Individualized Education Program (IEP) (Annotated)

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

Updated: December 2020

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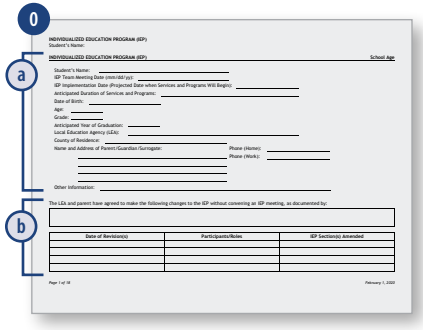

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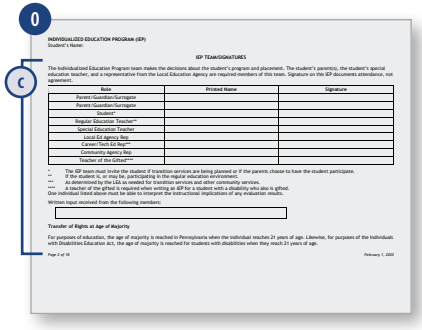

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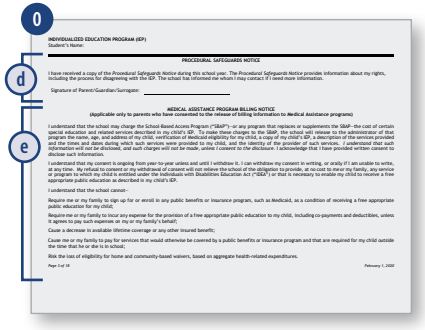

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The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

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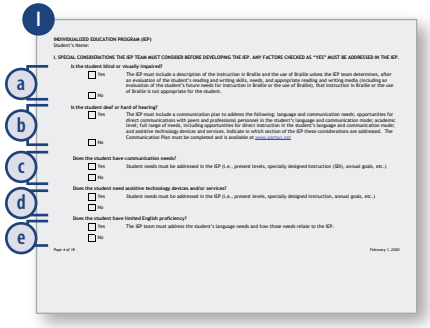

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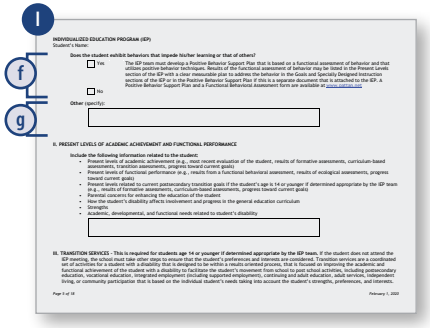

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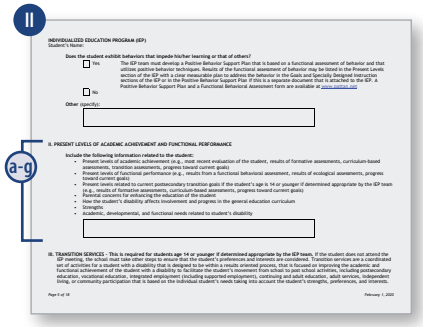

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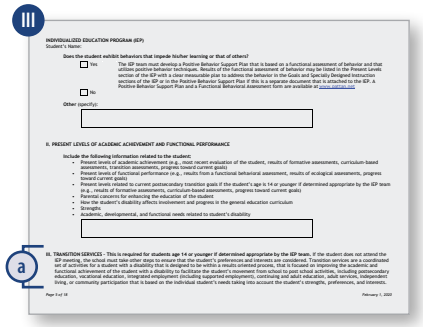

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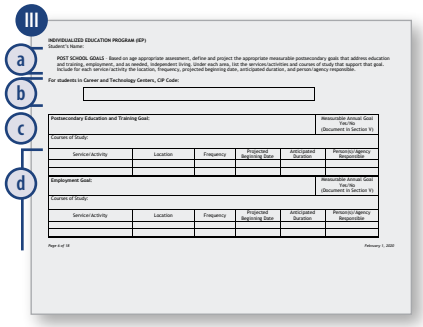

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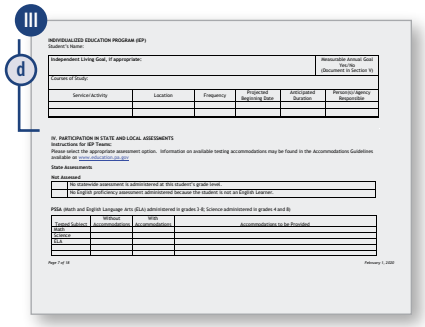

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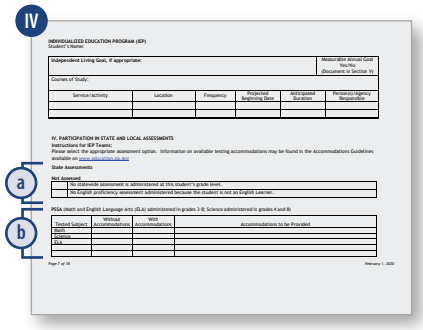

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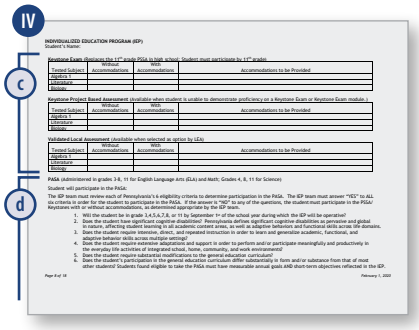

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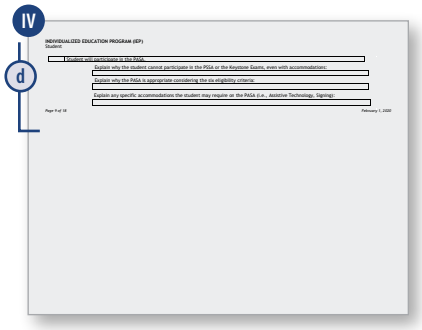

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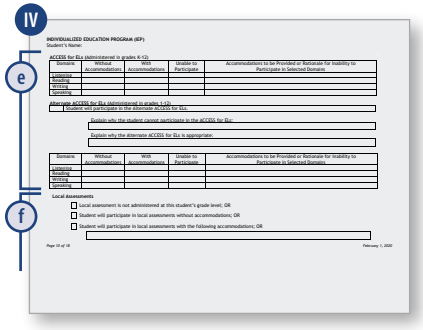

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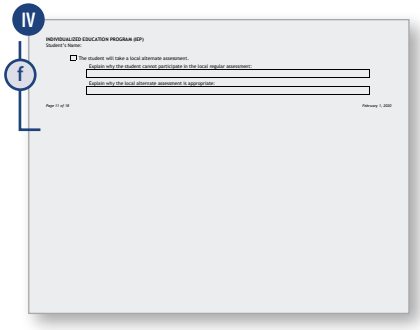

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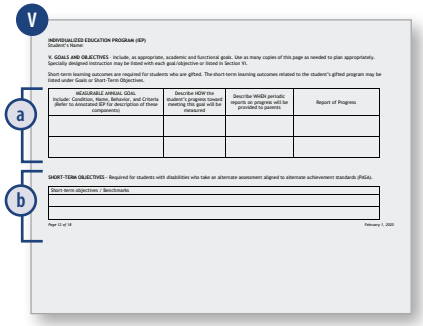

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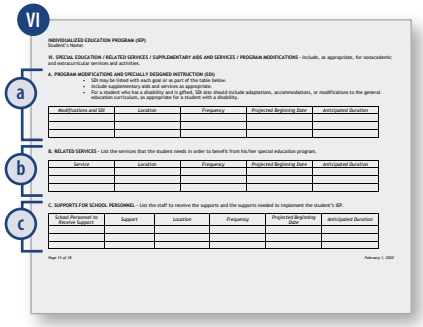

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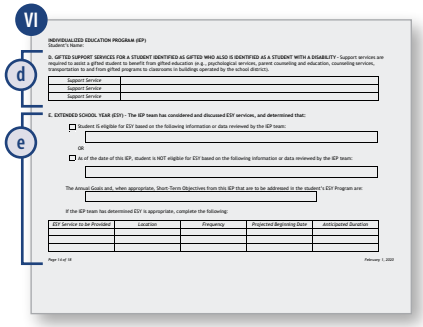

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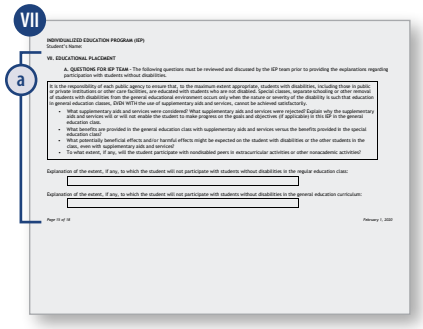

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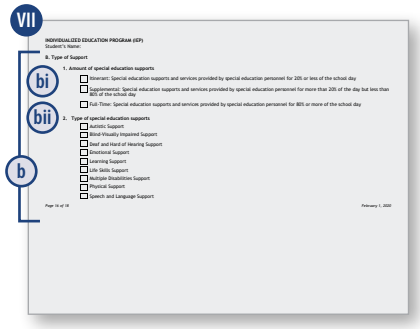

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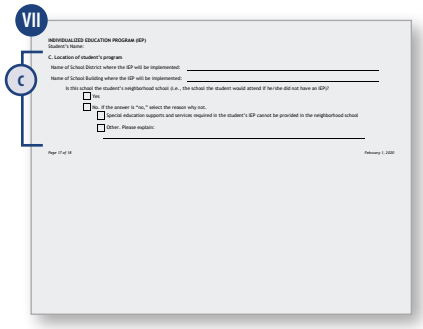

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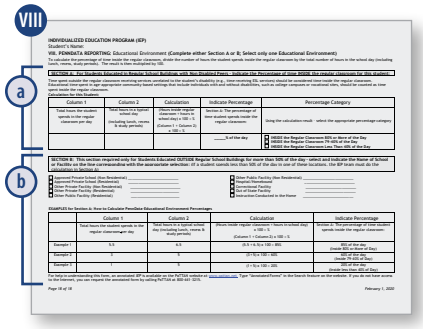

IEP Page 18 - inset

Student Demographics and Team Meeting Information

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

a Student's Name: _____

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

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

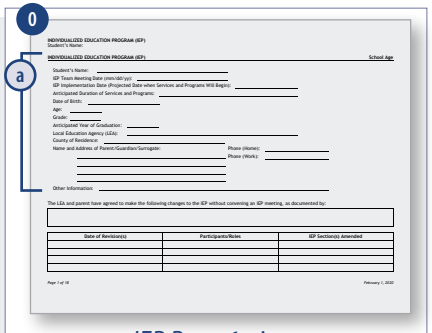
Anticipated Duration of Services and Programs: _____

Date of Birth: _____

Age: _____

Grade: _____

Anticipated Year of Graduation: _____



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0 ANNOTATION:

a **Individualized Education Program (IEP) Team Meeting Date:** Write the date that the IEP team meeting is held. An IEP team meeting is to occur no less than once per calendar year and is conducted within 30 calendar days of a determination that the student needs special education and related services (30 calendar days following the completion of the Evaluation and Reevaluation Reports).

IEP Implementation Date (Projected Date when Services and Programs Will Begin): Write the first day the student will begin to receive the supports and services described in this IEP. IEPs must be implemented as soon as possible but no later than 10 SCHOOL days after the final IEP is presented to the parent. However, when a NOREP/PWN must be issued to the parent, the LEA must wait until the 11th calendar day after presenting the NOREP/PWN to the parent.

The LEA must have an IEP in effect for each student with a disability at the beginning of each school year. If the IEP annual review is due sometime in the summer, the school may not wait until the new school year to write the IEP. The IEP must be in effect at the beginning of each school year.

Anticipated Duration of Services and Programs: Write the last day that the student will receive the services and programs of this IEP. This date must be one day less than a year from the team meeting date. If the IEP meeting date is 12/14/17, the anticipated duration date must be no later than 12/13/18.

– this section is continued on the next page

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0 ANNOTATION: *(continued from previous page)*

(a) **NOTE:** This IEP form is also to be used for students with disabilities who are also gifted. The following sections must be addressed for these students in relation to gifted services:

- Present Levels of Academic Achievement and Functional Performance (referred to as Present Levels of Educational Performance in Gifted IEP);
- Measurable Annual Goal and Short-Term Objectives (referred to as Short-Term Learning Outcomes in Gifted IEP);
- Specially Designed Instruction; AND,
- Related Services (referred to as Support Services Needed to Ensure the Student Benefits from or Gains Access to a Gifted Education Program in the Gifted IEP).

If a student is determined to be both gifted and eligible for special education, the procedures in Chapter 14 are followed.

0

(a) Local Education Agency (LEA): _____

County of Residence: _____

Name and Address of Parent/Guardian/Surrogate: _____ Phone (Home): _____

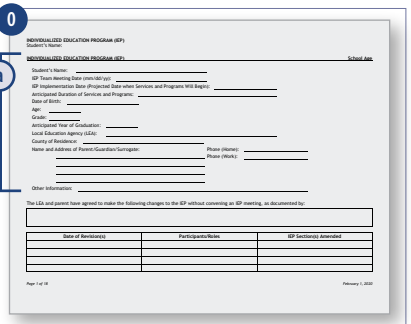
_____ Phone (Work): _____

_____

Other Information: _____

0

(a)



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: _____

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

Page 1 of 18 February 2, 2020

IEP Page 1 - inset

0 ANNOTATION: *(continued from above)*

(a) Complete the demographic items included above. Additional information that the Local Education Agency (LEA) has found to be useful may also be included. For example, if a language other than English is spoken in the home that could be included under *Other Information*. The LEA may also wish to list the attempts to contact the parent to attend the IEP meeting under *Other Information*. If there is nothing to include in this space write *Not Applicable or N/A*.

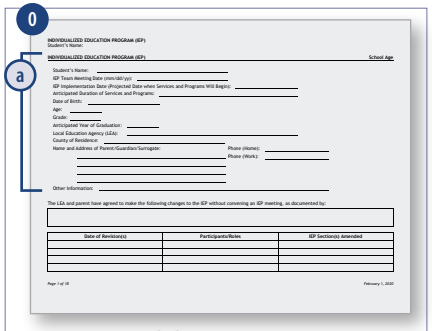
The LEA must ensure that EACH of the following people who work with the student has access to the student's IEP:

- Regular education teacher(s)
- Special education teacher(s)
- Related service provider(s)
- Any other service provider(s), including paraprofessionals, who are responsible for implementation of the IEP

– this section is continued on the next page

0 ANNOTATION: *(continued from previous page)*

(a) The LEA must also be sure that each of the people listed on previous page know their responsibilities related to implementing the student's IEP including the specific accommodations, modifications, and supports that must be provided. For a student who is transition age (14 or younger, if determined appropriate by the IEP team) to ensure a coordinated set of activities leading to successful post-school goals, the Anticipated Year of Graduation should be considered when developing IEP section III Transition Services.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a
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:
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
Page 1 of 18
February 1, 2010

IEP Page 1 - inset

IEPs for students who transfer within Pennsylvania: If a student with a disability (who had an IEP that was in effect in a previous LEA within PA) transfers to a new LEA and enrolls in a new school within the same school year, the new LEA (in consultation with the parents) must provide a free and appropriate public education (FAPE) to the student (including services comparable to those described in the student's IEP from the previous public agency) until the new LEA:

- Adopts the student's IEP from the previous LEA; OR,
- Develops, adopts, and implements a new IEP.

IEPs for students who transfer from another State: If a student with a disability (who had an IEP that was in effect in a previous LEA in another State) transfers to a LEA in PA and enrolls in a new school within the same school year, the new LEA (in consultation with the parents) must provide the student with FAPE (including services comparable to those described in the student's IEP from the previous LEA) until the new LEA:

- Conducts an evaluation and completes an Evaluation Report (if determined necessary by the new LEA); AND,
- Develops, adopts, and implements a new IEP, if appropriate.

This evaluation would be treated as an initial evaluation (and require parental consent) because its purpose is to determine if the student has a disability and educational needs.

To ensure a smooth transition, the new LEA (where the student enrolls) must make reasonable attempts to promptly obtain the student's educational records, including the IEP and supporting documents and any other records relating to the provision of FAPE to the student, from the previous LEA where the student was enrolled; and the previous LEA where the student was enrolled must take reasonable steps to promptly respond to the new LEA's request for educational records.

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

0 ANNOTATION:

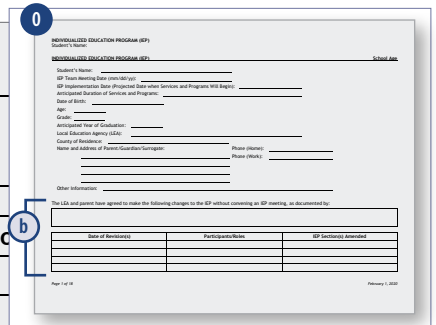
(b) The IEP may be revised after the initial and/or annual meeting without an IEP team meeting. It is the responsibility of the LEA to authorize all changes/revisions to the IEP and to be involved in this revision process. This section documents HOW the agreed upon revisions occurred (e.g., dates and times of phone conversation, discussion of strategies at a prior meeting).

0

(b) 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 Sectio

Page 1 of 18 *February 1, 2020*



IEP Page 1 - inset

0 ANNOTATION: *(continued from above)*

(b) When the parent and LEA have made revisions to the IEP without reconvening the team, the date the revision was made is listed in the first column. This may or may not be the same as the date that the revisions were agreed upon. The names of team members involved in the revision are listed (signature not required).

Indicate the section(s) of the IEP that was revised by referencing section number(s) and/or page(s) of the IEP. LEAs can choose any number of ways to document revised sections on the IEP. For example, changes can be highlighted, underlined, italicized, hand-written, etc.

The LEA must ensure that the student's IEP team and anyone who provides services to the student are informed of the revisions. Each teacher and/or related service provider must be informed of the student's specific responsibilities related to implementing the student's IEP including the specific accommodations, modifications, and supports that must be provided for the student as specified in the IEP.

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

0

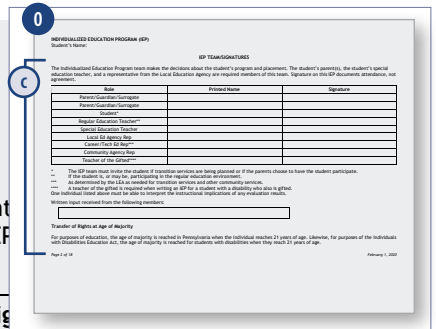
INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

IEP TEAM/SIGNATURES

c The Individualized Education Program team makes the decisions about the student's program and placement. The student's parent education teacher, and a representative from the Local Education Agency are required members of this team. Signature on this IEP agreement.

Role	Printed Name	Sig
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****		

* 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.

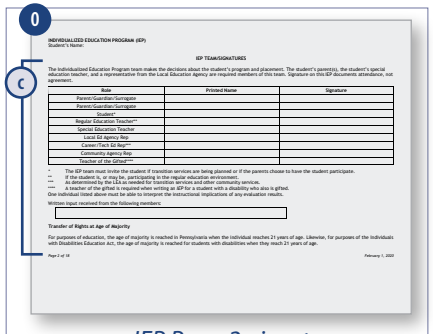

IEP Page 2 - inset

0 ANNOTATION:

c **IEP Team/Signatures:** This section documents the attendance of the IEP team members who are present at the meeting. Attendance may include participation via telephone or videoconference. The IEP team may list the names of individuals who participate via telephone or videoconference (in the printed name column) and note how they participated.

– this section is continued on the next page

0 ANNOTATION: *(continued from previous page)*



INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Master:

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****		

* 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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IEP Page 2 - inset

c Required IEP Team members:

- Parents
- Not less than one regular education teacher when the student is or may be participating in the regular education environment
- Not less than one special education teacher
- LEA representative
- Someone who can interpret the instructional implications of evaluation results (role may be filled by another IEP team member)
- Others (e.g., community agencies)
- Student, when appropriate
- A teacher of the gifted is required when an IEP is being developed for a student with a disability who is also gifted.

An explanation of some of these members is listed below:

Student: The student must be invited to participate in the IEP meeting if a purpose of the meeting will be the discussion of the student's postsecondary goals and related transition services. If the student does not attend, the LEA must take other steps to ensure that the student's preferences and interests are considered.

Career and Tech Ed Rep: With regard to the placement of students with IEPs in vocational programming, faculty from the vocational programs in which students are recommended for placement will participate as members of the IEP team. IEP team meetings, when scheduled by the school district, must give timely notice to the vocational and technical education representative assigned and must be attended by the vocational and technical education representative.

Community Agency Rep: To the extent appropriate and with parental consent, the LEA must invite, after receipt of parental consent, a representative of any participating agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting is the discussion of the student's postsecondary goals and related transition services. If the Community Agency Rep is unable to attend the IEP team meeting, that person may still submit information to the IEP team that is relevant to the planning of transition services so that appropriate and meaningful planning may be completed.

Regular Education Teacher: A regular education teacher of the student must participate in the development of the IEP of the student, including the determination of appropriate positive behavioral interventions and supports and other strategies for the student and supplementary aids and services, program modifications, and support for school personnel. A regular education teacher is a required member of the IEP team when the student is or may be participating in the regular education classroom. In such cases, the regular education teacher would be expected to attend each IEP team meeting, unless he/she has been excused from attending through the use of the *Parent Consent to Excuse Members from Attending the IEP Team Meeting*. If the student is participating in several regular education classes, every regular education teacher is not required to attend.

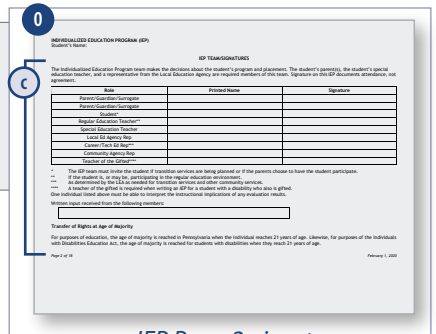
– this section is continued on the next page

0

c Written input received from the following members:

0 **ANNOTATION:** *(continued from previous page)*

c **Written input received from the following members:** This section is used to document the names of the IEP team members who were excused from the IEP Team meeting and submitted information to the IEP team in writing before the meeting as well as information received in writing from other school personnel. Excusal from attendance applies only to the following team members: Regular education teacher, special education teacher, LEA representative, and other individual who can interpret implications of evaluation results. Excusal is agreed upon via the *Parent Consent to Excuse Members from Attending the IEP Team Meeting* form. If an IEP team member has been excused the member is not to sign that they have attended.



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c

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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****		

* 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.

Page 2 of 18 *February 1, 2020*

IEP Page 2 - inset

The LEA determines the specific personnel to fill the roles for the public agency's required participants at the IEP team meeting. If a student has more than one regular education teacher responsible for carrying out a portion of the IEP, the LEA may designate which teacher or teachers will serve as the regular education teacher as part of the IEP team.

IDEA 2004 requires not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the student. Therefore, if a speech pathologist, occupational therapist, or other special education provider, other than the student's special education teacher, is on the IEP team, written consent from the parent would be required for the speech pathologist, occupational therapist, or other special education provider to be excused from attending the IEP team meeting when the IEP team meeting involves a modification to, or discussion of, the IEP team member's related services or area of the curriculum.

0

c **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.

Page 2 of 18 *February 1, 2020*

0 **ANNOTATION:** *(continued from above)*

c The **Transfer of Rights at Age of Majority** is here for INFORMATIONAL PURPOSES only, to inform parents that they are the responsible entity for educational decisions until the student meets exit criteria.

0

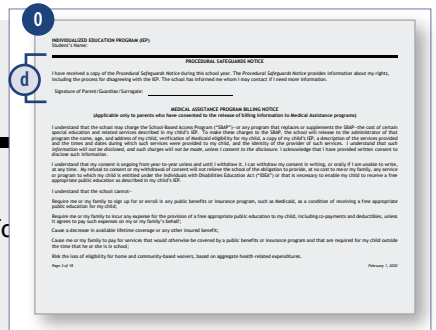
INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

d

PROCEDURAL SAFEGUARDS NOTICE

I have received a copy of the *Procedural Safeguards Notice* during this school year. The *Procedural Safeguards Notice* provides info
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: _____



IEP Page 3 - inset

0 ANNOTATION:

d This section provides documentation that the parent has received a copy of the *Procedural Safeguards Notice*. The parent(s)/guardian/surrogate must sign acknowledging receipt and awareness of whom to contact if more information is needed. The *Procedural Safeguards Notice* (PSN) must be presented to the parents once per year. The PSN also must be given:

- Notice of a disciplinary change of placement;
- Initial referral or parent request for evaluation;
- Parent request for the PSN; AND,
- The first occurrence of a due process complaint or State complaint in a school year.

0

e

MEDICAL ASSISTANCE PROGRAM BILLING NOTICE
(Applicable only to parents who have consented to the release of billing information to Medical Assistance

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

Page 3 of 18 *February 1, 2020*

0

IEP Page 3 - inset

0 ANNOTATION:

e A change to the IDEA regulations at §300.154 regarding parental consent to use public and private insurance occurred in February 2013. Under the changes, parents are required to provide consent before the LEA can access the student's or the parents' public or private insurance for the first time.

In addition, the LEA must provide notice annually ONLY to those parents who have consented to the release of billing information to Medical Assistance programs. The section on the previous page provides a mechanism for the LEA to provide Notice to those parents who have consented to the release of this information. The LEA may choose to use this Notice as part of the IEP team meeting, or the LEA may choose to issue a separate Notice, which is available as a form on the Legal page of the PaTTAN website, www.pattan.net. For additional information, refer to the Q&A developed on this topic, also available on the Legal page of the PaTTAN website.

I. Special Considerations the IEP Team Must Consider Before Developing the IEP

I

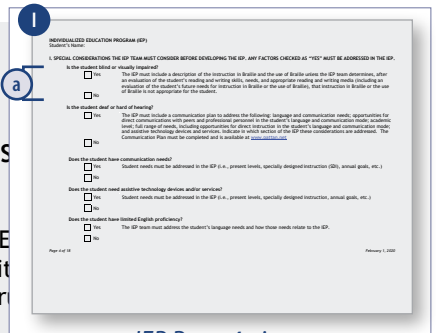
INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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

a **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 IE an evaluation of the student's reading and writing skills, needs, and appropriate reading and writ evaluation of the student's future needs for instruction in Braille or the use of Braille), that instr of Braille is not appropriate for the student.

☐ No



IEP Page 4 - inset

I ANNOTATION:

a Braille instruction and materials must be provided to any student who is identified as having visual impairment unless the IEP team determines that instruction in braille or the use of braille is not appropriate for the student. This is determined after conducting an evaluation of and analyzing the student's reading, writing, and computing skills, needs and appropriate literacy media including the student's future needs.

A learning media assessment is one way to make this decision. The IEP team could then incorporate the results of the learning media assessment into the IEP, documenting the student's present need for braille and likelihood of future need. The learning media assessment includes a variety of indicators such as:

- Clinical information documenting medical information about the student's medical condition and visual prognosis;
- A functional vision assessment, which assesses the student's use of vision;
- Documentation of the student's use of sensory channels to acquire information; and,
- The student's ability to read, write and compute (for both short and sustained duration).

The IEP team should adopt a systematic method of documenting this information for all students with visual impairments, including students with multiple disabilities.

QUESTIONS FOR THE IEP TEAM TO CONSIDER:

- Is there a pattern of reliance on vision, touch or other senses to gather information?
- Is the student able to read own handwriting?
- Does the student have a portable method of reading, writing and computing?
- Is the student's academic progress impeded by the current method of reading, writing and computing (e.g. sustained time on task)?
- Is the student's academic and functional progress commensurate with same-age peers?
- Is there a prognosis for continued vision loss or is the vision stable?
- Does the student require assistive devices for getting and giving information?

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

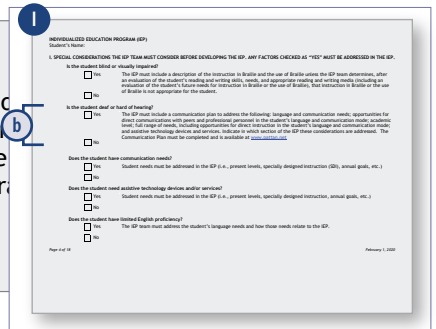
I

(b) **Is the student deaf or hard of hearing?**

☐ Yes

☐ No

The IEP must include a communication plan to address the following: language and communicatio
direct communications with peers and professional personnel in the student's language and com
level; full range of needs, including opportunities for direct instruction in the student's language
and assistive technology devices and services. Indicate in which section of the IEP these consider
Communication Plan must be completed and is available at www.pattan.net



INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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. Indicate in which section of the IEP these considerations are addressed. The Communication Plan must be completed and is available 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 (SDI), 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

Page 4 of 18 — February 1, 2020

IEP Page 4 - inset

I ANNOTATION:

(b) The IEP must include a communication plan for students who are deaf or hard of hearing to address the appropriate language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and assistive technology devices and services. All students who use manual communication (i.e., American Sign Language, Manually Coded English, or Pidgin Sign English) as their primary method of communication should be given consideration for placement into a classroom or program in which the teacher, other students, and the ancillary support services providers understand and use the appropriate communication mode.

QUESTIONS FOR THE IEP TEAM TO CONSIDER:

- What is the student's typical mode of communication?
- Is an educational interpreter or translator needed for the student to participate in and benefit from classroom instruction and/or social interaction?
- What opportunities exist to foster communication with the general population?
- What opportunities exist for direct instruction (without interpreter support) in the student's language and communication mode?
- Does the student require assistive devices to assist in the development and use of meaningful language used in direct instruction?
- What other considerations (e.g., mode of communication used at home) should be addressed?

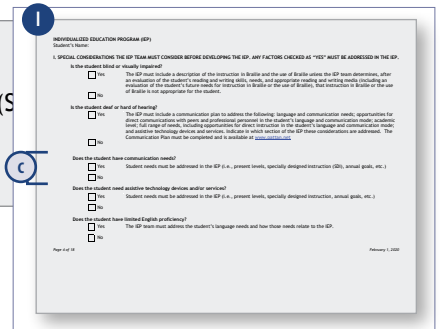
The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

I

c **Does the student have communication needs?**

☐ Yes Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction (S

☐ No



INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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. Indicate in which section of the IEP these considerations are addressed. The Communication Plan must be completed and is available at www.oattan.net
☐ No

c Does the student have communication needs?
☐ Yes Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction (SDI), 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

Page 4 of 18 February 1, 2020

IEP Page 4 - inset

I ANNOTATION:

c The team must give special consideration to the communication and language needs of the student. This is determined by observations of daily interactions with a variety of communication partners (e.g., professionals and peers) in a variety of settings. Consideration should also be given to the mode(s) of communication used by the student to receive information and/or provide information (communicate) to others as well as the effectiveness of that mode of communication. Family input is critical to comprehensive communication considerations.

QUESTIONS FOR THE IEP TEAM TO CONSIDER:

- What is the student's typical mode of communication?
- Is the student understood by others, especially with unfamiliar communication partners?
- What opportunities exist to foster communication with others?
- Do the student's communication skills impact learning?
- Does the student require assistive devices to assist in the development and use of meaningful language used in direct instruction?
- What other considerations (e.g., mode of communication used at home) should be addressed?

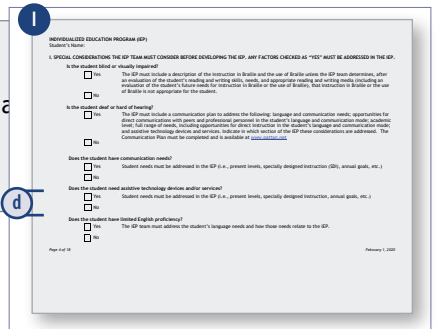
The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

I

(d) **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, a

☐ No



INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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. Indicate in which section of the IEP these considerations are addressed. The Communication Plan must be completed and is available at www.oattan.net
☐ No

Does the student have communication needs?
☐ Yes Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction (SDI), 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

Page 4 of 18 February 1, 2020

IEP Page 4 - inset

I ANNOTATION:

(d) The IEP team must give special consideration to the assistive technology devices and/or services that are needed by the student.

Assistive technology *device* means any item, piece of equipment, or product system whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain or improve the functional capabilities of a student with a disability. An assistive technology device does not include a medical device surgically implanted or the replacement of such a device.

Assistive technology *service* means any service that directly assists a student with a disability in the selection, acquisition or use of an assistive technology device.

Assistive technology includes any special equipment or technology that students may need to help them participate in school, including state and local assessments, and the services required for assessment and implementation of these devices.

QUESTIONS FOR THE IEP TEAM TO CONSIDER:

Does the student need assistive technology:

- To meaningfully participate in the general curriculum?
- To participate in academic or functional activities?
- To access print materials?
- To access auditory information?
- For written communication and/or computer access?
- For augmentative/alternative communication (AAC)?
- To participate in state and local assessments (is it addressed in Section VI of the IEP (SDI))?

Does the student require AT services for:

- Evaluation of needs?
- Purchasing, leasing, or providing for acquisition?
- Selecting, designing, fitting, customizing, adapting, etc. At devices?
- Coordinating and using other therapies, interventions, or services with AT devices; i.e. who will charge/maintain device and provide updates?
- Training or technical assistance for student, family, professional (if YES, then document these training/technical assistance needs in section VI C (Supports for School Personnel)?

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

I

(e) **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

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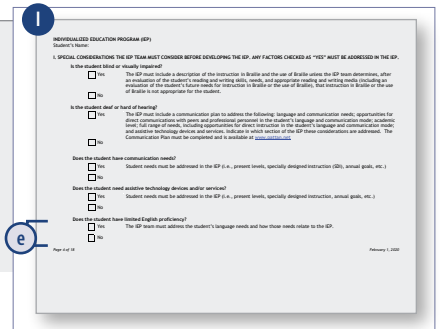


INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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. Indicate in which section of the IEP these considerations are addressed. The Communication Plan must be completed and is available at www.oattsn.net
☐ No

Does the student have communication needs?
☐ Yes Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction (SDI), 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

Page 4 of 18 February 1, 2020

IEP Page 4 - inset

I ANNOTATION:

(e) Consideration of the language needs of all English Learners (ELs) receiving special education services must be given "as such needs relate to the student's IEP." IEP teams must determine if the issues/problems the student is experiencing are due to the fact that the student is acquiring a second language or due to a possible disability. When assessing students who are ELs, it is essential to compare the results to other ELs with similar backgrounds, years of second language acquisition, and English as a Second Language (ESL) programs.

QUESTIONS FOR THE IEP TEAM TO CONSIDER:

- Is the student's difficulty due to a disability or second language acquisition?
- Is the disability present in the native language?
- What was the first language the student learned to speak?
- What language does the student speak most often at home? With friends? With neighbors?
- What language(s) is spoken most often in the home?
- Was the ESL/Bilingual/Migrant teacher a member of the IEP team?
- How will the team assess the student's progress in the general education curriculum?
- How will services be coordinated (i.e., special education and ESL)?
- What accommodations for LEP are necessary for instruction and participation in the PSSA/PASA?
- What language or mode of communication will be used to address parents or family members?

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

I

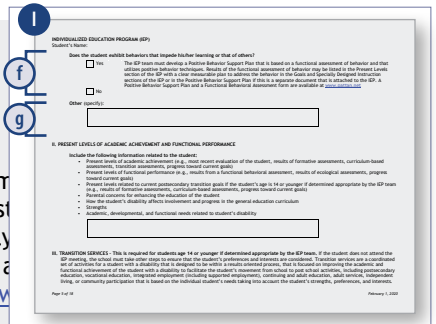
INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

f **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 assessm
utilizes positive behavior techniques. Results of the functional assessment of behavior may be list
section of the IEP with a clear measurable plan to address the behavior in the Goals and Specially
sections of the IEP or in the Positive Behavior Support Plan if this is a separate document that is a
Positive Behavior Support Plan and a Functional Behavioral Assessment form are available at www

☐ No

g **Other** (specify):



IEP Page 5 - inset

I ANNOTATION:

f For a student whose behavior impedes the student's own learning or the learning of others, the IEP team must consider strategies and supports, including positive behavioral interventions, to address that behavior. If checked "yes," then a positive behavior support plan must be developed by the IEP team, be based on a functional behavior assessment, and this plan will become part of the student's IEP.

QUESTIONS FOR THE IEP TEAM TO CONSIDER:

- Does the student's challenging behavior persist despite implementation of informal behavior change strategies?
- Do functional assessment results indicate that deficits in communication and/or academic skills contribute to challenging behaviors?
- Has the student lost access to instructional time due to in-school disciplinary referrals and/or suspension from school?
- Does the current educational placement utilize positive reinforcement and other positive techniques to shape a student's behavior?
- Has the student's behavior contributed to consideration of a more restrictive placement?

g The IEP team should address other considerations to developing an IEP for a student with a disability receiving remote and/or blended learning instruction. For example, the IEP team must address voter registration as required as part of the IEP process for students who turn 18 during the term of this IEP.

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

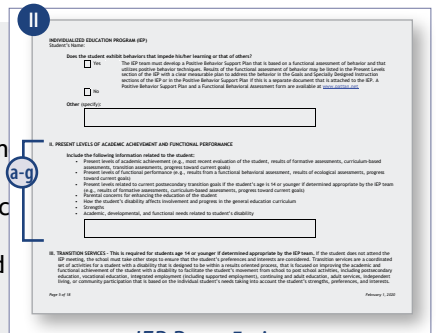
II. Present Levels of Academic Achievement and Function Performance

II

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

a **Include the following information related to the student:**

- Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assessm assessments, transition assessments, progress toward current goals)
- Present levels of functional performance (e.g., results from a functional behavioral assessment, results of ecologic toward current goals)
- Present levels related to current postsecondary transition goals if the student's age is 14 or younger if determined (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)
- Parental concerns for enhancing the education of the student
- 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



IEP Page 5 - inset

II ANNOTATION:

a This section provides a summary of the student's performance in the student's current educational program and indicates the student's instructional and functional levels. It includes information regarding classroom performance and the results of any academic achievement or functional performance assessments that have been administered. Information contained in this section provides baseline data for developing the IEP and writing measurable annual goals. The information in this section should consider the most recent results of the initial *Evaluation Report* or *Reevaluation Report*, results of curriculum-based assessments, concerns of the parents for enhancing the education of the student, and results of ongoing progress monitoring. The information should be stated in clear and concrete terminology. Any special considerations identified in Section I of the IEP must be addressed in this section.

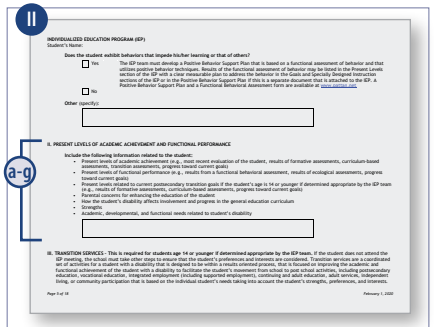
General information on completing this section follows:

- The method for determining the instructional level should relate to day-to-day instruction and include a description of the student's performance in all relevant areas and subjects.
- If the student is currently receiving special education services, information about the student's progress toward the student's annual goals must be included.
- If the student has limited English proficiency, a statement of native language performance and of English proficiency level should be included here.

– this section is continued on the next page

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

II ANNOTATION: *(continued from previous page)*



IEP Page 5 - inset

a For a student who is transition age (14 or younger, if appropriate, during this IEP), based upon age appropriate transition assessments, the IEP must include information about the student's needs, strengths, interests and preferences as they relate to the student's post school goals. All needs identified by the IEP team in this section must be addressed in subsequent sections of the IEP.

Present levels of academic achievement: Present levels of ACADEMIC achievement refer to how the student is performing within the general education curriculum, including reading, writing, and mathematics. Describe how the student is progressing within the general education curriculum in relation to the student's peers and state-approved grade level standards. Include current instructional levels, description of permanent products, and work completion. Describe classroom strategies or interventions applied and their results. Describe any additional or alternative instructional materials, instructional time or personnel.

b **Present levels of functional performance:** This section includes information regarding classroom performance and the results of any functional assessments that have been administered. Include current functional levels and strengths and needs that may be developmental. Functional performance is related to activities of daily living, such as hygiene, dressing, basic consumer skills, community-based instruction, etc. Functional performance may also be defined as the ability to access public transportation, social/emotional learning skills or behavioral difficulties, and the consideration of personal safety and socially appropriate behavior.

If applicable, the information from a functional behavioral assessment should be included in this section. Information included in this section should include performance data and current skill levels, not just a description of academic and behavioral deficits. Information included here does not have to be indicative of a deficit. For example, the IEP team could write, "the student's functional performance in all areas is age appropriate".

c **Present levels related to current postsecondary transition goals:** This section should provide a concise description of the student's current Academic Achievement and Functional Performance based on age appropriate assessments related to the student's targeted postsecondary goals if the IEP team determines that transition services are needed. Examples of formal or informal assessments that may be listed and explained in this section include: SATs, interest inventories, vocational evaluations, career surveys, as well as academic and functional assessments.

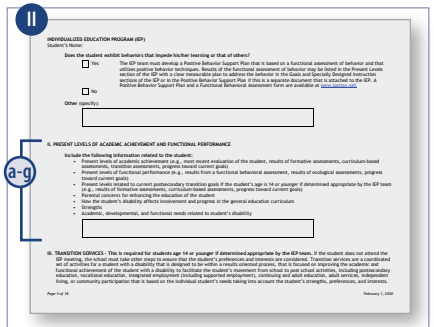
d **Parental concerns for enhancing the education of the student:** A discussion about the parents' concerns for enhancing their student's education is to take place during the IEP Team meeting. The results of that discussion are documented in this section of the IEP.

e **How the student's disability affects involvement and progress in the general education curriculum:** This section should include statements about the student's progress in the general education curriculum (regardless of where the student currently receives services, the student should be involved in the general education curriculum (State Standards, Assessment Anchors, Eligible Content, or Alternate Eligible Content), and how the student is accessing the general education curriculum with or without modifications, adaptations, and support services. The information should be clear enough to demonstrate the need for the continuation, elimination, or additional support and services in the student's IEP.

The IEP team must determine how the student will access, be involved in, and make progress in the general education curriculum. This determination should be based on assessments that relate directly to the general education curriculum and grade level content standards, and then be reflected in the IEP statement of the student's present levels. Information in this section will drive the development of the supports and services in the IEP. Reference to the PA Core and Academic Standards, Assessment Anchors, Eligible Content, or Alternate Eligible Content may be written in this section.

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

II ANNOTATION: *(continued from previous page)*



IEP Page 5 - inset

(f) **Strengths/Academic, developmental, and functional needs related to student's disability:** In this section, the IEP team will describe or list what the student does well (i.e., strengths). In addition, the IEP team needs to describe the specific needs of the student related to the student's disability and how the disability may make involvement and progress in the general education curriculum and in all grade level standards challenging. This section will also describe kinds of specialized support and service that are necessary for the student to access and make progress in the general education curriculum in the regular education class.

For a student who is transition age (14 or younger, if appropriate, during this IEP), the IEP must also include information about the student's needs, taking into account the student's strengths, interests and preferences and includes the development of post school goals. All needs identified by the IEP team must be addressed in subsequent sections of the IEP. Information in this section will provide for any services included in the IEP.

Gifted: For a student with a disability who is also gifted, present levels of educational performance must be listed. This is to include a summary of the information contained in sections I, II, and III of the student's Gifted Written Report. Examples of information that may be included are:

- Summary of performance in current educational program
- Instructional levels
- Specific aptitudes and abilities
- Rates of acquisition and retention
- Interests-strengths-needs
- Creativity assessment
- Problem solving and higher-level thinking skills
- Social/emotional needs

Behaviors that impede learning:

When behavior is determined to be a special consideration, Functional Behavior Assessment (FBA) data should be included here. FBA identifies the problem behavior(s), the likely recurring consequence, and conditions that reliably precede the occurrence of the problem behavior.

It is critical that a hypothesis statement be provided. A complete FBA clearly defines (a) the problem behavior, (b) the antecedent conditions that exist both when the behavior occurs and does not occur, (c) the consequences that maintain the behavior, (d) a clear definition of the behavior we want the student to exhibit in place of the problem behavior, and (e) a statement of the behavioral function.

(g) **Below is a list of examples for data sources considered when developing an FBA:**

- **Archival Data:** Review of office discipline referrals; Academic performance levels in reading, writing, and math performance.
- **Indirect Assessment:** Student interview; teacher interviews; parent interviews.
- **Direct Assessment:** Observation during academic and nonacademic activities; Observation when behavior problem occurs and does not occur.

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III. Transition Services

III

III. TRANSITION SERVICES - This is required for students age 14 or younger if determined appropriate by the IEP team. If the s
IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered. Transitio
set of activities for a student with a disability that is designed to be within a results oriented process, that is focused on impro
functional achievement of the student with a disability to facilitate the student's movement from school to post school activit
education, vocational education, integrated employment (including supported employment), continuing and adult education,
living, or community participation that is based on the individual student's needs taking into account the student's strengths,

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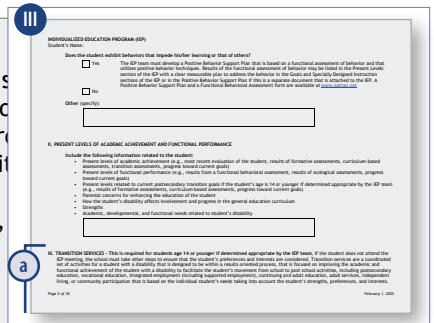
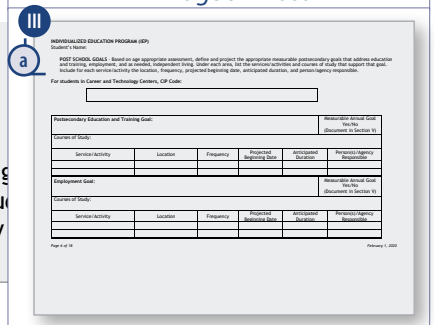


IEP Page 5 - inset

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

a **POST SCHOOL GOALS** - Based on age appropriate assessment, define and project the appropriate measurable postsecondary g
and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of stu
Include for each service/activity the location, frequency, projected beginning date, anticipated duration, and person/agency



IEP Page 5 - inset

III ANNOTATION:

Transition services must begin no later than the first IEP to be in effect when the student turns 14 or younger, if determined appropriate by the IEP team, and updated annually.

The student's IEP must contain appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. Postsecondary goals are a vital part of the IEP. The transition section of the IEP must contain courses of study needed to assist the student in reaching postsecondary goals.

Courses of study is a list of the content areas in which the student receives instruction during the school day (e.g., English 11, Spanish 2, Geometry, PE, Earth Science), and are intended to assist the student in reaching postsecondary goals. The use of general terms such as "college prep," "business," and "general," do not sufficiently describe how courses will assist the student to reach the postsecondary goal.

Include, if appropriate, a statement of the interagency responsibilities or any needed linkages that must be developed for each student beginning at age 14, or younger if determined appropriate by the IEP team. Transition services and courses of study must be updated annually and included in the Student's Transition Services section of the IEP.

– this section is continued on the next page

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

III ANNOTATION: *(continued from previous page)*

(a) The IEP team must consider post school goals for the student in the areas of postsecondary education and training, postsecondary employment, and independent living (when appropriate). It is possible to include the postsecondary goals of education/training, employment and, if applicable, independent living into one postsecondary goal statement.

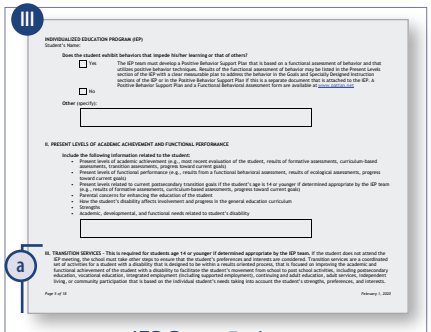
For information about postsecondary transition planning and for more examples of measurable post school goals, visit the National Technical Assistance Center on Transition website at: http://www.transitionta.org

The IEP team should document that at least one measurable annual goal has been developed for the postsecondary goal areas by circling YES in the box next to the goal. The measurable annual goal would be further developed in section V of the IEP to include short-term objectives, if appropriate, how student progress will be measured and when reports on student progress will be provided to the parent.

In addition, if the student's needs will be met through the general education curriculum (as specified in the Chapter 4 Standards), then a measurable annual goal would not need to be written. This means that if the general education curriculum already contains the supports and services necessary to assist the student in reaching the postsecondary goals, then the team would not indicate that a measurable annual goal is necessary and that there is not a need for specially designed instruction outside the general education curriculum.

Services and activities to assist the student in meeting the postsecondary goals must be listed in the grid under each postsecondary goal. If the IEP team develops a goal that combines the goals areas, the team should make note of that in the other areas in which a goal is not written.

Please note that rows may be added to the grid or columns enlarged to include all needed information.



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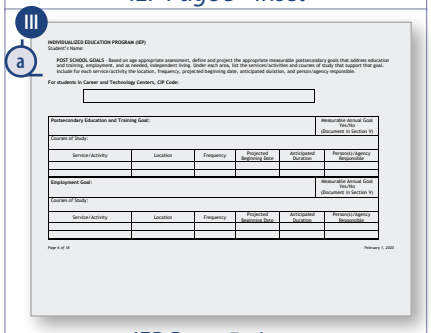

IEP Page 5 - inset

QUESTIONS IEP TEAM MIGHT ASK:

- How will the IEP reflect appropriate transition assessment/data?
- Is there documentation that the student has been invited to attend the IEP meeting?
- Does the course(s) of study reflect the student's postschool goals?
- Who has been designated as being responsible to coordinate transition activities?
- Does the student require assistance regarding personal safety, protection from abuse, self-advocacy, and/or self-awareness?

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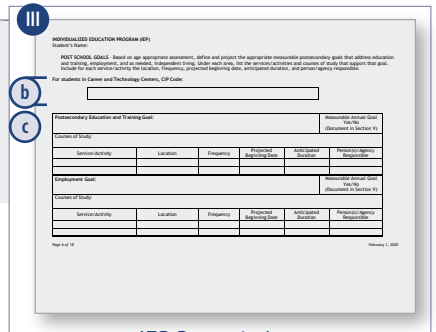
III

ⓑ **For students in Career and Technology Centers, CIP Code:**



IEP Page 6 - inset

III ANNOTATION:

ⓑ For students attending a career and technology center (CTC), indicate the program name and the Classification of Instructional Program (CIP) code related to the approved vocational program in which the student is enrolled.

NOTE: CIP codes change frequently. Make sure to check annually with the CTC to ensure the correct code is recorded on the IEP. Example: Carpentry/Carpenter – 46.0201.

ⓒ Transition/Work Experience Data Collection

The Bureau of Special Education (BSE) is assisting the PA Department of Labor and Industry in meeting the data collection requirements of House Bill 400, now Act 26 of 2016, titled the "Work Experience for High School Students with Disabilities Act." Local Education Agencies (LEAs) will collect data based on the data items pertaining to work experience for students with disabilities involved in transition planning as part of their IEP. The data elements are to be reported on the July 1 Pennsylvania Information Management System (PIMS) Special Education Snapshot for students 14 years of age or any student who has a transition plan as part of their IEP. The data fields are located on the PIMS snapshot.

Transition planning is a team discussion and the data presented and collected as part of the transition planning process may benefit the student in achieving the student's post-school outcomes.

LEAs should develop and utilize a recording method for the responses to the following data questions that will assist LEA staff members in retrieving and completing the required data fields during the PIMS submissions. While these five questions need to be addressed from information/data contained in the IEP it is not the intention of Act 26 to add these questions into the IEP document.

– this section is continued on the next page

III ANNOTATION: *(continued from previous page)*

c The following data must be collected by IEP teams:

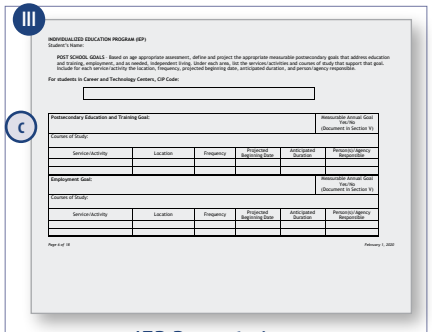
According to 22 PA Code § 14.131. IEP. (a) In addition to the requirements incorporated by reference (see 34 CFR 300.320—300.324), the IEP of each student with a disability must include: (5) For students who are 14 years of age or older, a transition plan that includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills.

As per the October, 2020 revision to Act 26 questions the following data must be collected from the IEP document: Based on each individual student IEP, there may be a "no" response to a question below.

- Does this student have a transition plan as part of the IEP? (YES/NO)
- Does the student have an outcome goal of competitive integrated employment? (YES/NO)
- Did the student participate in a competitive integrated paid work experience? (YES/NO)
- Did the student participate in individual job coaching services funded by the school in a paid work experience? (YES/NO)

The following question will be collected through the revised Summary of Academic and Functional Performance.

- Upon exiting high school, was the student employed in a competitive integrated setting? (YES/NO)



INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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:

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

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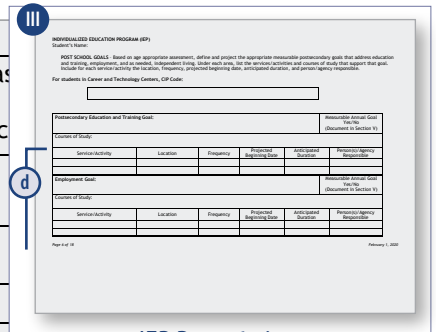
III

d

Postsecondary Education and Training Goal:					Meas (Doc
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	

Employment Goal:					Meas (Doc
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	



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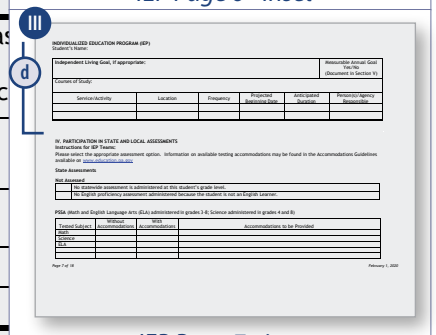

IEP Page 7 - inset

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

d

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 is continued on the next page

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III

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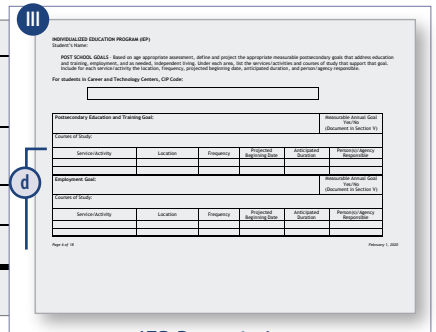
Courses of Study:

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	



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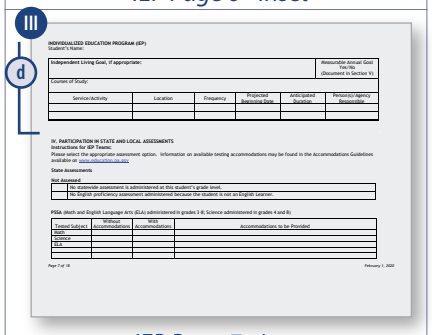


IEP Page 7 - inset

III ANNOTATION:

d Completing the Grid:

In the **COURSES OF STUDY** row list the content areas in which the student receives instruction during the school day that will assist the student in reaching the postsecondary goals listed at the top of each table in the grid (e.g., English 11, Geometry, Co-Op placement, Home Economics I, Community Based Instruction, Apartment Program, etc.). Do not use general terms such as college prep, CTE program, functional skills, life skills, general, etc.

In the **SERVICE/ACTIVITY** column, identify specific actions that will be taken within the duration of this IEP. Examples for Education and Training might include developing self-advocacy skills, register for the SAT, or attend a college fair. Examples for Employment might include in-school work experience, community service, or job shadowing. Examples for Independent Living might include participating in an apartment training program, using public transportation, managing a budget, planning menus and preparing meals, registering with Selective Service or to vote, or practicing pedestrian safety.

Location refers to where the student will be receiving the service/activity. Frequency refers to how often the student will be receiving the service/activity. Documentation of frequency using vague terms such as "As needed" is not appropriate. The projected beginning date and the anticipated duration of the service/activity must be listed. Duration refers to the anticipated ending date for service.

In the **PERSON(S)/AGENCY RESPONSIBLE** column, indicate the person's title or agency that will ensure each activity/service is completed. Examples might be: OVR, MH/MR, LEA, guidance counselor, school nurse, supports coordinator, special education teacher, etc. The section entitled "Person(s)/Agency Responsible" should not list the parent and/or the student. An individual employed or agency responsible for providing or assuring the provision of this transition service or activity must be listed. If the parent and/or student must participate in the service/activity, this section of the IEP would describe what the responsible agency or employee of the agency will do to facilitate parent and/or student participation and to ascertain the extent to which the service or activity has been effective in achieving the desired transition-related purpose. If the parent and/or student do not participate as necessary in the service/activity, the IEP team should reconvene and investigate options to achieve the participation or consider alternatives for achieving the transition- related purpose of the activity.

IV. Participation in State and Local Assessments

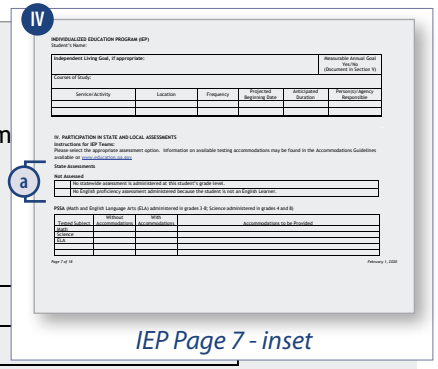
IV

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 Accomm
available on www.education.pa.gov

State Assessments

a **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 Learner.


INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

Independent Living Goal, if appropriate:	Measurable Annual Goal Yes/No (Documented in Section B)

Courses of Study:

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

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.pa.gov
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 Learner.

PSSA (Math and English Language Arts (ELA) administered in grades 3-8; Science administered in grades 4 and 8):

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Math			
Science			
ELA			

Page 7 of 14 February 1, 2020

a

IEP Page 7 - inset

IV ANNOTATION:

a To complete the section above, the IEP team must check the assessment the student will take, with or without accommodations, and write in the accommodations to be utilized. If the state assessment is not offered at the student's grade level and/or the English proficiency assessment will not be given because the student is not an English language learner, check the "Not Assessed" box.

– this section is continued on the next page

IV

(b) **PSSA** (Math and English Language Arts (ELA) administered in grades 3-8; Science administered in grades 4 and 8)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Math			
Science			
ELA			

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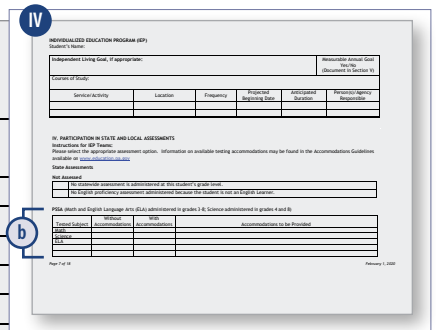

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IV ANNOTATION:

(b) The Pennsylvania Department of Education has adopted the PA Core Standards in English Language Arts (ELA) and Math. Assessments must be aligned with the PA Core Standards in ELA and Math or PA Academic Standards in Science.

Available Assessment Options:

- PSSA for Math and English Language Arts (ELA) for grades 3-8; Science for grades 4 and 8.
- PASA for Math and English Language Arts (ELA) for grades 3-8 and 11; Science for grades 4, 8, and 11.
- Keystone Exams for Algebra 1, Biology, and Literature
- Project Based Assessment
- Validated Local Assessment
- ACCESS for ELs for grades K-12
- Alternate ACCESS for ELs for grades 1-12

IV

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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

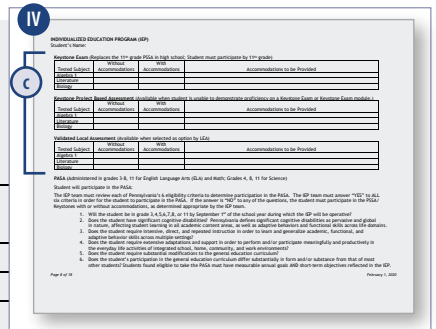
Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Algebra 1			
Literature			
Biology			

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			

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

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



IEP Page 8 - inset

IV ANNOTATION:

c The Keystone Exams replace the grade 11 PSSA for accountability purposes. There are three Keystone exams – Algebra I, Biology I and Literature. All students with disabilities, except those students taking the PASA, are required to take the Keystone Exams. Keystone Exams should be administered as end of course assessments for Algebra I, Biology, and Literature. All students must participate in an assessment for accountability purposes no later than the 11th grade. Students with disabilities must be included in the local assessment system, with appropriate accommodations, when necessary. All accommodations deemed necessary by the IEP team must be documented in the student's IEP.

The Keystone Exams are one component of Pennsylvania's system of high school graduation requirements. For additional information about the graduation pathways, visit the PDE website at www.pdesas.org (search for "graduation pathways").

– this section is continued on the next page

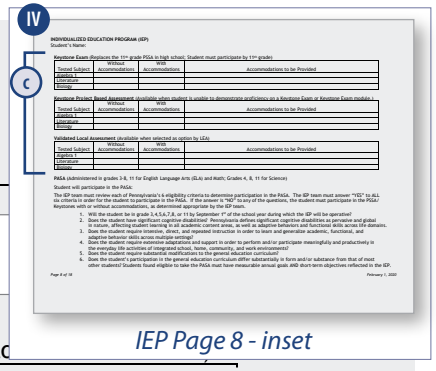
IV

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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

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

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


IV

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

c **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 I			
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 I			
Literature			
Biology			

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

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

PASA (administered in grades 3-8, 11 for English Language Arts (ELA) and Math; Grades 4, 8, 11 for Science)

Student will participate in the PASA:

The IEP team must review each of Pennsylvania's 6 eligibility criteria to determine participation in the PASA. The IEP team must answer "YES" to ALL six criteria in order for the student to participate in the PASA. If the answer is "NO" to any of the questions, the student must participate in the PSSA/ Keystone with or without accommodations, as determined appropriate by the IEP team.

1. Will the student be in grade 3, 4, 5, 6, 7, 8, or 11 by September 1st of the school year during which the IEP will be operative?
2. Does the student have significant cognitive disabilities? Pennsylvania defines significant cognitive disabilities as pervasive and global deficits in learning, memory, attention, reasoning, problem solving, and/or mental/cognitive complexity in one or more of the domains.
3. Does the student require intensive, direct, and repeated instruction in order to learn and generalize academic, functional, and adaptive behavior skills across multiple settings?
4. Does the student require extensive adaptations and support in order to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments?
5. Does the student require extensive adaptations and support in order to participate in instruction?
6. Does the student's participation in the general education curriculum differ substantially in form and/or substance from that of most other students? Students found eligible to take the PASA must have measurable annual goals AND short-term objectives reflected in the IEP.

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IV ANNOTATION: *(continued from previous page)*

c Under Chapter 4, IEP teams will determine successful completion of graduation requirements for students with disabilities. IEP teams must determine if students will meet the Chapter 4 criterion of proficiency on the Keystone Exams, or other graduation requirements (e.g., Project- Based Assessments, validated local assessments). Students with disabilities may attain the academic standards by completion of their individualized education programs under the Individuals with Disabilities Education Act (IDEA) and/or Chapter 4. Under the IDEA and No Child Left Behind (NCLB) replaced by The Every Student Succeeds Act (ESSA), students with disabilities must have access to the general education curriculum and should have access to those courses tested by the Keystone Exams. The IEP team continues to make the determination about a student's participation in academic courses. Validated local assessments are designed by school entities to determine the degree to which students are achieving academic standards. These assessments are independently validated by the local board of school directors.

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IV

(d) **PASA** (Administered in grades 3-8, 11 for English Language Arts (ELA) and Math; Grades 4, 8, 11 for Science)

Student will participate in the PASA:

The IEP team must review each of Pennsylvania's 6 eligibility criteria to determine participation in the PASA. The IEP team must
six criteria in order for the student to participate in the PASA. If the answer is "NO" to any of the questions, the student must pa
Keystones with or without accommodations, as determined appropriate by the IEP team.

1. Will the student be in grade 3,4,5,6,7,8, or 11 by September 1st of the school year during which the IEP will be op
2. Does the student have significant cognitive disabilities? Pennsylvania defines significant cognitive disabilities as p
in nature, affecting student learning in all academic content areas, as well as adaptive behaviors and functional s
3. Does the student require intensive, direct, and repeated instruction in order to learn and generalize academic, fu
adaptive behavior skills across multiple settings?
4. Does the student require extensive adaptations and support in order to perform and/or participate meaningfully
the everyday life activities of integrated school, home, community, and work environments?
5. Does the student require substantial modifications to the general education curriculum?
6. Does the student's participation in the general education curriculum differ substantially in form and/or substance
other students? Students found eligible to take the PASA must have measurable annual goals AND short-term obje

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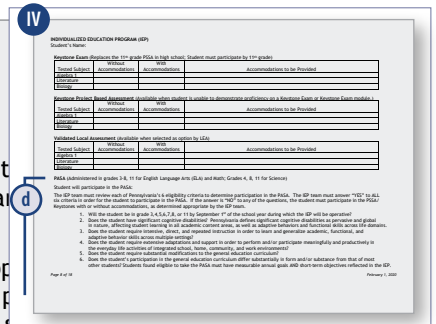

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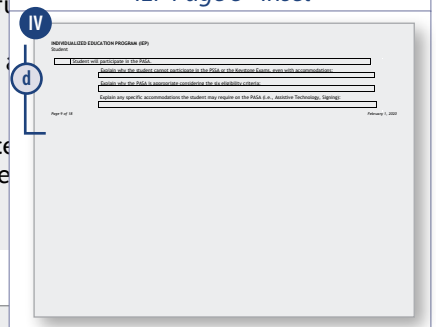

IEP Page 9 - inset

(d) ☐ Student will participate in the PASA.

Explain why the student cannot participate in the PSSA or the Keystone Exams, even with accommodations:

Explain why the PASA is appropriate considering the six eligibility criteria:

Explain any specific accommodations the student may require on the PASA (i.e., Assistive Technology, Signing):

Page 9 of 18 *February 1, 2020*

IV ANNOTATION:

(d) Students with significant cognitive disabilities who are unable to participate in the PSSA or Keystones, even with accommodations may be eligible to participate in the Pennsylvania Alternate System of Assessment (PASA). The IEP team must review the six criteria of eligibility and answer yes to each criterion to make this determination. Students who take the PASA must take the alternate assessment for all tested subject areas. Therefore, it is not permissible for a student to take

– this section is continued on the next page

d ☐ Student will participate in the PASA.

Explain why the student cannot participate in the PSSA or the Keystone Exams, even with accommodations:

Explain why the PASA is appropriate considering the six eligibility criteria:

Explain any specific accommodations the student may require on the PASA (i.e., Assistive Technology, Signin

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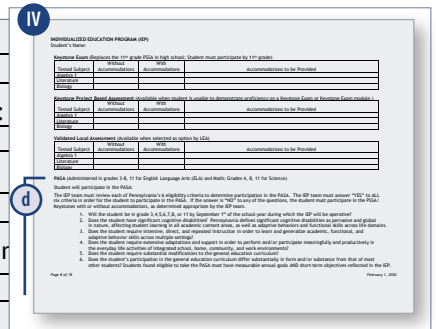

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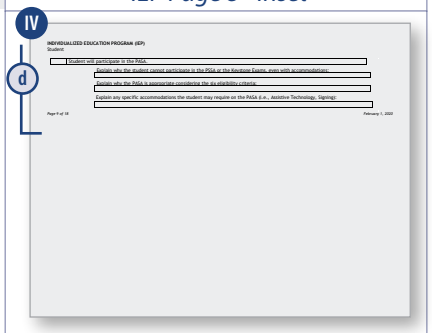


IEP Page 9 - inset

IV ANNOTATION: *(continued from previous page)*

d the PASA for one tested subject and the PSSA/Keystone for another in the same testing year. For students who qualify to participate in the PASA, the IEP must include an explanation of why the student cannot participate in the PSSA for ELA, Math, and Science or in the Keystone Exams for Literature, Algebra I, and Biology. The IEP also must explain why the PASA is an appropriate assessment for the student. The team should document their consideration of each of the six eligibility criteria within this explanation. The IEP team should also outline any specific accommodations the student will require for the PASA, including but not limited to information collected through the supporting documentation form within the PASA digital system.

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

IV

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

e **ACCESS for ELs** (Administered in grades K-12)

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

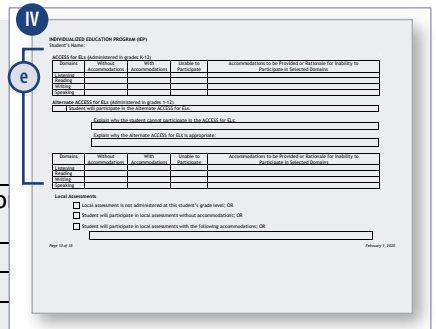
Alternate ACCESS for ELs (Administered in grades 1-12)

	Student will participate in the Alternate ACCESS for ELs.

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

Explain why the Alternate ACCESS for ELs 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				


IEP Page 10 - inset

IV ANNOTATION:

e Under ESSA, states must measure the development of the English language proficiency skills of their English Learners (ELs) in grades K-12 on an annual basis. Pennsylvania uses the Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELs) or the Alternate ACCESS for ELs to fulfill this requirement. The Alternate ACCESS for ELs is an assessment of English language proficiency for students in grades 1-12 who are classified as ELs and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELs assessment. IEP teams must determine which assessment is appropriate for an individual student who is an English learner. If the team determines the student will take the ACCESS for ELs assessment, it must document if the student will be taking it with or without accommodations, and list those accommodations. If the team determines the student will take the Alternate ACCESS for ELs

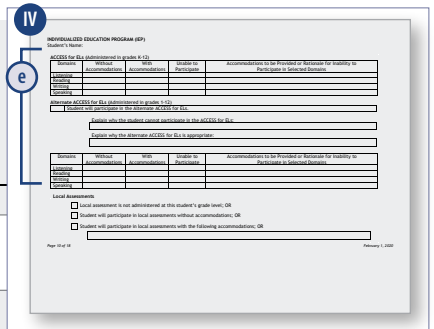
– this section is continued on the next page

IV

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

e **ACCESS for ELs (**Administered in grades K-12)

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


IV
e
INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:
ACCESS for ELs (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
Language				
Reading				
Writing				
Speaking				

Alternate ACCESS for ELs (administered in grades 1-12)
☐ Student will participate in the alternate ACCESS for ELs.
Explain why the student cannot participate in the ACCESS for ELs:
Explain why the alternate ACCESS for ELs is appropriate:

Domains	Without accommodations	With Accommodations	Unable to Participate	Accommodations to be Provided or Rationale for Inability to Participate in Selected Domains
Language				
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
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February 1, 2020

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IV ANNOTATION: *(continued from previous page)*

e assessment, the IEP must contain an explanation of why the student cannot participate in the ACCESS for ELs, why the Alternate ACCESS for ELs is an appropriate assessment for the student, and the team must document if the student will be taking the Alternate ACCESS for ELs with or without accommodations, and list those accommodations. If the IEP team determines that the student is unable to participate in one or more of the domains of either the ACCESS or Alternate ACCESS assessment (for example, the listening section of the test if the student is deaf), the IEP team must document that decision by checking those domains, and listing the reason(s) why the student cannot participate in the domains selected.

Pennsylvania adheres to WIDA's guidelines when considering appropriate accommodations for ELs with disabilities. These accommodations (*ACCESS for ELs Guidelines for Accommodating English Learners with Disabilities*), available at WIDA (https://wida.wisc.edu), apply to ELs with disabilities being administered the ACCESS for ELs or the Alternate ACCESS for ELs. Testing accommodations must be stated in the student's IEP.

IV

ⓕ **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

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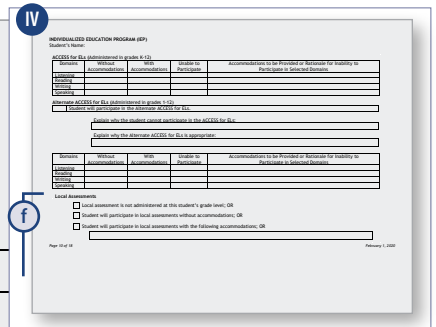

IEP Page 10 - inset

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

ⓕ ☐ 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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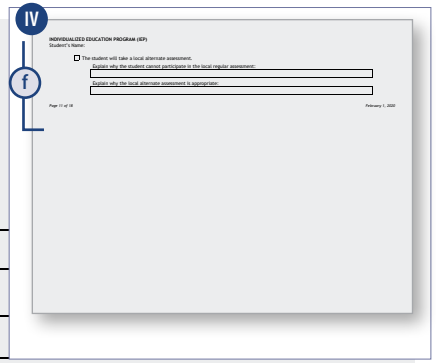


IV ANNOTATION:

ⓕ All students must participate in local assessments. Examples of local assessments include aimswebPlus, DIBELS, etc. The IEP team must document information regarding the student's participation in these assessments.

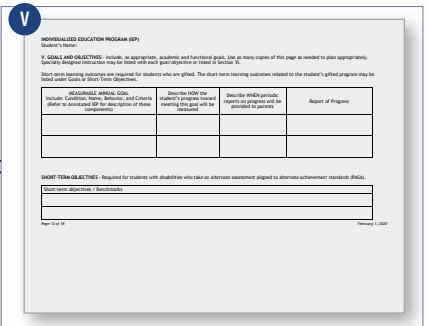
V. Goals and Objectives

V

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

V. GOALS AND OBJECTIVES – Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to
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
listed under Goals or Short-Term Objectives.



V

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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: Condition, Name, Behavior, and Criteria (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

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

Short-term objectives / Benchmarks

Page 12 of 18 February 1, 2020

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V ANNOTATION:

The Individuals with Disabilities Education Improvement Act of 2004 and the Every Student Succeeds Act (ESSA) mandates that students, including those with disabilities, must have access to the general education curriculum and participate in the statewide assessment system. As a result. Pennsylvania has established academic standards.

In order to comply with the above-mentioned requirement, schools in Pennsylvania have aligned the PA Core Standards and Academic Standards, Assessment Anchors, Eligible Content or Alternate Eligible Content to curriculum, thus ensuring the direct connection of what students must know and be able to do with what students are taught (the curriculum). A tool to help with curriculum alignment is the Standards- Aligned System. This can be accessed at www.pdesas.org. Curriculum alignment applies to all students including those eligible for the PASA. The curriculum for students eligible for the PASA should be aligned with grade level Standards and Alternate Eligible Content available on the PaTTAN website and Standards- Aligned System website.

The IEP specifies learning goals for students with disabilities and should be based on or referenced to PA Core Standards for Math and ELA, and the PA Academic Standards in Science. There are different ways to make the connection between the PA Core and Academic Standards, Assessment Anchors, Eligible Content or Alternate Eligible Content and the IEP.

Gifted:

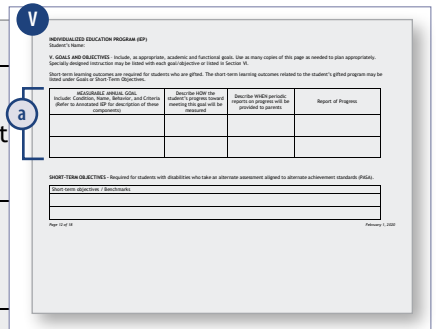
A statement of short-term learning outcomes, which are responsive to the learning needs identified in the Evaluation Report, are required for students with disabilities who are also gifted. Short-term learning outcomes are to be developed from the present levels of educational performance (found on this document under Present Levels of Academic Achievement and Functional Performance).

– this section is continued on the next page

V

a

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (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



V

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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.

a

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (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

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

Short-term objectives / Benchmarks

Page 12 of 18 February 1, 2020

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V ANNOTATION:

a Annual goals are designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum. Annual goals are designed to meet each of the student's other education needs that result from the student's disability.

Measurable Annual Goal:

Annual goals, including academic and functional goals, are statements in measurable terms that describe what reasonable expectations can be accomplished within a twelve-month period. A measurable goal must contain:

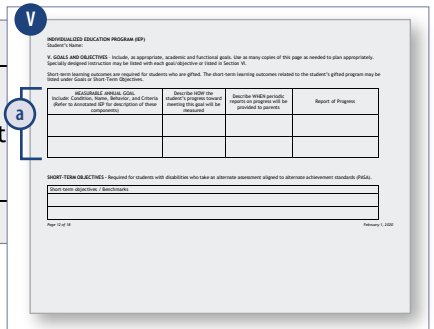
- **Condition:** The condition (situation, setting, or given material) under which the behavior is to be performed.
- **The student's name.**
- **Clearly defined behavior:** The specific action the student will be expected to perform.
- **The performance criteria desired:** The level the student must demonstrate for mastery, the number of times the student must demonstrate the skill for mastery, and how frequently the teacher assesses the student's mastery of the skill.

– this section is continued on the next page

V

a

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (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



IEP Page 12 - inset

V ANNOTATION: *(continued from previous page)*

a There must be a direct relationship between the annual goals and the present levels of academic achievement and functional performance. Annual goals are required for areas that are directly affected by the student's disability.

Describe HOW the student's progress toward meeting this goal will be measured: The IEP team must decide how the annual goals will be measured. Goals can be measured through formal or informal assessment tools such as:

- Math/Reading probes
- Rubrics
- Teacher-made tests
- Checklists
- Inventories

How progress will be measured is determined by the IEP team. Progress monitoring is linked to the day-to-day instructional and assessment process.

Describe WHEN periodic reports on progress will be provided to parents: The IEP team must decide when the progress on those annual goals will be reported to parents. This reporting must be done at least concurrent with the issuance of report cards through quarterly and other periodic reports, such as:

- Addenda to report cards;
- Special progress reporting instruments;
- Duplicated copies of the goals and objectives page of the IEP;
- Documented phone conferences with parents; OR,
- Other means decided by the IEP team.

Report of Progress: This last column is to document the student's progress toward each goal to the parent. It is not to be completed when the IEP is being developed. It may be helpful to write the date when progress will be reported. This page can be duplicated and sent home as the progress reporting instrument.

V

b

Short-term objectives / Benchmarks

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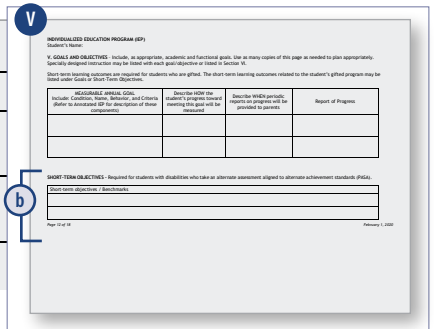


IEP Page 12 - inset

V ANNOTATION:

b **Short-term objectives/benchmarks** are only required for students who are eligible for special education who take an alternate assessment aligned to Alternate Eligible Content (i.e., students with the most significant cognitive disabilities who meet the six eligibility criteria to take the PASA). Once the IEP team has developed measurable annual goals, the team must determine short-term objectives/benchmarks that serve as a plan for reaching annual goals and a means for measuring progress toward meeting the annual goals.

Short-term objectives/benchmarks provide a mechanism for determining whether the student is progressing during the year to ensure that the IEP is consistent with the student's instructional needs, and if appropriate, to revise the IEP. The team may indicate the expected level of achievement, using for example, a percentage score, number of correct responses, etc. The method of evaluation may also be indicated on the IEP by listing specific ways achievement will be measured.

The IEP team may decide to include short-term objectives on any student's IEP, not just for those who are taking alternate assessments aligned to Alternate Eligible Content. Short-term objectives/benchmarks should include the same components as an annual goal:

- Condition;
- Student's name;
- Clearly defined behavior; AND,
- Performance criteria.

Gifted:

The IEP of a student with a disability who is also gifted must include:

- A statement of annual goals and short-term learning outcomes which are responsive to the learning needs identified in the Evaluation Report, and
- Appropriate objective criteria, assessment procedures and timelines for determining, on at least an annual basis, whether the goals and learning outcomes are being achieved.

Each short-term learning outcome must relate to only one Annual Goal.

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

VI. Special Education / Related Services / Supplementary Aids and Services / Program Modifications

VI

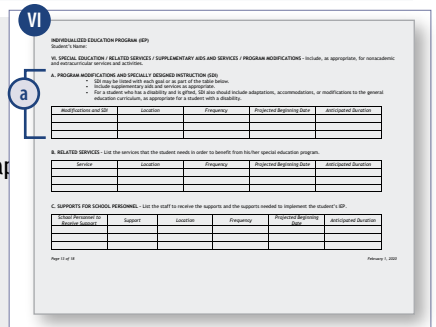
INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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

a **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 modif
education curriculum, as appropriate for a student with a disability.

Modifications and SDI	*Location*	*Frequency*	*Projected Beginning Date*	*Anticipated Duration*


IEP Page 13 - inset

VI ANNOTATION:

a **NOTE:** Do not be overly concerned about the category of the items you write into this section (e.g. does this service/activity fall under the category of SDI, modifications, or supplementary aids and services?). Instead, include what the student needs and write it in where you believe is the most appropriate location.

Modification/SDI: Special education means specially designed instruction (SDI), at no cost to the parents, to meet the unique needs of a student with a disability. Specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general education curriculum so that the student can meet the educational standards.

Access may include providing instructional materials in alternate accessible formats or specialized formats (that is, braille, audio, digital, large-print, etc.) in a timely manner.

"Timely manner" means that an LEA has taken reasonable steps to ensure that students who are blind or other persons with print disabilities have access to their accessible format instructional materials at the same time that students without disabilities have access to instructional materials.

Pennsylvania has adopted the National Instructional Materials Accessibility Standard (NIMAS). This refers to a standard for source files of print instructional materials created by publishers that may be converted into accessible instructional materials. NIMAS ensures the timely provision of high quality, accessible instructional materials to students who are blind or other persons with print disabilities.

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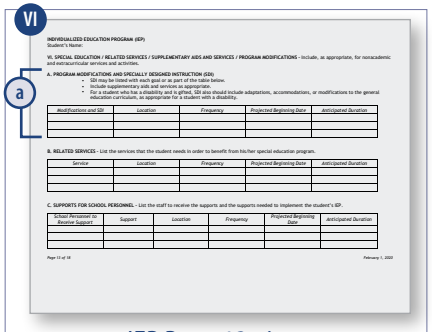
VI ANNOTATION: *(continued from previous page)*



INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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.

Modifications and SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration

B. RELATED SERVICES - List the services that the student needs in order to benefit from his/her special education program.

Service	Location	Frequency	Projected Beginning Date	Anticipated Duration

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

School Personnel to Receive Support	Support	Location	Frequency	Projected Beginning Date	Anticipated Duration

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a Supplementary Aids and Services: Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate.

The purpose of providing supplementary aids and services is to support students with disabilities as active participants with nondisabled peers as well as to enable their access to the general curriculum. Supplementary aids and services include modification to the general curriculum. A student with a disability is not to be removed from regular classrooms solely because of needed modification in the general curriculum.

Federal law mandates that, "Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs ONLY if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

- Supplementary aids and services are to be based on peer-reviewed research to the extent practicable.
- "Peer-reviewed research" generally refers to research that is reviewed by qualified and independent reviewers to ensure that the quality of the information meets the standards of the field before the research is published.
- "To the extent practicable" means that services and supports should be based on peer-reviewed research to the extent that it is possible, given the availability of peer-reviewed research. This does NOT mean that the service with the greatest body of research is the service necessarily required for a student to receive a Free Appropriate Public Education (FAPE).
- The failure of a public agency to provide services based on peer-reviewed research would not automatically result in a denial of FAPE. There is nothing in the law requiring that all elements of a program provided to a student be included in an IEP. It is an IEP team decision regarding which instructional methodologies are required based on an individual student's needs. Therefore, if an IEP team determines that specific instructional methods are necessary for the student to receive FAPE, those instructional methods may be addressed in the IEP.

Supplementary aids and services should be:

- Available to all students who need them
- Designed to provide meaningful educational benefit
- Provided in a manner that avoids stigmatizing students

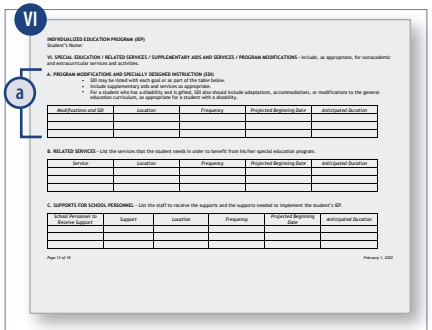
A framework for considering the full range of supplementary aids and services can be found on a publication titled, "Supplementary Aids and Services Fact Sheet" available on the PaTTAN website (www.pattan.net). This framework includes four categories of supplementary aids and services (collaborative, instructional, physical, and social-behavioral) as well as many examples.

– this section is continued on the next page

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

VI ANNOTATION: *(continued from previous page)*

a For a student who is transition age (14 or younger, if appropriate, during this IEP) please include any related services that are specific to the student's secondary transition plan, i.e. short-term job coaching, job development, mobility training, medication self-management, etc.


INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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.

Modifications and SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration

B. RELATED SERVICES - List the services that the student needs in order to benefit from his/her special education program.

Service	Location	Frequency	Projected Beginning Date	Anticipated Duration

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

School Personnel to Receive Support	Support	Location	Frequency	Projected Beginning Date	Anticipated Duration

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Gifted: Specially designed instruction must be listed for students with disabilities who are also gifted. Specially designed instruction for gifted students is defined as adaptations or modifications to:

- The general curriculum;
- Instruction;
- Instructional environments;
- Methods;
- Materials; OR,
- A specialized curriculum for students who are gifted.

Examples of specially designed instruction may include:

- Individualized pacing
- Shadow studies
- Mentorships
- Independent study
- Distance learning
- Course compacting
- Individual enrichment/acceleration
- Development of higher order thinking and problem-solving skills
- Special activities

NOTE: Peer tutoring, extra assignments, helping others, and grading papers is NOT considered gifted support and should not be written into the IEP.

Directions for completing the grid:

If the IEP team determines that a student has an educational need for a service in order to benefit from a free appropriate public education, then it must be provided. For each service, the team must list the location and the frequency of the service to be provided.

Location refers to where the student will be receiving the modification/SDI/Supplementary Aids and Services. Frequency refers to how often the student will be receiving the modification/SDI/Supplementary Aids and Services. Documentation of frequency using vague terms such as "As needed" is not appropriate. The projected beginning date and the anticipated duration of the modification/SDI/Supplementary Aids and Services must be listed. Duration refers to the anticipated ending date for service.

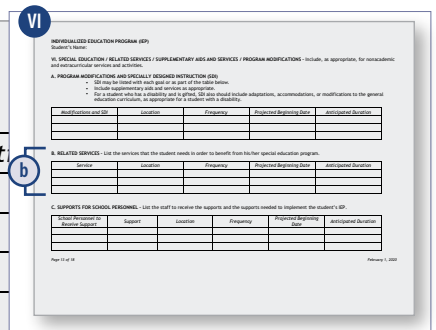
It is important that the IEP team develop specially designed instruction from the assessment information for a particular student in consideration of the student's specific needs and the PA Academic Standards. IEP teams should be careful to not offer too few or too many modifications or accommodations as either extreme can have a negative impact on the student's education.

– this section is continued on the next page

VI

(b) **B. RELATED SERVICES -** List the services that the student needs in order to benefit from his/her special education program.

Service	*Location*	*Frequency*	*Projected Beginning Date*	*Ant*



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VI ANNOTATION:

(b) **Related services** refer to transportation and any developmental, corrective or other supportive service needed to assist a student with a disability to benefit from special education. The following examples are not a complete list of possible related services as related services are identified on the individual needs of the student.

Some examples of related services Includes: Refer to 34 CFR § 300.34 Related Services

- Assistive Technology Devices and Services
- Audiology Services
- Behavior Intervention Program
- Counseling Services
- Interpreting Services
- Mental Health Services provided by other than IU/SD
- Occupational Therapy
- Orientation and Mobility Services
- Parent Counseling, Training
- Physical Therapy
- Psychological Services
- Rehabilitation Counseling
- School Health Services
- School Work Services
- Speech and Language Pathology/Therapy
- Transportation
- Other

Directions for completing the grid:

If the IEP team determines that a student has an educational need for a service in order to benefit from a free appropriate public education, then it must be provided. For each service, the team must list the location and the frequency of the service to be provided.

Location refers to where the student will be receiving the related service. Frequency refers to how often the student will be receiving the related service. Documentation of frequency using vague terms such as "As needed" is not appropriate. The projected beginning date and the anticipated duration of the related service must be listed. Duration refers to the anticipated ending date for service.

– this section is continued on the next page

VI

c **C. SUPPORTS FOR SCHOOL PERSONNEL -** List the staff to receive the supports and the supports needed to implement the student

School Personnel to Receive Support	*Support*	*Location*	*Frequency*	*Projected Beginning Date*	*A*

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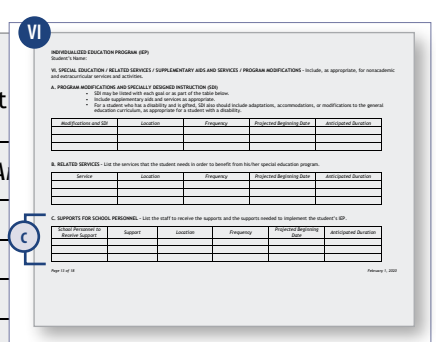

VI

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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.
- List 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.

Modifications and SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration

B. RELATED SERVICES - List the services that the student needs in order to benefit from his/her special education program.

Service	Location	Frequency	Projected Beginning Date	Anticipated Duration

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

c

School Personnel to Receive Support	Support	Location	Frequency	Projected Beginning Date	Anticipated Duration

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VI ANNOTATION:

c School personnel who provide support to a student with a disability may need assistance in implementing the IEP. This section provides an opportunity for the team to discuss and articulate those specific supports or training necessary for school personnel to provide FAPE.

This could include:

- Aids;
- Resource materials;
- Training; OR,
- Equipment.

Directions for Completing the Grid: For each support, the team must list the school personnel to receive the support, the support, location and the frequency of the support to be provided. Location refers to where school personnel will be receiving the support. Frequency refers to how often school personnel will be receiving the support. The projected beginning date and the anticipated duration of the support must be listed. Duration refers to the anticipated ending date for support.

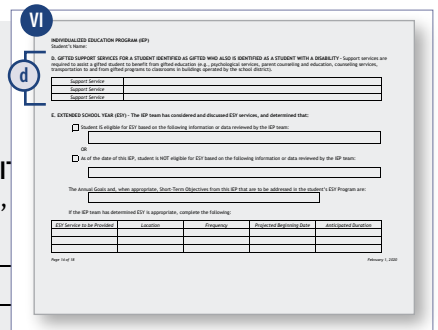
The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

VI

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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

Support Service	
Support Service	
Support Service	



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VI ANNOTATION:

d For a student identified as gifted who is also identified as a student with a disability, this section of the IEP must list support services needed to assist the student to benefit from gifted education.

The IEP team would consider that transportation to and from school, psychological services, parent counseling and education, or another service is a support service if the IEP team determines that one of the following criteria has been met:

- The service in an integral part of an educational objective of the student's IEP, without which the IEP cannot be implemented;
- The service is needed to ensure the student benefits from or gains access to a gifted education program.

Support services could include, but are not limited to:

- Career guidance;
- Counseling;
- Affective education;
- Transportation;
- Technology education; OR,
- Flexible grouping.

Gifted support services are provided in addition to the related services needed for the student to benefit from the student's special education program.

VI

e **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 based on the following information or data reviewed by the

The Annual Goals and, when appropriate, Short-Term Objectives from this IEP that are to be addressed in the student's ESY Program are:

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

ESY Service to be Provided	*Location*	*Frequency*	*Projected Beginning Date*	*Anticipated Duration*

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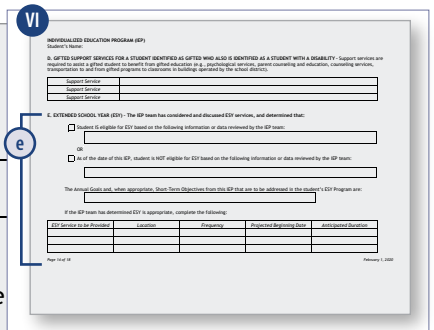
VI



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VI ANNOTATION:

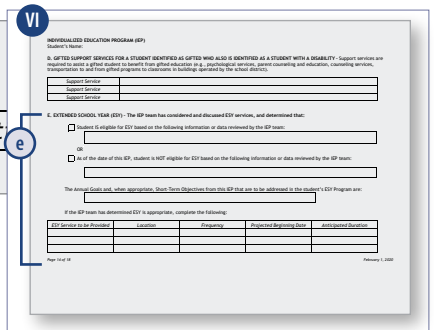
e At each IEP meeting for a student with disabilities, the LEA must determine whether the student is eligible for ESY services and if so, make subsequent determinations about the services to be provided. The IEP team must indicate whether the student is eligible or is not eligible for ESY, and the basis for the determination. This determination must be made even if the student's parents have not specifically requested that their student be evaluated for ESY programming.

– this section is continued on the next page

VI

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

ESY Service to be Provided	*Location*	*Frequency*	*Projected Beginning Date*	*Ant*



VI

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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 districts).

Support Service
Support Service
Support Service

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 based on the following information or data reviewed by the IEP team:

The Annual Goals and, when appropriate, Short-Term Objectives from this IEP that are to be addressed in the student's ESY Program are:

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

ESY Service to be Provided	*Location*	*Frequency*	*Projected Beginning Date*	*Anticipated Duration*

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e

IEP Page 14 - inset

VI **ANNOTATION:** *(continued from previous page)*

e In considering whether a student is eligible for ESY services, the IEP team must consider the factors below. However, **no one factor** by itself can be used to determine eligibility for ESY services. The student may be eligible by meeting just one of the criteria, but all seven factors must be considered by the IEP team.

- Regression - whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors that occurs as a result of an interruption in educational programming.
- Recoupment - whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming.
- Whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.
- The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.
- The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.
- The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.
- Whether the student's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe intellectual disability, degenerative impairments with mental involvement and severe multiple disabilities.

The determination of eligibility must be based upon the above factors, as well as reliable sources of information regarding a student's educational needs, propensity to progress, recoupment potential and year-to-year progress. Sources may include the following:

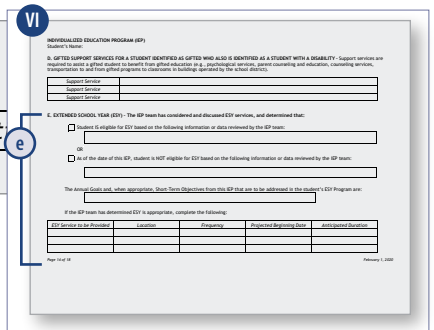
- Progress on goals in consecutive IEPs.
- Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program.
- Reports by parents of negative changes in adaptive behaviors or in other skill areas.
- Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services.
- Observations and opinions by educators, parents and others.
- Results of tests including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures.

– this section is continued on the next page

VI

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

ESY Service to be Provided	*Location*	*Frequency*	*Projected Beginning Date*	*Ant*



IEP Page 14 - inset

VI **ANNOTATION:** *(continued from previous page)*

e **NOTE:** The factors and sources used for the determination of eligibility must be specified in writing on the IEP. The need for ESY services will not be based on any of the following:

- The desire or need for day care or respite care services.
- The desire or need for a summer recreation program.
- The desire or need for other programs or services which, while they may provide educational benefit, are not required to ensure the provision of a free appropriate public education.

Determining ESY should not be based on whether the student meets all annual goals. The annual goals are predictions of where the student will be based on current performance. Using appropriate data collection and progress monitoring, teams will be aware of the student's performance and make adjustments throughout the year. If the prediction of what the student can accomplish is incorrect, the data collection procedures will provide the information necessary to review and revise the IEP. If all goals are not met during the year it does not mean that ESY necessarily needs to be provided to meet the listed objectives.

Students with severe disabilities such as autism/pervasive developmental disorder, serious emotional disturbance, severe intellectual disability, degenerative impairments with mental involvement, and severe multiple disabilities require expeditious determinations of eligibility for extended school year services to be provided as follows:

- Parents of students with severe disabilities must be notified by the LEA of the annual review meeting to ensure their participation
- The IEP review meeting must occur no later than February 28 of each school year for students with severe disabilities
- The Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) must be issued to the parent no later than March 31 of the school year for students with severe disabilities
- If a student with a severe disability transfers into a LEA after the dates in sentences 2) and 3), and the ESY eligibility decision has not been made, the eligibility and program content must be determined at the IEP meeting

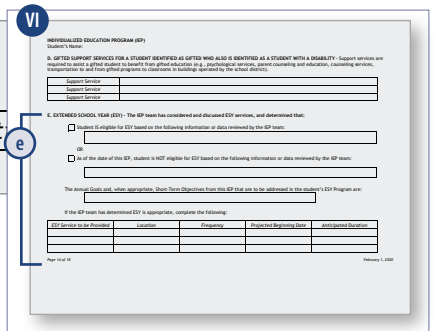
ESY determinations for students other than those described previously (autism/pervasive developmental disorder, serious emotional disturbance, severe intellectual disability, degenerative impairments with mental involvement, and severe multiple disabilities) are not subject to the timelines listed in sentences 2) and 3). However, these determinations must still be made in a timely manner. If the parents disagree with the LEA's recommendation on ESY, the parents will be afforded an expedited due process hearing.

– this section is continued on the next page

VI

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

ESY Service to be Provided	*Location*	*Frequency*	*Projected Beginning Date*	*Ant*



VI

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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 districts).

Support Service	
Support Service	
Support Service	

e

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 based on the following information or data reviewed by the IEP team:

The Annual Goals and, when appropriate, Short-Term Objectives from this IEP that are to be addressed in the student's ESY Program are:

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

ESY Service to be Provided	*Location*	*Frequency*	*Projected Beginning Date*	*Anticipated Duration*

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IEP Page 14 - inset

VI **ANNOTATION:** *(continued from previous page)*

e **When ESY services are offered, the IEP must contain a description of:**

- The type of ESY service (e.g., Instruction by the special education teacher);
- The location where the service will be provided (e.g., In the student's home);
- The frequency of the service (how frequently the ESY service will be provided to the student) (e.g., 30 minutes/day, 5 days/week);
- The projected beginning date (e.g. 7–5–09); AND,
- Anticipated duration of service (when the service will end) (e.g., 8–15–09).

If the IEP team has determined that ESY is necessary for the provision of FAPE, the team must specify the annual goal(s) and objectives to be addressed in the ESY services. This can be done by writing out the measurable annual goal(s) and short-term objectives or by referencing the specific goal(s) and objectives under Section V of the IEP.

Example: The IEP team has determined that the student is eligible for ESY services. This determination was based upon progress reports by the special education teacher indicating that following extended breaks in service, the student's skills in completing the seven-step toileting process deteriorated significantly. Goals and Objectives to be addressed in ESY Program: Refer to annual goals and objectives #5, 8, and 12.

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

VII. Educational Placement

VII

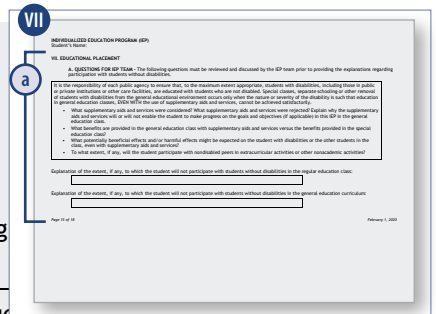
INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

VII. EDUCATIONAL PLACEMENT

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

It is the responsibility of each public agency to ensure that, to the maximum extent appropriate, students with disabilities, inclu
or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooli
of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, EVEN WITH the use of supplementary aids and services, cannot be achieved satisfactorily.

- What supplementary aids and services were considered? What supplementary aids and services were rejected? Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education class.
- What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special 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?



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VII ANNOTATION:

a These questions must be reviewed and discussed by the IEP team as they begin to determine the student's educational placement. It is important to remember that the student's parents must be part of any group that makes decisions on the educational placement of the student. The purpose for reviewing and discussing these questions is to ensure that the IEP team has given adequate consideration to placement of this student in the general education classroom with supplementary aids and services, prior to considering removal from the general education classroom. The IEP team's discussion of these questions should be reflected in the answers to the next items on the IEP:

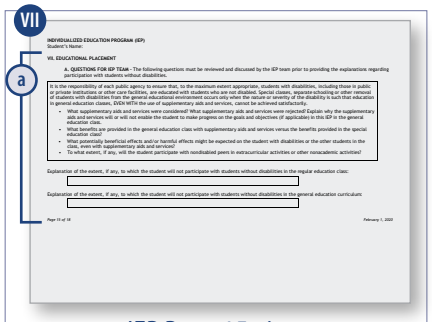
Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class; AND,

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

– this section is continued on the next page

VII ANNOTATION: *(continued from previous page)*

a **Supplementary Aids and Services** are defined as aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, EVEN WITH the use of supplementary aids and services, cannot be achieved satisfactorily.

- What supplementary aids and services were considered? What supplementary aids and services were rejected? Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education classes?
- What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special 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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The purpose of providing supplementary aids and services is to support students with disabilities as active learners and participants with nondisabled peers as well as to enable their access to the general curriculum. To that end, supplementary aids and services include modification to the general curriculum to ensure that a student with a disability is not removed from education in age-appropriate regular education classrooms solely because of needed modification in the general curriculum.

Federal and state regulations do not include a list of supplementary aids and services; therefore, IEP teams may need additional information to ensure that they are reviewing the range of possibilities. To assist IEP teams in reviewing the range of supplementary aids and services that may be provided, PDE has developed a Fact Sheet on Supplementary Aids and Services as well as a *Supplementary Aids and Service Consideration Toolkit* to assist teams in identifying appropriate supplementary aids and services for an individual student.

The Supplementary Aids and Services Fact Sheet provides a framework of four categories of supplementary aids and services as well as illustrative examples from each of the four categories: Collaborative Practices, Instruction, Physical, and Social-Behavioral. This document is available at www.pattan.net

– this section is continued on the next page

VII

a Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular educati

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general educat

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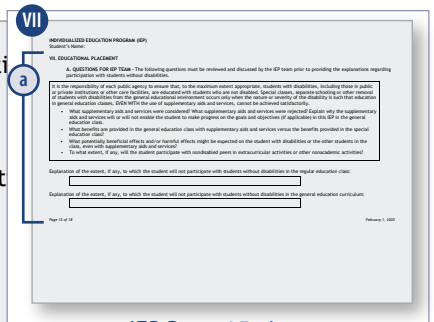

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, EVEN WITH the use of supplementary aids and services, cannot be achieved satisfactorily.

- What supplementary aids and services were considered? What supplementary aids and services were rejected? Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education classes?
- What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special 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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VII ANNOTATION: *(continued from previous page)*

a The IEP must include an explanation and a description of those activities, if any, in which the student will NOT participate with students without disabilities within the regular education classroom and school activities. These required IEP statements should be based on the IEP team's consideration of a full range of supplementary aids and services that will enable the student to make meaningful educational benefit in the regular education classroom.

Assistance to the team in identifying the full range of supplementary aids and services can be found by using the *Supplementary Aids and Services Consideration Toolkit* and the PDE fact sheet: *Supplementary Aids and Services* available at www.pattan.net.

The team's discussion of the previous "Questions for IEP teams" should be reflected in the responses to these two items on the IEP. For example, if the team has determined that the student will not participate in the regular class for a portion of the day, the explanation should include a rationale for this decision (e.g., the specific supplementary aids and services that were considered and rejected and why; the benefits afforded to the student via removal versus those afforded the student in the general education classroom with supplementary aids and services provided; if the decision was based upon potential harmful effects to the student or others, these should be described, etc.) Likewise, if the team has determined that the student will not participate in the general education curriculum for a portion of the day, the explanation for this item should include a rationale that clearly reflects their review and discussion of the "Questions for IEP Teams."

It is important to understand the difference between "regular education CLASS" and "general education CURRICULUM".

Regular education class refers to the educational environments where students without disabilities receive instruction and participate in activities throughout the school day. It includes instruction that occurs outside of the actual 'classroom', such as within the school or community where interaction occurs with persons without disabilities.

General education curriculum refers to the content of the instruction that is to be taught to students in each grade and subject area. In Pennsylvania, general education curriculum must follow the content of the PA Core Standards.

A student may be educated in a regular education classroom, however, the student may be instructed using adaptations or modifications to the general education curriculum. Students who are found eligible for the PASA may receive instruction aligned to the Alternate Eligible Content, regardless of the educational environment they are in (i.e., a student may be in a general education classroom receiving instruction aligned to the Alternate Eligible Content).

– this section is continued on the next page

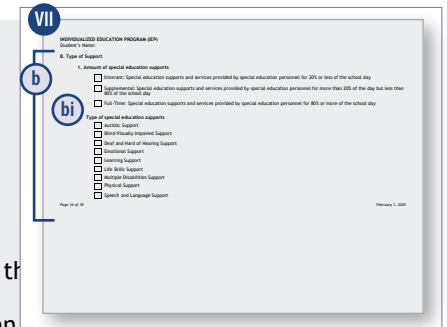
VII

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

b **B. Type of Support**

bi **1. Amount of special education supports**

- ☐ Itinerant: Special education supports and services provided by special education personnel for 20% or less of th
- ☐ Supplemental: Special education supports and services provided by special education personnel for more 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



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VII ANNOTATION:

bi Amount of special education supports refers to the total amount of time in a typical school day that the student receives special education supports from special education personnel. Special education personnel refers to teachers and related service providers, and does not include services provided by paraprofessionals. Check the box above that appropriately indicates the total amount of special education support a student receives during an average school day. The box that you check above should indicate the total amount of special education support received by the student.

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

VII

b **B. Type of Support**

bii **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

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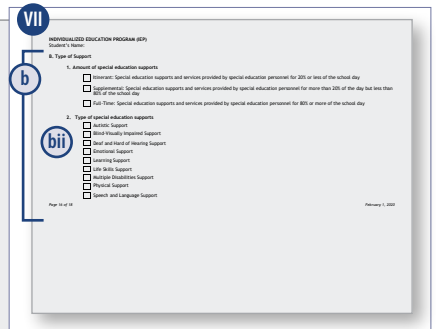


IEP Page 16 - inset

VII ANNOTATION:

bii Type(s) of special education supports are provided to a student based on the learning needs of the student. Special education support(s) may differ from the disability category used for determination of eligibility. For example, a student who has been diagnosed as having autism may receive learning support services if those services are appropriate to the 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.

There are nine possible types of support:

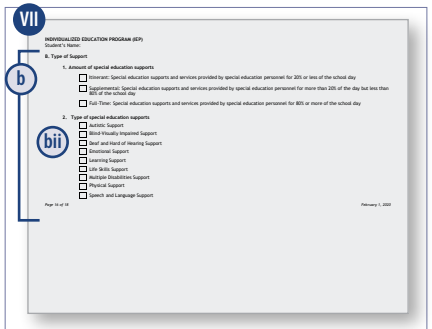
Autistic Support: Services for students with the disability of autism who require services to address needs primarily in the areas of communication, social skills or behaviors consistent with those of autism spectrum disorders. The IEP for these students must address needs as identified by the IEP team which may include, as appropriate, the verbal and nonverbal communication needs of the student; social interaction skills and proficiencies; the student's response to sensory experiences and changes in the environment, daily routine and schedules; and the need for positive behavior supports or behavioral interventions.

Blind-Visually Impaired Support: Services for students with the disability of visual impairment including blindness, who require services to address needs primarily in the areas of accessing print and other visually-presented materials, orientation and mobility, accessing public and private accommodations, or use of assistive technologies designed for individuals with visual impairments or blindness. For students who are blind or visually impaired, the IEP must include a description of the instruction in braille and the use of braille unless the IEP team determines, after the evaluation of the student's reading and writing needs, and appropriate reading and writing media, the extent to which braille will be taught and used for the student's learning materials.

– this section is continued on the next page

VII ANNOTATION: *(continued from previous page)*

bii Deaf and Hard of Hearing Support: Services for students with the disability of deafness or hearing impairment, who require services to address needs primarily in the area of reading, communication accessing public and private accommodations or use of assistive technologies designed for individuals with deafness or hearing impairment. For these students, the IEP must include a communication plan to address the language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and assistive technology devices and services. The communication plan can be found at www.pattan.net


VII

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

B. Type of Support

1. Amount of special education supports

b

- ☐ 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

bii

- ☐ 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

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Emotional Support: Services for students with a disability who require services primarily in the areas of social or emotional skills development or functional behavior.

Learning Support: Services for students with a disability who require services primarily in the areas of reading, writing, mathematics, or speaking or listening skills related to academic performance.

Life Skills Support: Services for students with a disability who require services primarily in the areas of academic, functional or vocational skills necessary for independent living.

Multiple Disabilities Support: Services for students with more than one disability, the result of which is severe impairment requiring services primarily in the areas of academic, functional or vocational skills necessary for independent living.

Physical Support: Services for students with a physical disability who require services primarily in the areas of functional motor skill development, including adapted physical education or use of assistive technologies designed to provide or facilitate the development of functional motor capacity or skills.

Speech and Language Support: Services for students with speech and language impairments who require services primarily in the areas of communication or use of assistive technologies designed to provide or facilitate the development of communication capacity or skills.

The chronological age ranges of the students in a particular class must not exceed three years for grades K-6 and four years in grades 7-12. Exceptions may be made by the IEP team for an individual student based upon the student's needs and must be justified in the IEP. Information about exceptions to age range can be included here, next to Type of Special Education Support, or can be put in Section I., Special Considerations under, "Other" or any place on the IEP that the IEP team determines is appropriate.

A student may receive more than one type of support. For example, a student may receive supplemental autistic support, itinerant speech and language support and itinerant emotional support. The total amount of support is checked for Amount of Special Education Supports. The types of special education supports are then checked for this section. In the example, the IEP team would check Autistic Support, Speech and Language Support and Emotional Support.

Charter and cyber charter schools are not bound by the terms used for amount and type of special education supports. Charter and cyber charter schools may choose to use this language, or can describe the student's special education services in other ways.

The IEP should add "Gifted Support" if it applies to the student for whom the IEP is being written.

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

VII

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

c **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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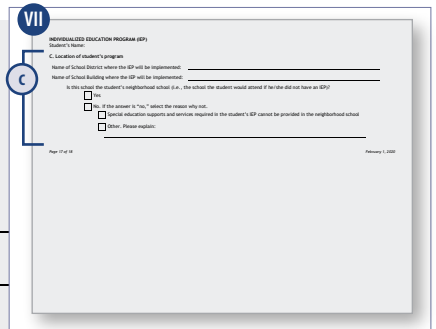

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VII ANNOTATION:

c The IEP team is to list the name of the school district where the IEP will be implemented as well as the school building where the IEP will be implemented. The IEP team must also check if the school building listed is the student's neighborhood school.

The first consideration for placement of the student is always the student's neighborhood school, which is the school the student would attend if the student did not have an IEP. If the student's placement is not in the neighborhood school, the IEP team must indicate the reason. The first option is that the required special education supports and services cannot be provided in the neighborhood school. The next option is, "Other." If "Other" is chosen an explanation must be provided.

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

VIII. PENNDATA Reporting

VIII

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

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

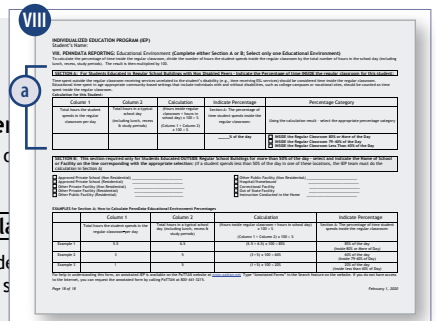
To calculate the percentage of time inside the regular classroom, divide the number of hours the student spends inside the regular classroom by the total number o
lunch, recess, study periods). The result is then multiplied by 100.

a **SECTION A: For Students Educated in Regular School Buildings with Non Disabled Peers - Indicate the Percentage of time INSIDE the regula**

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
Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational s
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:	Using the calculation result - select the appropriate percentage category
			_____% of the day	☐ **INSIDE the Regular Classroom 80% or More of the Day** ☐ **INSIDE the Regular Classroom 79-40% of the Day** ☐ **INSIDE the Regular Classroom Less Than 40% of the Day**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VIII ANNOTATION:

a The first step in the calculation is to identify the number of hours the student spends in the regular classroom per day (column 1). Time spent in the regular classroom includes:

- Instruction in an educational environment where students without disabilities are receiving instruction
- Instruction that occurs outside the classroom, such as within the school or community where interaction occurs with persons without disabilities and includes nondisabled peers and community members
- Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving ESL services)
- Time spent in age-appropriate community-based settings that include individuals with and without disabilities (e.g., college campuses, vocational sites)
- Lunch, recess and study periods

Next, the IEP team identifies the total hours in a typical school day, including lunch, recess, and study periods (column 2). The team then divides the total hours the student spends in the regular classroom per day (column 1) by the total hours in a typical school day (column 2), and multiplies that number by 100 to get the percentage of time the student spends inside the regular classroom (column 3). Using this percentage (column 4), the IEP team selects the appropriate percentage category (column 5).

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.

VIII

b

SECTION B: This section required only for Students Educated OUTSIDE Regular School Buildings for more than 50% of the day - select and or Facility on the line corresponding with the appropriate selection: (If a student spends less than 50% of the day in one of these locations, t calculation 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) _____
- ☐ Other Public Facility (Non Residential) _____
- ☐ Hospital/Homebound _____
- ☐ Correctional Facility _____
- ☐ Out of State Facility _____
- ☐ Instruction Conducted in the Home _____

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 help in understanding 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.

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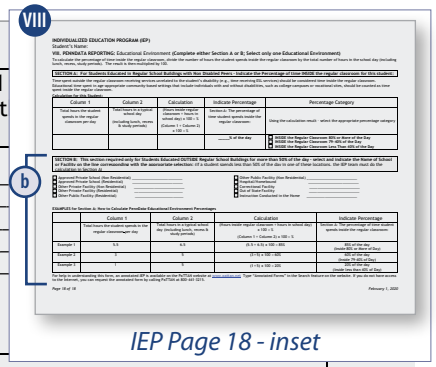
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VIII ANNOTATION:

b **Section B:** The IEP team completes Section B only for students educated outside regular school buildings for more than 50% of the day. In completing Section B, the IEP team must select one of the locations listed in Section B and indicate the name of the school or facility on the line corresponding with the appropriate selection. If the student spends less than 50% of the day in one of these locations, the IEP team must instead complete Section A.

Refer to *Guidelines for Calculating Educational Environment for Penn Data Reporting* available on the PaTTAN website at www.pattan.net for examples to guide the IEP team in determining educational environment.

The annotated forms offer assistance and guidance to parents and educators; they are not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations.