th grade level, three grade levels below where she should be. When reading out loud she tends to mix around words and letters and will develop a stutter when she is nervous. When reading books at her great level, she does well with pictures and fewer words. A strength of Shelby's is being able to look at the picture and combine the information from the picture and text to help decode the meaning of the text.

Progress Reports

Shelby has not been meeting freshman grade level standards. She has not mastered any of the reading course level standards that relate to reading at the grade level, reading comprehension, reading and identifying key details and reading

correctly and fluently. She is currently seeing a Speech pathologist to help with working on letters and words.

WRITTEN LANGUAGE:

Shelby's weaknesses in spelling include mixing up letters or writing the words backwards. Her writing skills are below her peers and she can only write 40-50 words until she is distracted and her writing becomes illegible. With her reading comprehension, she has a hard time organizing her thoughts into writing. A strength of Shelby's is being able to sound out the words and knowing the sounds. She is also very good at using spell check when typing on a computer

Progress Reports:

Shelby is writing at around a 6-7th grade level. She has the words and thoughts, but she struggles to put them on paper. She has not mastered any standards at the freshman grade level. A strength of Shelby's is she has the 6th grade writing standards almost mastered.

MATH:

Shelby's math skills are at then end of year 8th grade level. She understands the concepts and has been responding well with interventions from the general education teacher within the classroom. Math is a strength of Shelby's, she works really hard at it. What helps Shelby in math are the visuals of shapes, graphs, and charts. A weakness of Shelby's in math are story problems or writing out geometry proofs. This is because it deals with reading and writing, which isn't Shelby's strongest academic areas.

Progress Reports:

Shelby has been responding well to interventions from her general education teacher. She is currently almost the the 9th grade math level. She has mastered the 8th grade standards and is a very hard worker in the classroom. Shelby is still performing below her peers, but not enough to wear she needs special services in math.

HISTORY & SCIENCE:

Shelby loves both of these courses. She does struggle with reading assignments along with writing assignments. Both of her teachers are very accommodating. They will modify the lesson for her to make sure it is more hands on learning and projects to help keep Shelby engaged and to make sure she is understanding the content. Her tests are also modified where she can be asked the questions orally or given more time on the test and in a different area. She is currently at the 9th grade level of history and science.

Progress Reports:

Shelby is working at the same level as her peers. These subjects are a strengths for her, they involve more hands on learning.

LEARNING BEHAVIORS:

Shelby is a hard worker. She needs to be in area with minimal distractions so she can concentrate on her work. She has a great attitude and good 9th grade behaviors.

Formal Assessments

-Shelby was administered the Kaufman Test of Educational Achievement (KTEA) in February which was administered by our school psychology Mrs. Welsh.

-The results of this test suggested that Shelby does have a learning disability (dyslexia) in reading and writing which then helped qualify Shelby for Special Education services.

Communicative Status (receptive and expressive language)

-When talking or reading aloud, Shelby will reverse her words or part of her words. She wants to communicate with those around her but is often embarrassed or shy when she says a word backward or incorrectly.

- Her receptive language is pretty well, she does have a hard time recalling important details of what was said or read. She has

difficulty in explaining the main idea in the story when it is read to her.

- She can express how she feels and reads aloud when she comfortable around people she knows.
- She tends to mix words and lettering up more when she is nervous/scared.
- She doesn't do well with presentations or reading aloud in front of a large group of people
- A strength of Shelby's is that she can read at an 6th-grade level independently when reading to the teacher or close friends and family
- She can have small talk with peers
- Struggles with long detailed conversations
- She can have a conversaiton, but story tends to be all over the place.

Physical Characteristics (medical, vision, hearing, motor)

HEALTH:

Shelby is an overall healthy girl! She doesn't have any relevant health conditions or diagnosis.

MEDICATION:

Shelby is not currently on any medication. She does have an allergy to amoxicillin.

VISION & HEARING:

Shelby does not have any concerns that relate to her vision and hearing. When she was younger, Shelby did have a stigma, but she has outgrown it and no longer needs glasses for her vision

GROSS/FINE MOTOR:

Shelby's gross motor skills are a bit lower than those of her peers. She has trouble when writing and does not see an occupational therapist but the general education teacher has had some recommendations to help with her holding of a pencil along with typing, letter formation practice, visuals, and a multi-sensory approach.

SENSORY

The team has not noticed Shelby having any sensory seeking behaviors.

Formal Assessments:

Shelby was administered the BOT-2. This tests was given by the school occupational therapist Mrs. Shanda. The test showed that Shelby is not well below her age range for fine motor and will only need accommodations and modifications within the general education classroom.

Emotional/Social Development (social skills, leisure)

EMOTIONAL:

Shelby is very calm. Her teachers say she is always kind and collected. She always wants to do her best. She is easily frustrated when she doesn't understand to spell or read at a certain grade level. She is generally quiet and shows her frustration through stopping to do her work.

SOCIAL

Shelby's social behavior has raised some concerns from her teachers and parents. She can hold a conversations with a close friend or family member, but has a hard time holding a conversations with other peers. She has a hard time speaking in front of large groups and will form a small stutter when she is nervous. She loves extracurricular activities like sports, band, and other clubs but is too nervous to talk to any of the students in these activities and is scared to sign up for them. For the most part she stays at home and only hangs out with a close friend or two. Her parents would like to see her get out of her shell and talk with more people in the school and create more friendships. They would also like to see her join some extracurriculars. A strength of Shelby's is that she is very kind and helpful with others.

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

Shelby can cook, clean, drive, all independently. Shelby is very good with personal health and safety and follows rules at home and within the school setting. She does currently have a part time job at a flower shop in town where she helps makes plants and flower arrangements. She has shown great responsibility, but struggles with communicating with customers. She stays in the back working on the arrangements. She is overall independent and doesn't need help with physical things (cooking, cleaning, exercising, working).

Her general education teachers have noted that she follows step-by-step directions when given to her one on one and she is able to concentrate on them. They said that she likes to do assignments and projects correctly and follow all of the directions.

Observation:

As a part of Shelby's evaluation, she was observed by the special education teacher, Shelby Brekhus. During this observation, Shelby noted that her attention can easily be gone when she distracted or doesn't understand the content. When she is frustrated she will usually freeze or decides not to do her work since she doesn't understand it. She is also very independent in the classroom. She is quiet and calm and is always watching the teacher, making sure she isn't missing any instruction.

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

- Shelby is very involved in the community by volunteering
- She functions well with people she knows well
- She has a hard time functioning well around strangers or in large groups with people she doesn't know well
- Shelby has a very supportive family and a great home environment
- Shelby is always with her neighbors, going on walks and hangs out with them

Other

Address the present level of performance in each of the following domains with documentation of student needs, preferences and interests and identify by what method this information was obtained.)

Jobs and Job Training

While completing the Comprehensive High School Transition Survey, the student indicated that she likes to babysit, working on the farm for her dad, mowing the lawn for her neighbors and family, and doing odd jobs around the yard. She also stated that babysitting is her favorite to do because it brings her joy, she loves working with the children. She stated that the odd jobs she had to do around the yard which include trimming tree branches, making sure the dog and cat food is filled, cleaning the house, are her least favorite to do because she finds them boring and don't bring her joy. She also stated that she currently has a paying job as a babysitter and working on the farm for her dad. Her responsibilities for babysitting include watching the children, playing with them, cooking them meals. Her responsibilities on the farm include running grain cart, loading planes, and help with billing. She described her ideal work place: Working full time, indoor and outdoor, working with hands, full time, enjoying the work, being with people. Student's mom indicates she is a hard worker and always gives her best efforts. According to this informal assessment Shelby's needs for job and training include: being able to listen carefully when others speak, completing and passing basic education, changing from one job/task to the next, keeping focus on assignments, willing to ask questions, feeling confident, using time wisely, practicing job interviews, filling out an application.

According to the Enderle-Severson Transition Shelby demonstrates good attendance, good hygiene and grooming, and is punctual. She scored an overall 69% (high) on overall employment.

By what method was this obtained:

Enderle-Severson Transition Rating Scale

Parent Interview
 Student Interview
 Comprehensive Highschool Transition Survey

Recreation and Leisure

With completion of Comprehensive High school Transition Survey the student's recreation and Leisure include:

- *Shelby would enjoy joining a Bible study in college because she really enjoys the one she is in now
- *Her hobbies include volleyball, basketball, and music
- *She enjoys watching movies with her friends in her free time
- *Shelby enjoys going on vacation with her family in warm places! Her last vacation was to Nevada
- *She loves to listen to music when she has free time alone
- *When she has free time with friends she loves to just talk and hang out
- *In family free time she loves to play card games and board games
- *Places she likes to go for fun are the mall, out to eat, movies, and sporting events
- *The sports she enjoys to watch are football and volleyball

Enderle-Severson Transition Rating Scale

- *She scored an overall 75% (high) on recreation and leisure
- *She stated that she helps others, makes reasonable demands and act courteous
- *She does have a harder time communicating with others that aren't close friends or family

Interview

- *Shelby's mom stated that she is always hanging out with close friends and participates in school activities
- *She does have a hard time communicating with strangers because when she is nervous she starts mixing her words up
- *Her mom and dad would like to see her gain confidence and work on her communication in public settings with people she may not know

By what method was this obtained:

Enderle-Severson Transition Rating Scale
 Parent Interview
 Student Interview
 Comprehensive Highschool Transition Survey

Home/Independent Living

With completion of Comprehensive High school Transition Survey the student's recreation and Leisure include:

- *Shelby is able to do simple tasks that include cooking, dusting, dishes, vacuuming, mowing the lawn, garbage, grocery shopping, laundry, keeping an overall clean house
- *She is able to walk to places on her own that she has been to before or has her mom drive her
- *She can make hair appointments for herself.
- She doesn't know all of the names and phone numbers of all her appointments
- *She needs to work on getting her drivers license to go from place to place
- *A need of Shelby's is being able to make sure she is at the right place with reading signs

Enderle-Severson Transition Rating Scale

- *She scored a 73% (high)
- *She can use a telephone, perfumes household tasks, a good citizen
- *A need of Shelby's is understanding checking and saving accounts and working with numbers
- *A need of Shelby's is being able to write lists, emails, notes, and other written correspondences.

Interview

- *Shelby's mom and dad say she is great help around the house with cooking and cleaning
- *Shelby's needs are being able to drive and get her drivers licenses
- *Another need of Shelby's is that she has trouble reading signs and stores she isn't familiar with

By what method was this obtained:

Enderle-Severson Transition Rating Scale
 Parent Interview
 Student Interview
 Comprehensive Highschool Transition Survey

Community Participation

With completion of Comprehensive High school Transition Survey the student's recreation and Leisure include:

- *Shelby stated that a future adult goal of hers is being able to participate in a church group and a volleyball team
- *Shelby has her permit but a need of her is to get her driver's licenses and take driver's ed.
- *Shelby does have a debit and credit card
- *Shelby needs help with managing her accounts

Enderle-Severson Transition Rating Scale

- *Shelby's community Participation she scored a 37% (lower) this would be a need for Shelby to focus on
- *She is able to use relevant community resources
- *A need of hers is appropriate social behaviors in the community
- *A need of hers is an understanding of cost saving techniques
- *A need of hers is understanding of basic insurance needs and where to purchase coverage
- *A strength of hers is being able to identify her post secondary options
- *She lacks self confidence

Interview

- *Her mom had stated that Shelby lacks self confidence when meeting new people and talking to them
- *Her mom also said that she needs help with working with numbers when it comes to her checking and credit account

By what method was this obtained:

Enderle-Severson Transition Rating Scale
 Parent Interview
 Student Interview
 Comprehensive Highschool Transition Survey

Post-Secondary Training and Learning Opportunities

With completion of Comprehensive High school Transition Survey the student's recreation and Leisure include:

- *A future goal for Shelby's is to attend a 4 year college at the University of Mary
- *Some areas of difficulty in school for Shelby include focusing and homework
- *The most difficult classes for Shelby include reading writing and math
- *These classes are hard for her because her letters and numbers get mixed around making it hard to read
- *Shelby's easiest classes include History and Science
- *For Shelby, these classes are fun and engaging
- *A strength of hers is being able to work with her classmates on projects
- *The accommodations Shelby asks from her teacher include help with reading, spelling, and modified tests
- *What Shelby would like more help with to be successful in school are learning how to study and being able to review information on her own

Enderle-Severson Transition Rating Scale

- *Shelby scored an overall score of 37% (lower) on Post-Secondary Training
- *Shelby states that she would like to go to college to become a teacher, she has always wanted to be a teacher
- *To reach this goal, Shelby would like to attend college and learn better studying skills along with good time management
- *Shelby also stated that she does not demonstrate self confidence

Interview

- *Shelby's family would also like to see her attend a four year college
- *They are worried that she might not be able to become a teacher with her challenges in reading, writing, and math
- * They would also like her to learn better study skills and being able to stay focused for longer periods of time
- *Since moving around a lot, Shelby hasn't been able t receive a lot of accommodation toward reading math and writing, her family wants that to change
- * They would like Shelby to be able to study better. At home Shelby spends hours studying and still doesn't do well on the tests

By what method was this obtained:

Enderle-Severson Transition Rating Scale
Parent Interview
Student Interview
Comprehensive Highschool Transition Survey

Related Services

Shelby doesn't have any related services at this time besides accommodations to tests.

By what method was this obtained:

Enderle-Severson Transition Rating Scale
Parent Interview
Student Interview
Comprehensive Highschool Transition Survey

Student Name: Allison Sample**ID#:** 123030**Meeting Date:** 03/03/2021

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

Student Name: Allison Sample

ID#: 123030

Meeting Date: 03/03/2021

T-2. Course of Study

School Year	Grade Level	List Courses and Educational Experiences to be taken each year	Credits to be earned	Credits Earned	Total Credits Earned
2015-16	Ninth grade	English 9 Algebra I Block Physical Science US History Physical Education/Health Education Spanish I Child development	6.5	6.5	6.5
2016-17	Tenth grade	English 10 Informal Geometry Biology US Government/Economics Spanish II Child related careers	6	6	12.5
2016-17	Eleventh grade	English 11 Informal Algebra AP Biology Spanish III Leadership I North Dakota History	5	5	17.5
2017-18	Twelfth grade	English 12 Math Applications Psychology/Sociology Leadership II Personal Finance Internship	5	5	22.5
Ages 18-21					

Total Number of credits required by this district for graduation: 22

Anticipated month and year of graduation: May 2018

Will this student exit secondary school with fewer credits than required of all students by the district? Yes No

Transfer of Rights:

No later than one year before the age of majority (18) the student and family must be informed of the educational transfer of rights.

Discussion of transfer of rights must be held and documentation here.

Date of IEP Meeting when transfer of rights was discussed: 03/21/2012

Procedural Safeguards:

Upon turning 18, the student and parent must receive written notification that the educational rights of the student have transferred.

Date transfer of rights to students occurred and "Transfer of Rights to Student" form was signed, if applicable:

Student Name: Allison Sample

ID#: 123030

Meeting Date: 03/03/2021

T-3. Transition Services

Strategies and Activities Needed to Assist the Student in Reaching Post-Secondary Goals

Goal: After graduating from high school, I will enroll in a 4-year college to become a teacher.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Explore possible colleges and universities	Student, Counselor, Parent	March 2021-March 2022	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goal: After graduating from high school, I will work at a part-time job.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Practice job applications and interviews	Student, Special Education Teacher	March 2021-2022							
Explore possible summer employment through the summer youth program	Student, Parent, School	March 2021-September 2021	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goal: After graduating from high school, I will live independently in an apartment with my friends.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Practice banking, budgeting, and shopping skill	Student, Parent, School	March 2021-2022	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Name: Allison Sample**ID#:** 123030**Meeting Date:** 03/03/2021**Annual Goal # 1 of 3 goals****F. Annual Goals, Short-Term Objectives, and Periodic review of services****Reference From North Dakota English Language Arts Content Stds 2017****Grade/Subject:** Grades 9-10**Strand:** Reading**Cluster:** Range of Reading and Level of Text Complexity**Code/ Standard:** ELA.9-10.RL.10a By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed.**Annual Goal****Intent/purpose:**

To achieve Shelby's post secondary goals and to promote reading at grade level within the general education environment

Behavior:

Shelby will independently (without teacher prompting with words) actively participate in reading grade level books and participate with classroom discussion about key ideas

Ending Level:

with 80% accuracy 4/5 trials (Each trial consists of 1 book read at 1 grade level above current) (baseline 1/5) by the next IEP meeting.

Characteristics of services:

Shelby will achieve this annual goal through individualized instruction with the special education teacher Shelby Brekhus. Practice of reading grade level books will also occur in the general education classroom with help from aide or general education teacher.

How and when periodic progress reports will be provided:

Progress will be monitored and reported with grade level progress reports along with key idea/concepts questions at the end of book readings. Fluency tests will also be conducted weekly.

Will a graph be used to report progress toward the annual goal and associated objectives? Yes No**Short-Term Instructional Objectives and Characteristics of Services:**

Objectives are required for those students who participate in the ND Alternate Assessment.

Objective 2.1**Conditions under which the behavior is performed****Specific Behavior:**

When presented a text (book, reading flash cards)

Measurable Criteria:

Shelby will be able to read the words correctly without mixing up the sounds and letters

Evaluation Procedures:

with 80% accuracy in 4/5 trials (trial consist of a text of 60 words) (baseline 1/5 trials).

Schedules for determining if objectives are being achieved:

Data will be recorded weekly. Shelby's progress will be analyzed monthly to make sure there is growth of Shelby's reading. There should be an increase in grade level reading.

Characteristics of services:

This objective will be achieved through instruction from the special education teacher Shelby Brekhus. There will also be practice within the general education classroom. Shelby will be given books that have been practiced with the Special Education teacher to read in the general education classroom.

Objective 2.2**Conditions under which the behavior is performed****Specific Behavior:**

When Shelby is presented with key idea and comprehension questions,

Measurable Criteria:

Shelby will be able to answer the key idea and comprehension questions at the end of her current grade level book

Evaluation Procedures:

with 90% accuracy in 4/5 trials (a trial consists of 5 key idea/comprehension questions) (baseline 2/5) by the the end of the month.

Schedules for determining if objectives are being achieved:

Data will be analyzed and collected on a weekly basis. Progress will be monitored each month to ensure there is growth.

Characteristics of services:

Shelby will achieve this objective by receiving individualized services from the special education teacher Shelby Brekhus. Practice will also occur in the general education classroom from an aide or the general education teacher.

Student Name: Allison Sample**ID#:** 123030**Meeting Date:** 03/03/2021**Annual Goal # 2 of 3 goals****F. Annual Goals, Short-Term Objectives, and Periodic review of services****Reference From North Dakota English Language Arts Content Stds 2017****Grade/Subject:** Grades 9-10**Strand:** Writing**Cluster:** Production, Distribution, and Range of Writing**Code/ Standard:** ELA.9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences.**Annual Goal****Intent/purpose:**

Shelby will develop clear and coherent organized writing in an appropriate format depending on tasks, purposes and audiences

Behavior:

Shelby will write at her grade level without mixing up letters and words. Her writing will be organized and legible to read

Ending Level:

with 90% accuracy with 4/5 trials (trials consist of a writing response of 50-100 words) (baseline 1/5) by the IEP end.

Characteristics of services:

This goal will achieved by individualized instruction with Shelby Brekhus, the special education teacher. She will continue practice in the general education classroom as well.

How and when periodic progress reports will be provided:

Progress monitoring will be reported with grade level progress reports along with every two months.

Will a graph be used to report progress toward the annual goal and associated objectives? Yes No**Short-Term Instructional Objectives and Characteristics of Services:**

Objectives are required for those students who participate in the ND Alternate Assessment.

Objective 2.1**Conditions under which the behavior is performed****Specific Behavior:**

When presented with a writing prompt

Measurable Criteria:

Shelby will write a well organized paragraph with few work mistakes and spelling errors

Evaluation Procedures:

with 95% accuracy in four out of five trials (trials consist of 1 writing prompt) (baseline 2/5) by the end of the semester.

Schedules for determining if objectives are being achieved:

Data will be collected through paragraph writing on a weekly basis. The data will be analyzed monthly to make sure she is growing and staying on track to meet the end of semester objective.

Characteristics of services:

This objective will be achieved with individualized instruction from the special education teacher. Shelby will also be given paragraph prompts in the general education classroom to practice with an aide. Once Shelby will be given a longer paragraph response once she has improved with one paragraph.

Student Name: Allison Sample**ID#:** 123030**Meeting Date:** 03/03/2021**Annual Goal # 3 of 3 goals****F. Annual Goals, Short-Term Objectives, and Periodic review of services****Reference From North Dakota English Language Arts Content Stds 2017****Grade/Subject:** Grades 9-10**Strand:** Speaking and Listening**Cluster:** Presentation of Knowledge and Ideas**Code/ Standard:** ELA.9-10.SL.6 Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.**Annual Goal****Intent/purpose:**

To develop verbal and nonverbal communication in contexts, audiences, and tasks with fluency and appropriate organized English

Behavior:

Shelby will work on her communication skill by being able to present in a loud voice with confidence, minimal stuttering, and minimal mixing around of words and letters

Ending Level:

with 95% accuracy in 9/10 trials (with the trials consisting of a conversation or presentation) (baseline 4/10) by IEP end.

Characteristics of services:

This will be achieved through individualized instruction from Shelby Brekhus, the special education teacher. She will also participate in the general education classroom in group work, presentations, and communication.

How and when periodic progress reports will be provided:

The progress will be analyzed twice a semester to make sure Shelby is on task to achieve her goal.

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

Short-Term Instructional Objectives and Characteristics of Services:

Objectives are required for those students who participate in the ND Alternate Assessment.

Objective 2.1**Conditions under which the behavior is performed****Specific Behavior:**

When presented with a conversation prompt (conversation prompt cards)

Measurable Criteria:

Shelby will be able to carry on a conversation using appropriate words based on the situation. Shelby will be able to 'read the room' and understand conversational verbal and non verbal cues when communicating using the prompts

Evaluation Procedures:

with 80% in 9/10 trials (the trials consist of a conversation) (baseline 2/10) by end of semester

Schedules for determining if objectives are being achieved:

The data will be collected and looked over weekly. The progress will be analyzed each month to make sure Shelby is on track and growing to meet the goal by the end of the semester.

Characteristics of services:

Shelby will achieve this objective by receiving services with the special education teacher. She will also be practicing her conversation skills in the classroom working with peers in group work.

Student Name: Allison Sample

ID#: 123030

Meeting Date: 03/03/2021

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 texts for classroom use
- Text to speech
- Modified books to her current grade level

BEHAVIOR

- Seating in areas with groups to encourage conversation
- Seating around different students to gain confidence in communicating with others
- Prompts to use appropriate language

ASSESSMENTS

- Extended time
- separate location
- Glossary
- Spell checks
- Reduction of distractions

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 (**Math, English Language Arts/Literacy and Science**).

In the following subject areas: English Language Arts/Literacy Math Science (grade 4,8,10)

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

Embedded

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

Non Embedded

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

Designated Supports: Needed Not Needed

Accommodations: Needed Not Needed

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.

Map assessment, NDSA, the team discussed these adaptations and Shelby is able to participate in district-wide assessments with he approved accommodations and modifications.

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

Art Music Family/Consumer Science
 Trade and Industrial Education Vocational Education Other

Comments:

Shelby will be able to participate in all these activities with some accommodations in reading and writing.

Nonacademic and Extracurricular Services and Activities

Counseling Employment Referrals Athletics
 School Sponsored Clubs Transportation Recreation
 Special Interest Groups : School Dances

Comments:

Shelby will be able to participate in these extracurriculars with little to none modifications.

Student Name: Allison Sample

ID#: 123030

Meeting Date: 03/03/2021

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:

- 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 discussed and determined that the LRE (Least restrictive environment) for Shelby is being in the general education classroom 80% or more during the day. This educational setting will ensure that Shelby has to the opportunity to experience the social/emotional aspect with her peers. This will also ensure that Shelby is getting exposed to the general education curriculum. Shelby will not require individualized instruction from the general education teacher during the day.

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
Speech Language	30	03/05/2021	12 Months	Mrs. Shanda	Sunny Side High School
Individualize Instruction	20	03/05/2021	12 Months	Shelby Brekhus, Special Education Teacher	Sunny Side High School
Individualize Instruction in written language	30	03/05/2021	12 Months	Shelby Brekhus, Special Education Teacher	Sunny Side High School
Individualize Instruction in reading	40	03/05/2021	12 Months	Shelby Brekhus, Special Education Teacher	Sunny Side High 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 MADE 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: 05/03/2021

Justification for the team's decision: Shelby is currently 3 grade levels behind in reading. If Shelby is on track to be at her reading grade level by the beginning of the next school year, we would like to do ESY.

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

IEP Snap Shot Age 16-21						
IEP Meeting Date: 03/03/2021						<input type="checkbox"/> Amendment to IEP:
A. Student Name (Last, First, MI) Sample, Allison				Birthdate (month/day/year) 02/26/2006		Gender Female
Grade Eighth grade	Age 15	Race White	Ethnicity Hispanic or Latino	Student's Primary Language English	Communication Mode Verbal	Primary Language Spoken at Home English
Current Address 61 Sample Ave			City Bismarck	State ND	Zip 58504	Phone Number 555-555-5555
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) Bismarck Special Ed Unit		Resident School Building (Plant)		Check items that apply: <input checked="" type="checkbox"/> Transferred within district <input type="checkbox"/> Open Enrolled from another district <input type="checkbox"/> Agency Placed <input type="checkbox"/> Home Education		
B. Name of Parent Lisa Brekhus			Home Phone Number 555-522-2727		Other Phone Numbers 555-567-8345 555-928-7777	
Parent's Email Address lisa@gmail.com						
Current Address 14 Sample Ave			City Bismarck	State ND	Zip 58501	
Name of Second Parent (if applicable) Julius Brekhus			Home Phone Number 555-522-2727		Other Phone Numbers 555-589-9999 555-567-9807	
Parent's Email Address Julius@gmail.com						
Current Address 62 Sample Ave			City Bismarck	State ND	Zip 58501	
C. IEP Case Manager Shelby Brekhus			Case Manager Email Address		Phone Number	

IEP Type Initial	Primary Disability Specific Learning Disabilities	Secondary Disability
Date of Last Comprehensive Individual Assessment Report: 02/11/2021		
Annual Goals, Short-Term Objectives, and Periodic review of services		
Annual Goal #1 of 3 goals		
<p>Annual Goal</p> <p>Intent/purpose: To achieve Shelby's post secondary goals and to promote reading at grade level within the general education environment</p> <p>Behavior: Shelby will independently (without teacher prompting with words) actively participate in reading grade level books and participate with classroom discussion about key ideas</p> <p>Ending Level: with 80% accuracy 4/5 trials (Each trial consists of 1 book read at 1 grade level above current) (baseline 1/5) by the next IEP meeting.</p> <p>Characteristics of services: Shelby will achieve this annual goal through individualized instruction with the special education teacher Shelby Brekhus. Practice of reading grade level books will also occur in the general education classroom with help from aide or general education teacher.</p>		
<p>Short-Term Instructional Objectives and Characteristics of Services: Objectives are required for those students who participate in the ND Alternate Assessment.</p>		
<p>Objective 2.1</p> <p>Conditions under which the behavior is performed</p> <p>Specific Behavior: When presented a text (book, reading flash cards)</p> <p>Measurable Criteria: Shelby will be able to read the words correctly without mixing up the sounds and letters</p> <p>Evaluation Procedures: with 80% accuracy in 4/5 trials (trial consist of a text of 60 words) (baseline 1/5 trials).</p> <p>Schedules for determining if objectives are being achieved: Data will be recorded weekly. Shelby's progress will be analyzed monthly to make sure there is growth of Shelby's reading. There should be an increase in grade level reading.</p> <p>Characteristics of services: This objective will be achieved through instruction from the special education teacher Shelby Brekhus. There will also be practice within the general education classroom. Shelby will be given books that have been practiced with the Special Education teacher to read in the general education classroom.</p>		
<p>Objective 2.2</p> <p>Conditions under which the behavior is performed</p> <p>Specific Behavior: When Shelby is presented with key idea and comprehension questions,</p> <p>Measurable Criteria: Shelby will be able to answer the key idea and comprehension questions at the end of her current grade level book</p> <p>Evaluation Procedures: with 90% accuracy in 4/5 trials (a trial consists of 5 key idea/comprehension questions) (baseline 2/5) by the the end of the month.</p>		

Schedules for determining if objectives are being achieved:

Data will be analyzed and collected on a weekly basis. Progress will be monitored each month to ensure there is growth.

Characteristics of services:

Shelby will achieve this objective by receiving individualized services from the special education teacher Shelby Brekhus. Practice will also occur in the general education classroom from an aide or the general education teacher.

Annual Goals, Short-Term Objectives, and Periodic review of services**Annual Goal #2 of 3 goals****Annual Goal****Intent/purpose:**

Shelby will develop clear and coherent organized writing in an appropriate format depending on tasks, purposes and audiences

Behavior:

Shelby will write at her grade level without mixing up letters and words. Her writing will be organized and legible to read

Ending Level:

with 90% accuracy with 4/5 trials (trials consist of a writing response of 50-100 words) (baseline 1/5) by the IEP end.

Characteristics of services:

This goal will be achieved by individualized instruction with Shelby Brekhus, the special education teacher. She will continue practice in the general education classroom as well.

Short-Term Instructional Objectives and Characteristics of Services:

Objectives are required for those students who participate in the ND Alternate Assessment.

Objective 2.1**Conditions under which the behavior is performed****Specific Behavior:**

When presented with a writing prompt

Measurable Criteria:

Shelby will write a well organized paragraph with few work mistakes and spelling errors

Evaluation Procedures:

with 95% accuracy in four out of five trials (trials consist of 1 writing prompt) (baseline 2/5) by the end of the semester.

Schedules for determining if objectives are being achieved:

Data will be collected through paragraph writing on a weekly basis. The data will be analyzed monthly to make sure she is growing and staying on track to meet the end of semester objective.

Characteristics of services:

This objective will be achieved with individualized instruction from the special education teacher. Shelby will also be given paragraph prompts in the general education classroom to practice with an aide. Once Shelby will be given a longer paragraph response once she has improved with one paragraph.

Annual Goals, Short-Term Objectives, and Periodic review of services**Annual Goal #3 of 3 goals****Annual Goal****Intent/purpose:**

To develop verbal and nonverbal communication in contexts, audiences, and tasks with fluency and appropriate organized English

Behavior:

Shelby will work on her communication skill by being able to present in a loud voice with confidence, minimal stuttering, and minimal mixing around of words and letters

Ending Level:

with 95% accuracy in 9/10 trials (with the trials consisting of a conversation or presentation) (baseline 4/10) by IEP end.

Characteristics of services:

This will be achieved through individualized instruction from Shelby Brekhus, the special education teacher. She will also participate in the general education classroom in group work, presentations, and communication.

Short-Term Instructional Objectives and Characteristics of Services:

Objectives are required for those students who participate in the ND Alternate Assessment.

Objective 2.1

Conditions under which the behavior is performed

Specific Behavior:

When presented with a conversation prompt (conversation prompt cards)

Measurable Criteria:

Shelby will be able to carry on a conversation using appropriate words based on the situation. Shelby will be able to 'read the room' and understand conversational verbal and non verbal cues when communicating using the prompts

Evaluation Procedures:

with 80% in 9/10 trials (the trials consist of a conversation) (baseline 2/10) by end of semester

Schedules for determining if objectives are being achieved:

The data will be collected and looked over weekly. The progress will be analyzed each month to make sure Shelby is on track and growing to meet the goal by the end of the semester.

Characteristics of services:

Shelby will achieve this objective by receiving services with the special education teacher. She will also be practicing her conversation skills in the classroom working with peers in group work.

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 texts for classroom use
- Text to speech
- Modified books to her current grade level

BEHAVIOR

- Seating in areas with groups to encourage conversation
- Seating around different students to gain confidence in communicating with others
- Prompts to use appropriate language

ASSESSMENTS

- Extended time
- separate location
- Glossary
- Spell checks
- Reduction of distractions

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** with approved accommodations specified in Adaption of

Education Services area (**Math, English Language Arts/Literacy and Science**)

In the following subject areas: English Language Arts/Literacy

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

Embedded: English glossary, Spell check, English Dictionary

Non Embedded: Breaks

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

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

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.

Map assessment, NDSA, the team discussed these adaptations and Shelby is able to participate in district-wide assessments with he approved accommodations and modifications.

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 discussed and determined that the LRE (Least restrictive environment) for Shelby is being in the general education classroom 80% or more during the day. This educational setting will ensure that Shelby has to the opportunity to experience the social/emotional aspect with her peers. This will also ensure that Shelby is getting exposed to the general education curriculum. Shelby will not require individualized instruction from the general education teacher during the day.

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
Speech Language	30	03/05/2021	12 Months	Mrs. Shanda	Sunny Side High School
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Individualize Instruction in written language	30	03/05/2021	12 Months	Shelby Brekhus, Special Education Teacher	Sunny Side High School
Individualize Instruction in reading	40	03/05/2021	12 Months	Shelby Brekhus, Special Education Teacher	Sunny Side High School

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 needs to collect further data before making a determination and will meet again by: 05/03/2021