

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: _____

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

School Age

Student's Name: _____

IEP Team Meeting Date (mm/dd/yy): _____

IEP Implementation Date (Projected Date when Services and Programs Will Begin): _____

Anticipated Duration of Services and Programs: _____

Date of Birth: _____

Age: _____

Grade: _____

Anticipated Year of Graduation: _____

Local Education Agency (LEA): _____

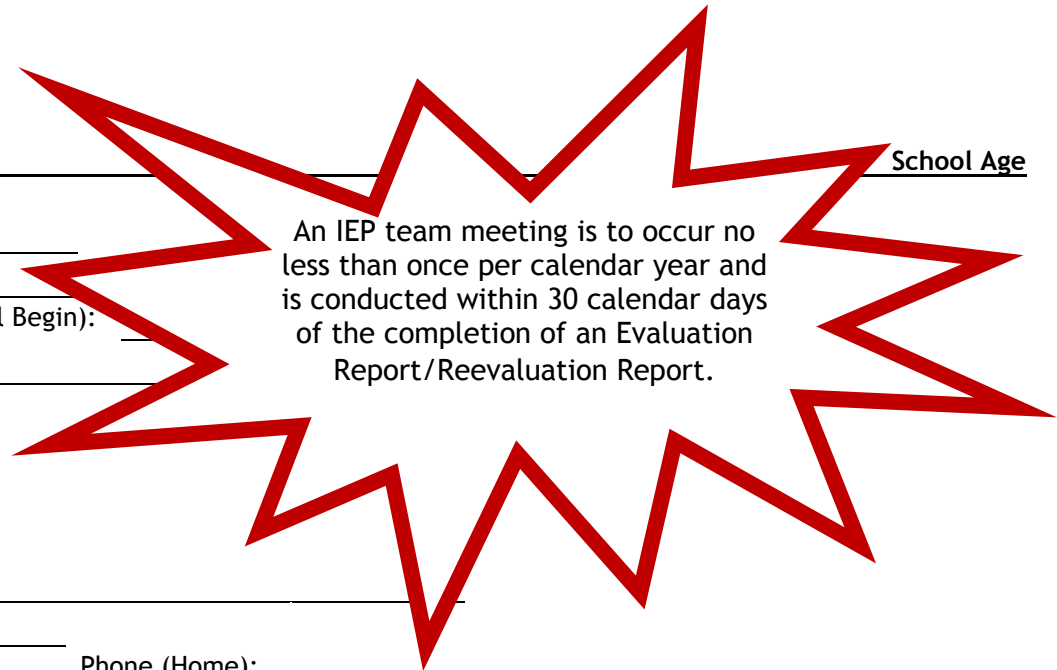
County of Residence: _____

Name and Address of Parent/Guardian/Surrogate: _____

Phone (Home): _____

Phone (Work): _____

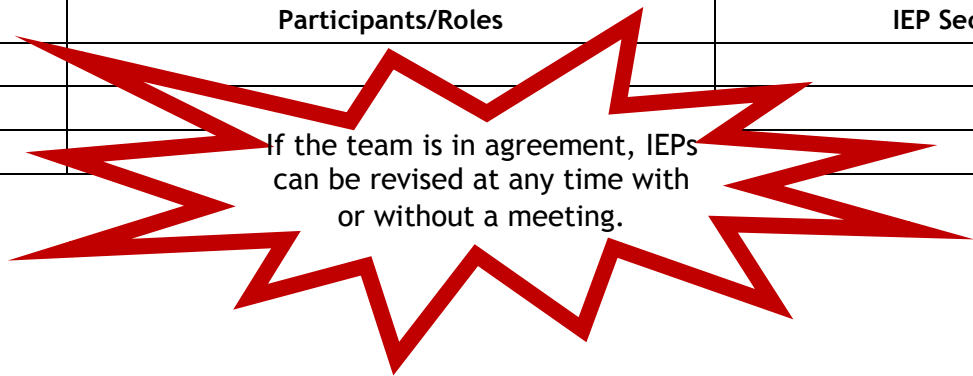
Other Information: _____



An IEP team meeting is to occur no less than once per calendar year and is conducted within 30 calendar days of the completion of an Evaluation Report/Reevaluation Report.

The LEA and parent have agreed to make the following changes to the IEP without convening an IEP meeting, as documented by:

Date of Revision(s)	Participants/Roles	IEP Section(s) Amended



If the team is in agreement, IEPs can be revised at any time with or without a meeting.

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IEP TEAM/SIGNATURES

The Individualized Education Program team makes the decisions about the student's program and placement. The student's parent(s), the student's special education teacher, and a representative from the Local Education Agency are required members of this team. **Signature on this IEP documents attendance, not agreement.**

Role	Printed Name	Signature
Parent/Guardian/Surrogate		
Parent/Guardian/Surrogate		
Student*		
Regular Education Teacher**		
Special Education Teacher		
Local Ed Agency Rep		
Career/Tech Ed Rep***		
Community Agency Rep		
Teacher of the Gifted****		

Attendance may include participation via phone. At a minimum, the team should put the names of those who participate by phone in the "printed name" column and note how they participate in the "signature" column.

* **The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.**

** **If the student is, or may be, participating in the regular education environment**

*** **As determined by the LEA as needed for transition services and other community services**

**** **A teacher of the gifted is required when writing an IEP for a student with a disability who also is gifted.**

One individual listed above must be able to interpret the instructional implications of any evaluation results.

Written input received from the following members:

Transfer of Rights at Age of Majority

For purposes of education, the age of majority is reached in Pennsylvania when the individual reaches 21 years of age. Likewise, for purposes of the Individuals with Disabilities Education Act, the age of majority is reached for students with disabilities when they reach 21 years of age.

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PROCEDURAL SAFEGUARDS NOTICE

I have received a copy of the *Procedural Safeguards Notice* during this school year. The *Procedural Safeguards Notice* provides information about my rights, including the process for disagreeing with the IEP. The school has informed me whom I may contact if I need more information.

Signature of Parent/Guardian/Surrogate: _____

MEDICAL ASSISTANCE PROGRAM BILLING NOTICE

(Applicable only to parents who have consented to the release of billing information to Medical Assistance programs)

I understand that the school may charge the School-Based Access Program ("SBAP")—or any program that replaces or supplements the SBAP—the cost of certain special education and related services described in my child's IEP. To make these charges to the SBAP, the school will release to the administrator of that program the name, age, and address of my child, verification of Medicaid eligibility for my child, a copy of my child's IEP, a description of the services provided and the times and dates during which such services were provided to my child, and the identity of the provider of such services. *I understand that such information will not be disclosed, and such charges will not be made, unless I consent to the disclosure.* I acknowledge that I have provided written consent to disclose such information.

I understand that my consent is ongoing from year-to-year unless and until I withdraw it. I can withdraw my consent in writing, or orally if I am unable to write, at any time. My refusal to consent or my withdrawal of consent will not relieve the school of the obligation to provide, at no cost to me or my family, any service or program to which my child is entitled under the Individuals with Disabilities Education Act ("IDEA") or that is necessary to enable my child to receive a free appropriate public education as described in my child's IEP.

I understand that the school cannot—

Require me or my family to sign up for or enroll in any public benefits or insurance program, such as Medicaid, as a condition of receiving a free appropriate public education for my child;

Require me or my family to incur any expense for the provision of a free appropriate public education to my child, including co-payments and deductibles, unless it agrees to pay such expenses on my or my family's behalf;

Cause a decrease in available lifetime coverage or any other insured benefit;

Cause me or my family to pay for services that would otherwise be covered by a public benefits or insurance program and that are required for my child outside the time that he or she is in school;

Risk the loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

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I. SPECIAL CONSIDERATIONS THE IEP TEAM MUST CONSIDER BEFORE DEVELOPING THE IEP. ANY FACTORS CHECKED AS "YES" MUST BE ADDRESSED IN THE IEP.

Is the student blind or visually impaired?

Yes

The IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student'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 student.

No

Is the student deaf or hard of hearing?

Yes

The IEP must include a communication plan to address the following: language and communication needs; opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; full range of needs, including opportunities for direct instruction in the student's language and communication mode; and assistive technology devices and services. In the section of the IEP in which special considerations are addressed. The **Communication Plan** must be completed and attached to the IEP at [www.pattan.net](#)

No

Does the student have communication needs?

Yes

Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction, annual goals, etc.)

No

Does the student need assistive technology devices and/or services?

Yes

Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction, annual goals, etc.)

No

Does the student have limited English proficiency?

Yes

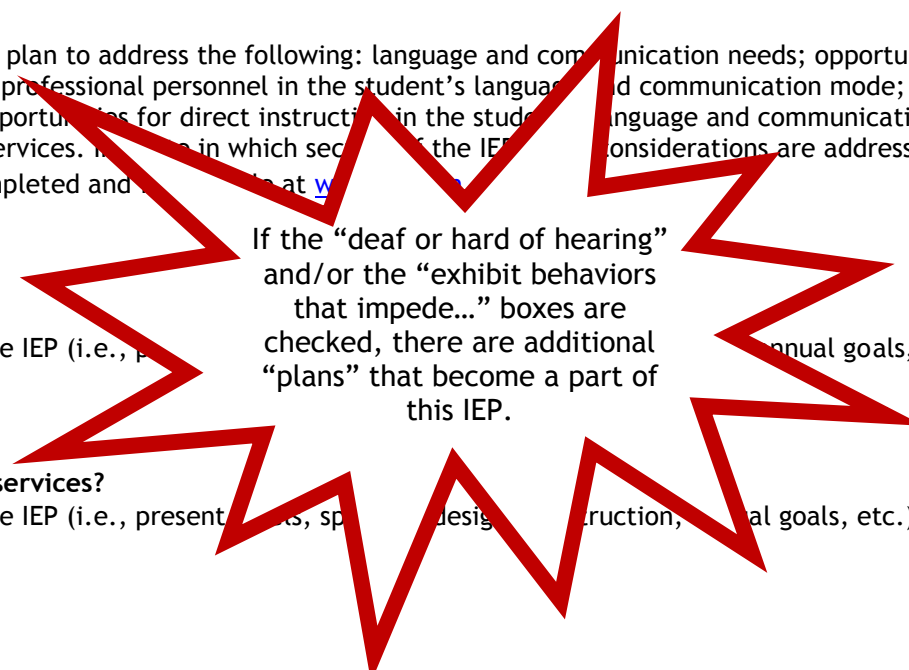
The IEP team must address the student's language needs and how those needs relate to the IEP.

No

Does the student exhibit behaviors that impede his/her learning or that of others?

Yes

The IEP team must develop a **Positive Behavior Support Plan** that is based on a functional assessment of behavior and that utilizes positive behavior techniques. Results of the functional assessment of behavior may be listed in the Present Levels section of the IEP with a clear measurable plan to address the behavior in the Goals and Specially Designed Instruction sections of the IEP or in the Positive Behavior Support Plan if this is a separate document that is attached to the IEP. A Positive Behavior Support Plan and a Functional Behavioral Assessment form are available at www.pattan.net

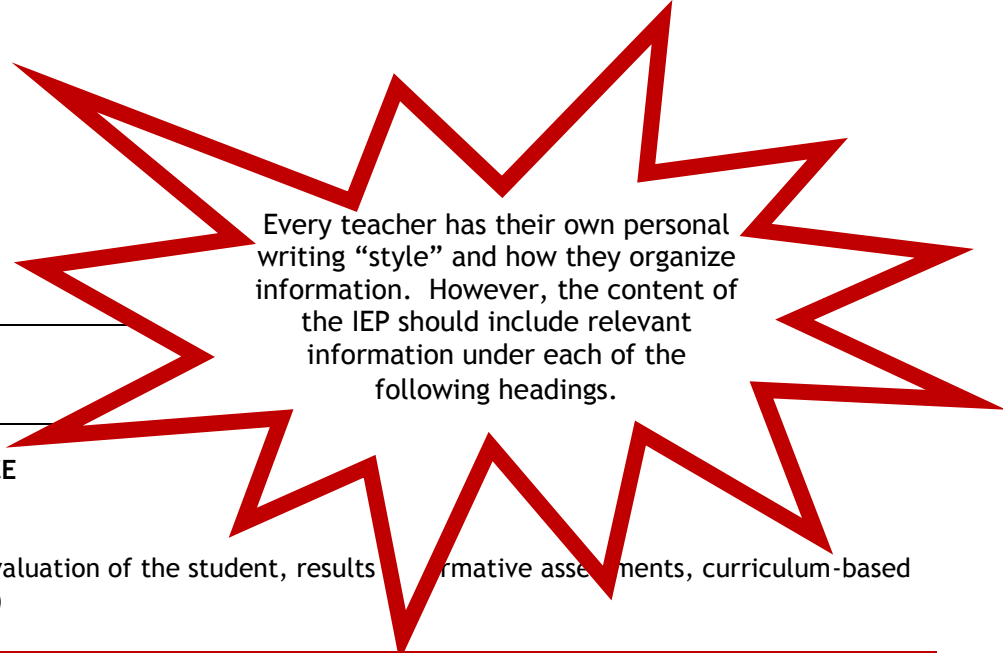


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No

Other (specify):



Every teacher has their own personal writing "style" and how they organize information. However, the content of the IEP should include relevant information under each of the following headings.

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Include the following information related to the student:

- Present levels of **academic achievement** (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)

Suggested information to include regarding Reading, Math, Written Expression and other curricular areas:
Instructional level; mastered skills; classroom strategies/interventions; modifications made in general curriculum; progress on IEP goals; reference assessments such as cognitive functioning/IQ, achievement testing, state assessments (PSSAs; Keystones; PASA), local assessments and report card grades.

- Present levels of **functional performance** (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)

Suggested topics that could be addressed in this section (current functioning data & progress on previous IEP goals):
School Functioning Skills - work completion; class participation; time on task; ability to work independently; following directions
Executive Functioning Skills - organization, working memory; rates of acquisition and retention; problem solving; planning
Activities of Daily Living - community based instruction; basic consumer skills; travel instruction; hygiene; grooming; dressing; eating
Behavior/Social/Emotional Skills - social skills; frustration tolerance; impulsivity; frequency, duration and intensity of behaviors
Related Services - occupational therapy; speech/language therapy; physical therapy; social work
Miscellaneous Topics - assistive technology; justification of one-on-one paraprofessional support

- Present levels related to current **postsecondary transition** goals if the student's age is 14 or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)

Transition assessments and summary of information regarding goals (independent living, employment and post secondary education) as well as information regarding previous transition grid activities/services completed.

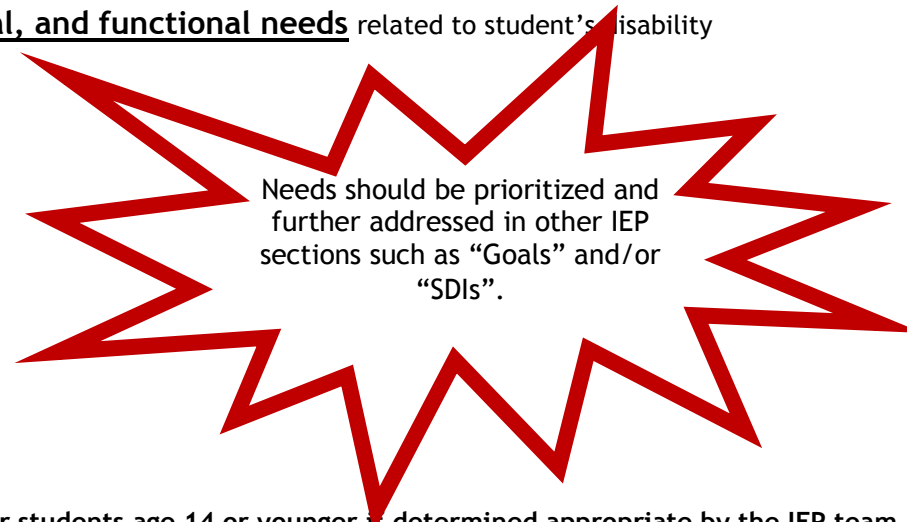
- Parental concerns for enhancing the education of the student

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Multiple attempts will be made by the IEP team to gather input from parents. Typically these are made through a written "parent input form", email communication, phone calls and/or summarization of previous discussions regarding parental concerns. Since a "draft" IEP is presented at the meeting, a parent may wish to give input at the meeting to be included in the document.

- How the student's disability affects involvement and progress in the general education curriculum
- Strengths
- **Academic, developmental, and functional needs** related to student's disability



III. TRANSITION SERVICES - This is required for students age 14 or younger if determined appropriate by the IEP team. If the student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered. Transition services are a coordinated set of activities for a student with a disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation that is based on the individual student's needs taking into account the student's strengths, preferences, and interests.

POST SCHOOL GOALS - Based on age appropriate assessment, define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of study that support that goal. Include for each service/activity the location, frequency, projected beginning date, anticipated duration, and person/agency responsible.

For students in Career and Technology Centers, CIP Code:

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Postsecondary Education and Training Goal:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
Employment Goal:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
Independent Living Goal, if appropriate:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

This section gets addressed no later than when the student turns 14 years of age. Then, this portion begins to drive the IEP and helps shape what educational programming will look like for the student.

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IV. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS**Instructions for IEP Teams:**

Please select the appropriate assessment option. Information on available testing accommodations may be found in the Accommodations Guidelines available on www.education.state.pa.us.

State Assessments**Not Assessed**

	No statewide assessment is administered at this student's grade level.
	No English proficiency assessment administered because the student is not an English Language Learner.

PSSA (Math administered in grades 3-8; Science administered in grades 4 and 8; Reading administered in grades 3-8; Writing administered in grades 5 and 8; and ELA*)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Math			
Science			
Reading			
Writing			
ELA*			

***ELA will replace the Reading and Writing PSSAs in 2014-15 for grades 3-8.**

Keystone Exam (Replaces the 11th grade PSSA in high school; Student must participate by 11th grade)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Algebra 1			
Literature			
Biology			

Keystone Project Based Assessment (Available when student is unable to demonstrate proficiency on a Keystone Exam or Keystone Exam module.)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Algebra 1			
Literature			
Biology			

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Validated Local Assessment (Available when selected as option by LEA)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Algebra 1			
Literature			
Biology			

PASA (Administered in grades 3-8, 11 for Reading and Math; Grades 4, 8, 11 for Science)

Student will participate in the PASA.

Explain why the student cannot participate in the PSSA or the Keystone Exam for Reading/Literature, Math/Algebra 1, Science/Biology, and Composition (The Composition Exam will be available for the 2016-17 school year):

Explain why the PASA is appropriate:

Choose how the student's performance on the PASA will be documented:

- Videotape (preferred method)
- Written narrative notes (requires prior approval from the IEP team and guidance)

The Pennsylvania Department of Education has identified 6 criteria for IEP teams to consider when determining eligibility for the PASA. (ex. does student have significant cognitive disabilities; does student require intensive instruction?)

ACCESS for ELLs (Administered in grades K-12)

Domains	Without Accommodations	With Accommodations	Unable to Participate	Accommodations to be Provided or Rationale for Inability to Participate in Selected Domains
Listening				
Reading				
Writing				
Speaking				

Alternate ACCESS for ELLs (Administered in grades 1-12)

Student will participate in the Alternate ACCESS for ELLs.

Explain why the student cannot participate in the ACCESS for ELLs:

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Explain why the Alternate ACCESS for ELLs is appropriate:

Domains	Without Accommodations	With Accommodations	Unable to Participate	Accommodations to be Provided or Rationale for Inability to Participate in Selected Domains
Listening				
Reading				
Writing				
Speaking				

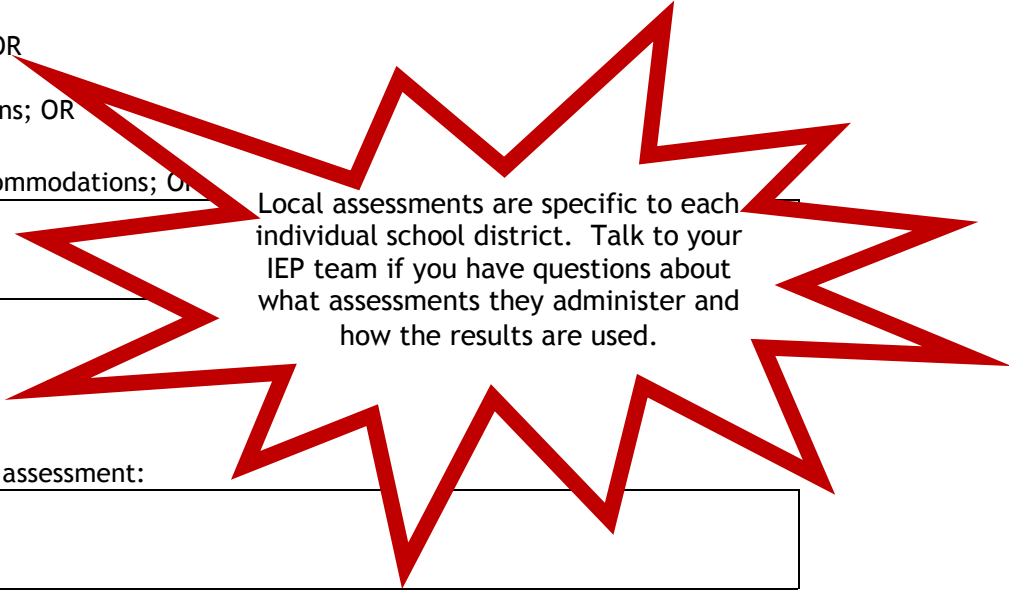
Local Assessments

- Local assessment is not administered at this student's grade level; OR
- Student will participate in local assessments without accommodations; OR
- Student will participate in local assessments with the following accommodations; OR

- The student will take a local alternate assessment.

Explain why the student cannot participate in the local regular assessment:

Explain why the local alternate assessment is appropriate:



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V. GOALS AND OBJECTIVES - Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

Short term learning outcomes are required for students who are gifted. The short term learning outcomes related to the student's gifted program may be listed under Goals or Short Term Objectives.

MEASURABLE ANNUAL GOAL Include: <u>Condition, Name, Behavior, and Criteria</u> (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
<p>Most IEPs have 3-5 goals from the prioritized "needs" list in Present Ed Levels</p> <p><u>Condition</u> - situation, setting or given material under which the behavior is to be performed</p> <p><u>Behavior</u> - specific skill/action that is observable</p> <p><u>Criteria</u> - number of times, how frequently, and the level the student must demonstrate for mastery.</p>			

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

Short term objectives / Benchmarks

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VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS - Include, as appropriate, for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)

- SDI may be listed with each goal or as part of the table below.
- Include supplementary aids and services as appropriate.
- For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

<i>Modifications and SDI</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>

B. RELATED SERVICES - List the services that the student needs in order to receive the student's IEP.

IEP teams should be careful not to provide too few or too many, as either extreme could have a negative impact. These aids and services should be specific to what the individual child needs to ensure access to the general education curriculum and/or to provide meaningful educational benefit. A team should celebrate when a student has made growth and no longer needs an aid or service!

<i>Service</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>

C. SUPPORTS FOR SCHOOL PERSONNEL - List the staff to receive the student's IEP.

<i>School Personnel to Receive Support</i>	<i>Support</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>

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D. GIFTED SUPPORT SERVICES FOR A STUDENT IDENTIFIED AS GIFTED WHO ALSO IS IDENTIFIED AS A STUDENT WITH A DISABILITY - Support services are required to assist a gifted student to benefit from gifted education (e.g., psychological services, parent counseling and education, counseling services, transportation to and from gifted programs to classrooms in buildings operated by the school district).

<i>Support Service</i>	
<i>Support Service</i>	
<i>Support Service</i>	

E. EXTENDED SCHOOL YEAR (ESY) - The IEP team has considered and discussed ESY services, and determined that:

Student IS eligible for ESY based on the following information or data reviewed by the IEP team:

OR

As of the date of this IEP, student is NOT eligible for ESY.

Each IEP team must consider seven eligibility criteria for ESY services that have been established by PDE using multiple data sources prior to making an eligibility determination. No single factor is considered determinative on its own. The purpose of ESY is maintenance of skill, not for remediation or acceleration.

The Annual Goals and, when appropriate, Short Term Objectives for the IEP team are:

If the IEP team has determined ESY is appropriate, complete the following:

<i>ESY Service to be Provided</i>	<i>Location</i>	<i>Frequency</i>	<i>Project Beginning Date</i>	<i>Anticipated Duration</i>

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VII. EDUCATIONAL PLACEMENT

A. QUESTIONS FOR IEP TEAM - The following questions must be reviewed and discussed by the IEP team prior to providing the explanations regarding participation with students without disabilities.

It is the responsibility of each public agency to ensure that, to the maximum extent appropriate, students with disabilities, including those in public or private institutions or other care facilities, are educated with students who are not disabled. To the maximum extent appropriate, such that education of students with disabilities from the general educational environment occurs, supplementary aids and services may be used to assist students in general education classes, EVEN WITH the use of supplementary aids and services.

Now that the team has reviewed the student's present levels of functioning, identified goals and specially designed instruction that the student needs, etc., the next step is to determine educational placement.

- What supplementary aids and services were considered? Will the aids and services will or will not enable the student to make progress in the general education class.
- What benefits are provided in the general education class? Will the student benefit from the general education class?
- What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?
- To what extent, if any, will the student participate with nondisabled peers in extracurricular activities or other nonacademic activities?

Explanation of the extent, if any, to which the student **will not participate with students without disabilities in the regular education class:**

Explanation of the extent, if any, to which the student **will not participate with students without disabilities in the general education curriculum:**

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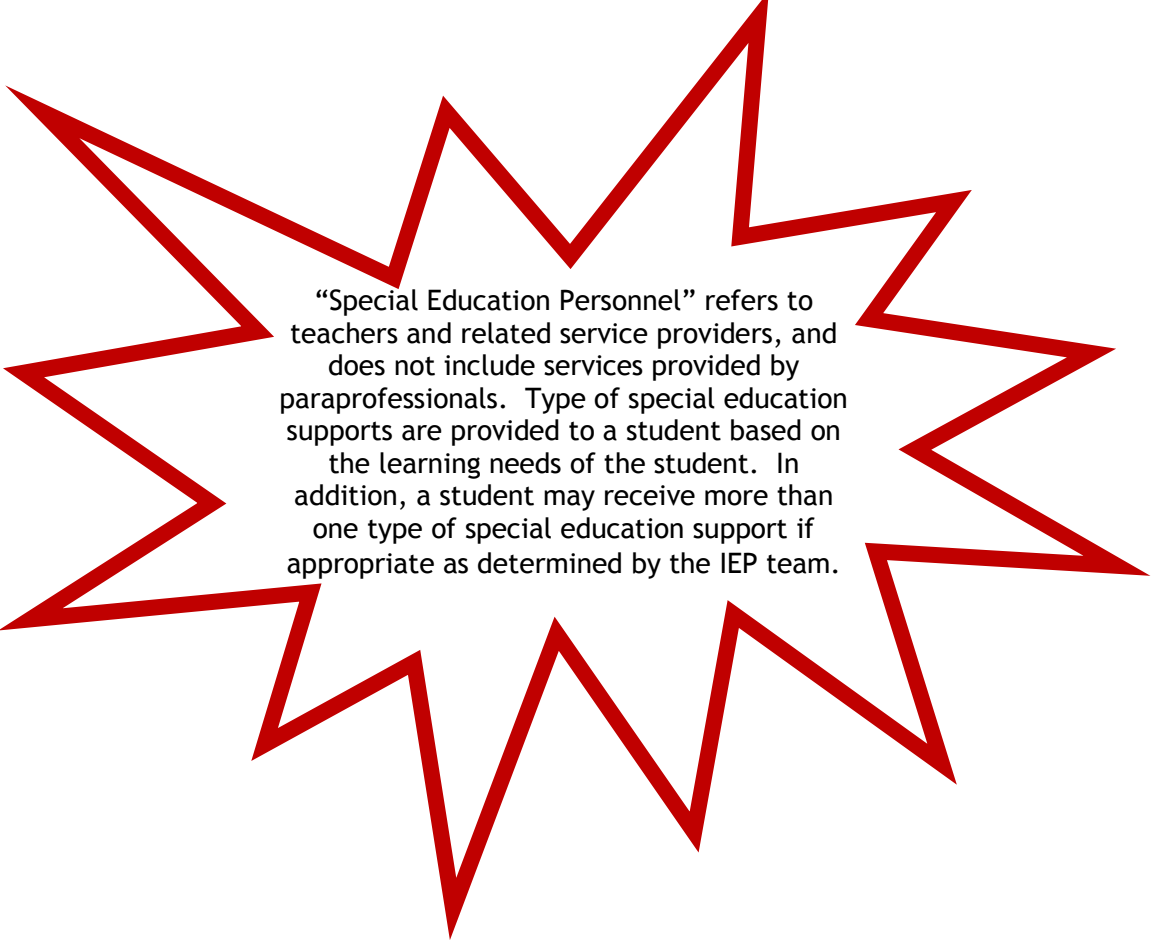
B. Type of Support

1. Amount of special education supports

- Itinerant: Special education supports and services provided by special education personnel for 20% or less of the school day
- Supplemental: Special education supports and services provided by special education personnel for more than 20% of the day but less than 80% of the school day
- Full-Time: Special education supports and services provided by special education personnel for 80% or more of the school day

2. Type of special education supports

- Autistic Support
- Blind-Visually Impaired Support
- Deaf and Hard of Hearing Support
- Emotional Support
- Learning Support
- Life Skills Support
- Multiple Disabilities Support
- Physical Support
- Speech and Language Support



“Special Education Personnel” refers to teachers and related service providers, and does not include services provided by paraprofessionals. Type of special education supports are provided to a student based on the learning needs of the student. In addition, a student may receive more than one type of special education support if appropriate as determined by the IEP team.

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C. Location of student's program

Name of School District where the IEP will be implemented: _____

Name of School Building where the IEP will be implemented: _____

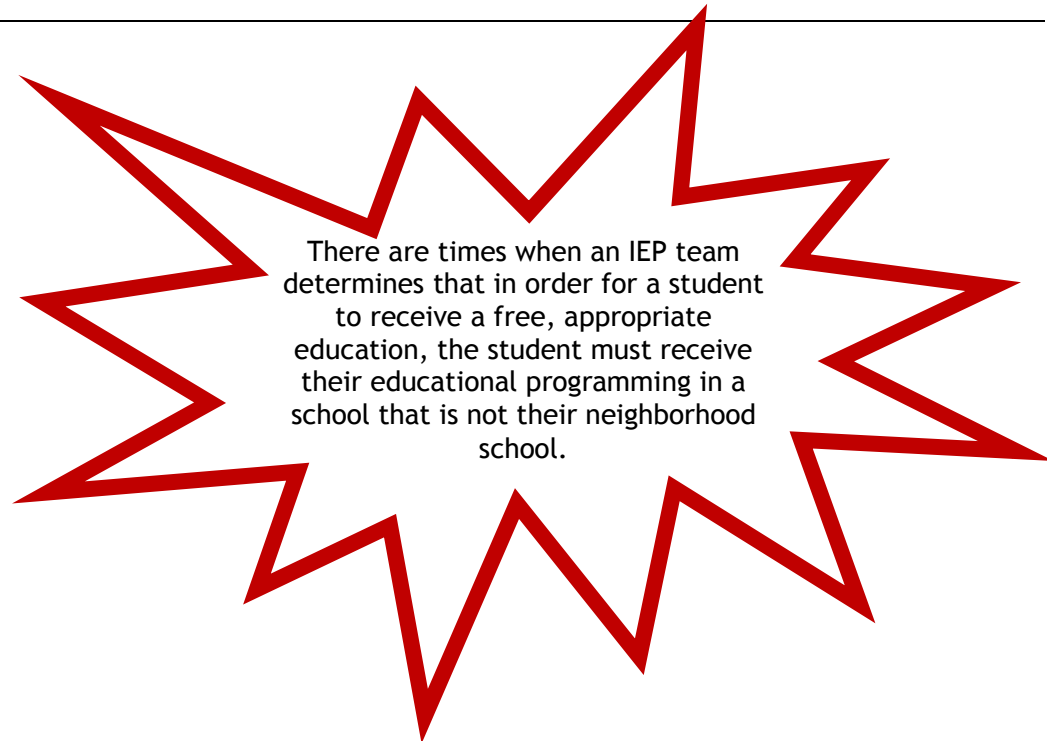
Is this school the student's neighborhood school (i.e., the school the student would attend if he/she did not have an IEP)?

Yes

No. If the answer is "no," select the reason why not.

Special education supports and services required in the student's IEP cannot be provided in the neighborhood school

Other. Please explain:



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VIII. PENNDATA REPORTING: Educational Environment (Complete either Section A or B; Select only one Educational Environment)

To calculate the percentage of time inside the regular classroom, divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess, study periods). The result is then multiplied by 100.

SECTION A: For Students Educated in Regular School Buildings with Non Disabled Peers - Indicate the Percentage of time INSIDE the regular classroom for this student:

Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving ESL services) should be considered time inside the regular classroom. Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

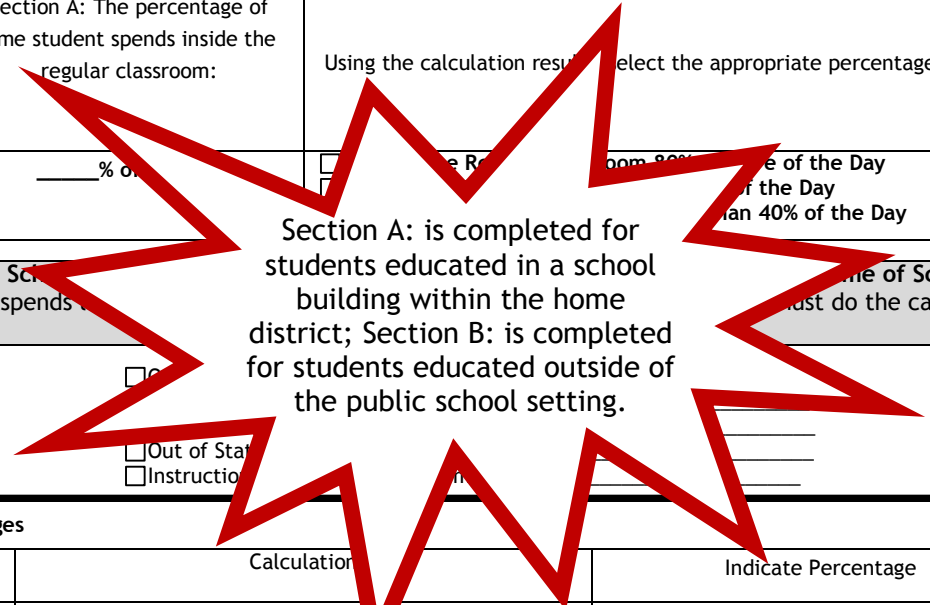
Calculation for this Student:

Column 1	Column 2	Calculation	Indicate Percentage	Percentage Category
Total hours the student spends in the regular classroom per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom: _____ % of _____	Using the calculation result, select the appropriate percentage category: <input type="checkbox"/> Inside 80% or More of the Day <input type="checkbox"/> Inside 79-40% of the Day <input type="checkbox"/> Inside less than 40% of the Day

SECTION B: This section required only for Students Educated OUTSIDE Regular School Facility on the line corresponding with the appropriate selection: (If a student spends more than 40% of the day in Section A)

- Approved Private School (Non Residential) _____
- Approved Private School (Residential) _____
- Other Private Facility (Non Residential) _____
- Other Private Facility (Residential) _____
- Other Public Facility (Residential) _____

- Out of State _____
- Instructional _____



EXAMPLES for Section A: How to Calculate PennData-Educational Environment Percentages

	Column 1	Column 2	Calculation	Indicate Percentage
	Total hours the student spends in the regular classroom-per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom:
Example 1	5.5	6.5	(5.5 ÷ 6.5) x 100 = 85%	85% of the day (Inside 80% or More of Day)
Example 2	3	5	(3 ÷ 5) x 100 = 60%	60% of the day (Inside 79-40% of Day)
Example 3	1	5	(1 ÷ 5) x 100 = 20%	20% of the day (Inside less than 40% of Day)

For a more detailed explanation of this form, an annotated IEP is available on the PaTTAN website at www.pattan.net Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.