

University of Mary Unit  
7500 University Dr  
Bismarck, ND 58504

### Individualized Education Program Transition (16-21)

IEP Meeting Date: 04/12/2019							<input type="checkbox"/> Amendment to IEP:				
A. Student Name (Last, First, MI) Sample, Stephanie					Birthdate (month/day/year) 06/04/2002						
Gender Female		Race White		Ethnicity Not Hispanic or Latino		Student's Primary Language English		Communication Mode		Primary Language Spoken at Home English	
Grade Tenth grade		Age 16		Current Address		City		State ND		Zip Phone Number	
Serving School University of Mary Unit		City		State		Zip		School Phone Number			
District of Residence (If different from serving district) University of Mary Unit			Resident School Building (Plant)			Check items that apply: <input type="checkbox"/> Transferred within district <input type="checkbox"/> Agency Placed <input type="checkbox"/> Open Enrolled in another district <input type="checkbox"/> Home Education					
B. Name of Parent Kip Tenight			Home Phone Number 701-123-4567			Other Phone Numbers					
Parent's Email Address <a href="mailto:parent2@gmail.com">parent2@gmail.com</a>											
Current Address 2419 Simple Ave			City Bismarck			State ND			Zip 58501		
C. IEP Case Manager Katharine Bousquet			Case Manager Email Address			Phone Number					
IEP Type Annual Review/Revision			Primary Disability Traumatic Brain Injury			Secondary Disability					
Date of Last Comprehensive Individual Assessment Report 04/23/2018											
<input type="checkbox"/> A copy of the "Parental Rights for Public School Students receiving Special Education Services - Notice of Procedural Safeguards" was provided.											
				<b>Names of All Team Members</b>				<b>Indicate Attendance</b>			
*Parent				Kip Tenight				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Parent								<input type="checkbox"/> Yes <input type="checkbox"/> No			
Student				Stephanie Sample				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Administrator/Designee/District Representative (Required)				Mrs. Principal				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Special Education Teacher or Special Education Provider (Required)				Katharine Bousquet				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
General Education Teacher (Required)				Mr. Jameson				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Individual to Interpret Instructional Implications of Evaluation Results (Required)				Katharine Bousquet				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Adult Services Agency Representative (if applicable)				Mrs. Voc Rehab				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Agency Name: Vocational Rehab											
Date of Parental Consent of outside Agency: 03/13/2019											
Occupational Therapist				Cinderella Shue				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Speech Language Pathologist				Rapunzel Gothel				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

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**Transition Services (ages 16-21) or younger if appropriate****T-1. Measurable Post Secondary Goals****Education/Training:** Upon completion of high school, Clark will receive on the job training at place of employment.**Employment:** After graduation of high school Clark will gain employment at a library.**Independent Living Skills:** Upon completion of high school, Clark will to live with parents.**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)**

Clark is a very happy guy, he loves being at school, engaging with his peers, and his staff. He loves making music with his electric keyboard and he enjoys working his job at the library. At home, Clark enjoys hanging out with his family. He gets along with everyone and everyone loves Clark, his energy and his go-get-em attitude.

**Memory:**

Clark's memory is not an issue for his family or team. He can recall information given the appropriate time.

**Attention:****Comprehension/Listening skills**

Clark is currently working on his comprehension skills when reading, he enjoys audio books. With his listening skills, he is very good, there are times when he doesn't want to but most of the time he does listen well. With responding he either responds with yes/no or his devices.

**Visual:**

Clark does have a visual impairment, near distances 20/80, far distance is 20/100. There are at times that he does not want to wear his glasses but when prompted he will wear them.

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

Clark engages in his schooling, he receives small group and individual instruction daily.

**Grading Levels:**

4- Exceeds Goals

3- Meeting Goals

2- Working towards the goals

1- Not meeting goals

**Math:**

Clark with help of his devices can communicate and demonstrate knowledge of math. He is below average compared to his peers in the same grade but he works hard at what he doesn't know. He wants to learn, when he is confused he sometimes does not say anything but his team has been working on getting him to tell them if he is confused.

**Scores:**

He scores 1s to 2s on his assessments on average.

**Reading:**

Clarks reading is minimal, he listens to audiobooks most of the time, his vision makes it difficult for him to read easily. He does enjoy listening to stories but does need motivation to listen/read stories he has no interest in. Compared to his peers his reading level is below average.

**Writing:**

Clarks uses his devices to answer questions, he has modified assignments that mean he doesn't have to write long papers. He uses a grip when he has to use a writing utensil. This is an area of concern and Clark is receiving instruction in this area.

**Science:**

Clark receives instruction in the special education room for his science classes. This is not a major area of concern, he engages in experiments and the content.

**Social Studies:**

Clark gets instruction in social studies, this is also not a major area of concern he enjoys the content. He either gets the content read to him or listens to it on an audio book

**Assessments:****Communicative Status (receptive and expressive language)****Receptive Language:**

Clark's receptive language is high, he is very attuned to people around him and how they are feeling. He can hear and can with some help understand how people feel with their words, the only concern here is that he might not understand that words that people around him are using. When Clark is confused he will ask questions when possible or give a signal with his switches that he needs more explanation.

**Expressive language:**

Clark loves to express himself using his switches and showing on his face that he is happy or sad. He uses his switches as much as possible, sometimes he verbalizes yes/no for a quick answer to a situation or question. Overall Clark is very happy, this shows on his face and in his conversations.

**Physical Characteristics (medical, vision, hearing, motor)****Overall Health:**

Clark's overall health is that he is healthy compared with his peers. He gets a typical amount of sleep at about 7 hours per night.

**Medical:**

Clark has a TBI (traumatic brain injury) from a car accident. He has generalized tonic-clonic seizures, they are 85% controlled by two different kinds of medications. He is fed through a gastrostomy tube, but he can take some pureed foods by mouth in limited quantities. The tube was put in because when eating there were times asphyxiation happened that then caused recurrent upper respiratory infections. After the tube was placed the URI's have decreased.

**Medicine:**

Two different anticonvulsant medications

-tegretol

-mysoline

**Vision/Hearing:**

Clark has corrective lens, 20/80 at near distances and 20/100 for far distances. The most effective visual field is slightly below eye level and he is able to localize to visual stimulus and fixate his gaze on an object in that gaze.

There are no hearing concerns.

**Gross/Fine Motor:**

Clark's right hand can manipulate larger objects and he uses his left hand for stabilization. He has difficulties with using writing utensils, but he does make music on an electric keyboard at home. He generally uses his switches for answering questions and assignments. He has a manual wheelchair that he uses for school and a stander to make sure he is getting his legs stretched out. He does adaptive P.E. in the gym class, he enjoys it and is happy to try anything.

**Sensory:**

Clark uses sensory tools like; gel pads for fine-motor, sensory rollers, and sensory balls. Other than using some sensory tools, he has no concerns in this area.

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

**Social:**  
Clark is very social and loves engaging with his peers and his family. For Clark's team and family, there are no concerns with his social aspects. He does have limited oral social abilities but with communicative devices he can communicate with his peers and family. With Clark's job in the school library it helps his ability to interact with his peers and teachers.

**Emotional:**

Clark's emotional needs are met, he can use his communicative devices to voice any concerns and he can express them with his face. Clark's family have no concerns when it comes to his emotions, he is overall a very happy guy, he does get frustrated when his devices don't work or when the content is too difficult just like his peers. Those frustrations are rare and he loves being at school, his team can tell he enjoys what he is doing.

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

Clark can do small amounts of self-care, like being able to feed himself at special events. He lives at home with his family, where he can assist with self-care. He uses a manual wheelchair for getting around the school, with his right hand he can manipulate larger objects.

Clark's health overall is not a concern but he doesn't provide any input into his health or medical care.

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

Clark lives at home with his mother, step-father, 11-year old sister, and a great aunt that helps with his care. He also has a brother that is away at college. Clark receives one-on-one for personal care and 10 hours of community based services for the last 4 years.

**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**

**Job:**

Clark is currently working at the on-campus library, he uses multiply switch activated devices that are used to shred paper, and collate papers with a jig. His job also includes checking books in and out using the scanning system and shelving books with the assistance of a teacher assistant.

**Job Training:**

Clark continues his on the job training along with vocational training class.

**By what method was this obtained:**

Observation of Clark at his job also interviews with Clark, his supervisor, and his vocational teacher. (2019-2020)

**Recreation and Leisure**

Clark enjoys hanging out with his family at home, he loves to watch his sister play video games, engaging in family meals, and making music on his electronic keyboard, watch movies, looking at books or listening to them. With his one-on-one worker they go on community outings as much as possible.

**By what method was this obtained:**

Interview with Clark and his family about how Clark spends his time outside of school.

**Home/Independent Living**

Clark at home is taken care of by his mother and great-aunt, he can assist with some personal hygiene tasks it is not expected.

**By what method was this obtained:**

Interview with family and Clark.

**Community Participation**

Clark enjoys being in the community but does not actively participate.

**By what method was this obtained:**

Interview with parents, worker, and Clark.

**Post-Secondary Training and Learning Opportunities**

Clark will start taking a work experience program his last two years at high school and after he leaves high school he will be attending Adult Life Education until he is 21. Which will help him with his life skills and adaptive skills.

**By what method was this obtained:**

Clark and his parents were interviewed.

**Related Services**

N/A

**By what method was this obtained:**

N/A

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**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. The team has considered the child is not a child with limited English Proficiency.  
 Yes
2. Is the child blind or visually impaired?  
 No  
 Yes. The IEP team must provide instruction in Braille and the use of the Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.
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. The IEP team has determined, after considering all areas related to the student's present levels of academic achievement and functional performance, that the student needs assistive technology in order to access the general education curriculum.
6. Does the child's behavior impede the child's learning or the learning of others?  
 No  
 Yes

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**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
2019-20	Ninth grade	-Applied Topics English I (1) -Applied Topics Math I (1) -Physical Education- Adapted P.E (1) -Applied Topics Daily Living I (1) -Applied topics Social Studies I (1) -Applied topics Science I (1) -Applied Topics in Recreation/Leisure 1 (1)	7	7	7
2020-21	Tenth grade	-Applied Topics English 2 (1) -Applied Topics Math 2 (1) -Applied Topics in Health 1 (1) -Applied Topics Daily Living 2 (1) -Applied topics Social Studies 2 (1) -Applied topics Science 2 (1) - Intro to Computer Software (1)	7		
2021-22	Eleventh grade	-Applied Topics English 3 (1) -Applied Topics Math 3 (1) -Applied Topics Daily Living 3 (1) -Applied topics Social Studies 3 (1) -Applied topics Science 3 (1) -Applied Topics in Occupational Education I (1)	6		
2022-23	Twelfth grade	-Applied Topics English 4 (1) -Applied Topics Math 4 (1) -Applied Topics Daily Living 4 (1) -Applied topics Social Studies 4 (1) -Applied topics Science 4 (1) -Applied Topics in Occupational Education 2 (1)	6		
Ages 18-21 Adult Life Education		Continuing education classes at Adult Life Education.			
<b>Total Number of credits required by this district for graduation: 22</b>					
<b>Anticipated month and year of graduation: May 2023</b>					
<b>Will this student exit secondary school with fewer credits than required of all students by the district?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
<b>If yes, identify the alternate document approved by the district that the student will receive.</b>					
<b>Transfer of Rights:</b> No later than one year before the age of majority (18) the student and family must be informed of the educational transfer of rights. <b>Discussion of transfer of rights must be held and documentation here.</b>					
Date of IEP Meeting when transfer of rights was discussed					
<b>Procedural Safeguards:</b> 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					

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### T-3. Transition Services

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

**Education/Training:**

Goal: Upon completion of high school, Clark will receive on the job training at place of employment.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Learn and practice self-advocacy	Student and Sp. Education Teacher.	2020-2021	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learn about community agencies that provide services and support to people with disabilities	Student and Special Education Teacher	2020/2021	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Employment:**

Goal: After graduation of high school Clark will gain employment at a library.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Obtain a paid job in an area of interest	Student and Sp. Education Teacher	2020-2021	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn your strengths and skills	Student, Parent, and Sp. Education Teacher	2020-2021	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Optional)

**Independent Living Skills:**

Goal: Upon completion of high school, Clark will to live with parents.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Explore possible technology and adaptive behavior	Student and Sp. Education Teacher	2020-2021	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a network of informal supports	Student and Parent	2020-2021	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Annual Goal # of 4 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.RI.10b By the end of grade 10, 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:**

For better understanding/comprehension of texts, Clark will

**Behavior:**

read an appropriate grade level text and tell back the main idea

**Ending Level:**

with comprehension in 4 out of 5 trials in 1 reporting period in the IEP year. (Baseline: 1 out of 5)

**Characteristics of services:**

The goal will be met with instruction with special education teacher or paraprofessional. He will be given appropriate grade level texts about different things and relay information back about the main idea.

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

Progress reports will be sent home with general education reports. Available upon request.

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

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**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.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**Annual Goal****Intent/purpose:**

To increase Clark's writing ability,

**Behavior:**

he will write single letters that are recognizable,

**Ending Level:**

with 80% accuracy in 3 trials in each two reporting periods. (Baseline: 15%)

**Characteristics of services:**

This IEP goal will be met with direct instruction from the special education teacher or the paraprofessional. The skill will be reinforced by a paraprofessional. He will write his letters starting by tracing letters then moving up to free-handing them.

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

Progress reports will be sent with general education reports. Available upon request.

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



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**F. Annual Goals, Short-Term Objectives, and Periodic review of services****Reference From North Dakota Mathematics Content Standards 2017****Grade:** Algebra**Subject:** Mathematics**Domain:** Arithmetic with Polynomials and Rational Expressions**Cluster** Perform arithmetic operations on polynomials**Code/Standard:** MA.9-12.HS.A-APR.1.i Understand that polynomials form a system comparable to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication.**Annual Goal****Intent/purpose:**

Clark will achieve better understanding of polynomial expression,

**Behavior:**

by understanding what each of the peices of an expression means and does to a problem,

**Ending Level:**

with a 85% accuracy within 2 reporting periods within an IEP date. (Baseline: 35%)

**Characteristics of services:**

The goal will be meet with instruction from special education teacher or paraprofessional. Clark will be given polynomial problem and will have to tell what each part of the expression does.

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

Progress reports will be sent home with general edcuation report cards. Available upon request.

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

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**F. Annual Goals, Short-Term Objectives, and Periodic review of services****Reference From North Dakota Content Standards****Standard:** 10.HE.4 Standard 4: Students demonstrate the ability to use communication skills to enhance health.**Annual Goal****Intent/purpose:**

Clark will communicate his needs,

**Behavior:**

by using his communicative devices both electronic and or picture boards,

**Ending Level:**

4 out of 5 trials in a single reporting period in an IEP date. (Baseline: 1 out 5 trials)

**Characteristics of services:**

This goal will be met with instruction from both special education teacher and paraprofessional with help from parents. Clark will use his devices to express his needs when he is not feeling well or wants something for himself.

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

Progress reports will be sent home with general education reports. Available upon request.

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

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### 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.

Communication

- iTalk2
- learning GoTalk20+
- at home picture board

Work (at school)

- a variety of switch activated devices
- AFO's
- a stander
- left hand-elbow stabilizer
- Manual wheelchair
- CP feeder

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.

### 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 checked="" type="checkbox"/> Vocational Education | <input type="checkbox"/> Other:                  |

**Comments:**

**Nonacademic and Extracurricular Services and Activities**

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

**Comments:**

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### 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 IEP team decided that 1:1 instruction and small group works best with Clark, he receives the content needed in a way that allows him to gain the most for his education.

**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
Small Group Instruction	360	04/15/2019	12 Months	Special Education teacher, paraprofessional	Special Education Room
Individualize Instruction	360	04/15/2019	12 Months	Special Education teacher, paraprofessional	Special Education Room
Physical Therapy	30	04/15/2019	12 Months	Rapunzel Gothe, Physical Therapist	Resource Room
Speech Language	60	04/15/2019	12 Months	Ariel Taciturn, Speech-Language Pathologist	Resource Room
Occupational Therapy	30	04/15/2019	12 Months	Cinderella Shue, Occupational Therapist	Resource Room
Adaptive PE	60	04/15/2019	12 Months	Katharine Bousquet, Special Education teacher or Paraprofessional	School Gym

**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

**Justification for the team's decision:** The team decided that ESY for Clark wouldn't benefit him, having a break between school years wouldn't harm his learning.