

INDIVIDUALIZED EDUCATION PROGRAM (IEP): ANNOTATED

***** School Age

IEP Team Meeting Date: _____

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

Anticipated Duration of Services and Programs: _____

ANNOTATION:

IEP Implementation Date (Projected Date when Services and Programs Will Begin): Indicate the first day the child will receive the services and programs of this IEP. This IEP must be implemented as soon as possible but no later than 10 school days after its completion. For charter schools, the IEP must be implemented as soon as possible.

Anticipated Duration of Services and Programs: Indicate the last day that the child will receive the services and programs of this IEP. This date must not be more than one year. If the IEP implementation date is 12/14/05, the anticipated duration date must be no later than 12/13/06.

Student Name: _____ DOB: ___/___/___ Age: _____ Grade: _____

Anticipated Year of Graduation: _____ Local Education Agency: _____

School the child is attending: _____

Parent Name: _____ County of Residence: _____

Address: _____

Phone: (H) _____

(W) _____

Other Information: _____

ANNOTATION:

Complete the 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, it could be included under *Other Information*. If there is nothing to include in this space write *Not Applicable* or *N/A*.

Individualized Education Program: Annotated

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

ANNOTATION:
 The IEP may be revised after the initial or annual meeting without scheduling another meeting. This section provides documentation of any revisions made without reconvening the IEP team. Indicate how the agreed upon changes occurred (e.g., dates and times of phone conversation, discussion of strategies at a prior meeting).

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

ANNOTATION:
 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. The names of team members involved in the revision are listed (signature not required). Indicate the section 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 of the IEP. For example, changes can be highlighted, underlined, italicized, hand written, etc. LEAs are not mandated to provide parents a revised copy of the IEP, but must provide it upon request.
 The LEA must ensure that the child's IEP team, and each regular education teacher, related services provider member who is responsible for implementing any part of the child's IEP, is informed of those changes. In addition, the LEA must make the child's IEP accessible to school staff who are responsible for its implementation. Each teacher must be informed of his/her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child as specified in the IEP.

IEP TEAM/SIGNATURES

The Individualized Education Program (IEP) Team makes the decisions about the child's program and placement. The child's parent(s), the child's special education teacher, and a representative from the local education agency are required members of this team. A regular education teacher must also be included if the child participates, or may be participating in the regular education environment. Signature on this IEP documents attendance, not agreement.

Role	Printed Name	Signature
Parent		
Parent		
Student*		
Regular Education Teacher		
Special Education Teacher		
Local Ed Agency Rep		
Career/Tech Ed Rep**		
Community Agency Rep**		

Role	Printed Name	Signature

Written input received from the following members:

ANNOTATION:
 IEP attendance: The 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. LEAs should obtain the signature of everyone who participated in the meeting, even for those who participated via telephone or videoconference.

Required IEP Team members: Parents, not less than one regular education teacher when the child 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), child, when appropriate.

A regular education teacher of the child must, to the extent possible, participate in the development of the IEP of the child, including the determination of appropriate positive behavioral interventions and supports and other strategies for the child and supplementary aids and services, program modifications, and support for school personnel.

IEP team members excused: This new section documents the names of the IEP team members who were excused and submitted information to the IEP team in writing before the meeting. Excusal from attendance applies only to the following team members: regular education teacher, special education teacher, LEA representative, and other individual who can interpret implication of evaluation results. Excusal is agreed upon via the Invitation to Participate in the IEP Team Meeting or Other Meeting. If an IEP team member has been excused that team member is not to sign that they have attended.

- * The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.
- ** As determined by the LEA as needed for transition services.

PROCEDURAL SAFEGUARDS NOTICE

I have received a copy of the *Procedural Safeguards Notice* during this school year. The Local Education Agency has informed me whom I may contact if I need more information.

Signature: _____

ANNOTATION:
 This section provides documentation that the parent has been provided with the necessary notice required by law. The parent(s) must sign acknowledging receipt and awareness of whom to contact. The Procedural Safeguards Notice must be presented to the parents once per year. The PSN also must be given upon 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.

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

Is the Student Blind or Visually Impaired?

- No
- Yes - Team must provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate.

ANNOTATION:

Braille and Braille instruction must be provided to any child who is identified as having visual impairment unless the team determines that Braille is not appropriate for the child. This provision requires the IEP team to provide information on why Braille should not be taught to a child with visual impairment.

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 child's present need for Braille and the likelihood of future need. The learning media assessment is part of the functional vision assessment and uses a variety of indicators in assisting the team to determine which methods of reading and writing will be appropriate for the child with visual impairments both now and in the future. The learning media assessment includes clinical information which documents medical information about the child's medical condition and visual prognosis, a functional vision assessment which assesses the child's use of vision, indicates the child's use of sensory channels to acquire information, and assessments of the child's ability to read, write and compute.

The IEP team should adopt a systematic method of documenting this information for all children with visual impairments, including children with multiple disabilities, when visual impairment is present.

QUESTIONS IEP TEAM MIGHT ASK:

- Is there a pattern of reliance on vision, touch or other senses to gather information?
- Is the child able to read own handwriting?
- Does the child have a portable method of reading and writing?
- Is the child's academic progress impeded by the current method of reading?
- Is there a prognosis for continued vision loss or is the vision stable?

Is the Student Deaf or Hearing Impaired?

- No
- Yes - Team must consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode in the development of the IEP.

ANNOTATION:

For children who are deaf or hard of hearing, the IEP team must consider the communication and language needs of the child and the child's opportunities for direct interaction with peers and educational personnel in the child's own language and communication mode. Opportunities for direct interaction (i.e., without the need for an interpreter) in the child's own language and communication mode must also be considered. All children who use manual communication (i.e., American Sign Language, Manually Coded English, or Total Communication) as their primary method of communication should be given consideration for placement into a classroom or program in which the teacher, other children, and the ancillary support services providers understand and use the appropriate communication mode.

QUESTIONS IEP TEAM MIGHT ASK:

- What is the student's typical mode of communication?
- Is an interpreter or transliterator needed for the child 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 child's language and communication mode?
- Does the child 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?

Communication needs

ANNOTATION:

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

QUESTIONS IEP TEAM MIGHT ASK:

- What is the child's typical mode of communication?
- What opportunities exist to foster communication with the general population?
- Do the child's communication skills impact upon learning?
- Does the child 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?

Assistive technology devices and /or services

ANNOTATION:

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 child with a disability. An assistive technology device does not include a medical device surgically implanted or replaced. Assistive technology *service* means any service that directly assists a child with a disability in the selection, acquisition or use of a device. This includes any special equipment or technology that children 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 IEP TEAM MIGHT ASK:

- Does the child need assistive technology to be in the least restrictive environment (LRE)?
- Does the child need assistive technology to meaningfully participate in the general curriculum?
- Does the child need assistive technology to participate in activities?
- Does the child need assistive technology to access educational/print materials?
- Does the child need assistive technology to access auditory information?
- Does the child need assistive technology for written communication/computer access?
- Does the child need assistive technology for augmentative communication?
- Does the child need assistive technology to participate in state and local assessments?

Limited English Proficiency

ANNOTATION:

Consideration of the language needs of all children with limited English proficiency (LEP) receiving special education services must be given “as such needs relate to the child’s IEP.” IEP teams must determine if the issues/problems the child is experiencing are due to the fact that the child is acquiring a second language or due to a possible disability. When assessing children who are LEP is it essential to compare the results to other LEP children with similar background, years of second language acquisition, and English as a Second Language (ESL) programs.

QUESTIONS IEP TEAM MIGHT ASK:

- Is the child’s difficulty due to a disability or second language acquisition?
- Is the disability present in the native language?
- What was the first language the child learned to speak?
- What language does the child 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 child’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?

Behaviors that impede his/her learning or that of others

ANNOTATION:

For a child whose behavior impedes his/her learning or that of others, the IEP team must consider strategies and supports, including effective behavior interventions, to address that behavior. These interventions and supports must be included in the IEP.

QUESTIONS IEP TEAM MIGHT ASK:

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

Transition services

ANNOTATION:

Post school outcomes reflect the student's plans following graduation. Outcomes should be developed prior to determining courses of study and developing goals.

The IEP team must address the student's courses of study (such as participation in advanced-placement courses or a vocational education program) when writing an IEP for each student with a disability beginning at age 16, or younger if determined appropriate by the IEP team. 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. Do not use general terms such as college prep, business, general, etc.

A statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages must be developed for each student beginning at age 16, or younger if determined appropriate by the IEP team. Transition services and courses of study must be updated annually. These are included in the Student's Transition Services section of the IEP.

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 post secondary outcomes?
- Who has been designated as being responsible to coordinate transition activities?

Other (specify) _____

ANNOTATION:

The IEP team should address whether there are any other considerations to take into account when developing an IEP for a student with a disability. For example, for students who turn 18 during the term of this IEP, the team must address voter registration as required as part of the IEP process.

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (Include Student's Present Levels in the Area of Post-Secondary Transition if Appropriate)

STUDENT'S PRESENT LEVELS OF ACADEMIC ACHIEVEMENT:

STUDENT'S PRESENT LEVELS OF FUNCTIONAL PERFORMANCE:

ANNOTATION:
This section provides a snapshot of the child's performance in his/her current educational program and indicates the child's instructional level. The information should be stated in clear, concrete terminology. The method for determining the instructional level should relate to the day-to-day instruction and include a description of the child's performance in all relevant areas and subjects. If the child is currently receiving special education services, information about the child's progress toward his/her annual goals must be included. If the child has limited English proficiency, a statement of native language performance and of English proficiency level should be included here. Information contained in this section provides baseline data for developing the IEP. The information should be related to recommendations from the child's current Evaluation Report, assessment results, and ongoing progress monitoring.

The language has changed from "Present Levels of Educational Performance" to *Present Levels of Academic Achievement and Functional Performance*. Information must be included for both items. Present levels of academic achievement refer to how the child is performing within the general education curriculum, including reading, writing, and math. 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 described as a functional reading level of 2nd grade for a 10th grade child, ability to access public transportation, and social skill or behavioral deficits. Information included here does not have to be indicative of a deficit, e.g., the child's functional performance in all areas is age appropriate.

Any special considerations checked in Section I of the IEP must be addressed in this section. Additional information related to special considerations can be found on the PaTTAN web site.(www.pattan.net)

When behavior is determined to be a special consideration, assessment data should be included here. This would include: antecedents, measurable description of behavior of concern, consequences, function and hypothesis statement.

This information can be documented in the following way:

<i>Antecedents to the behavior of concern</i>	<i>Behavior of concern</i>	<i>Consequences maintaining the behavior of concern</i>	<i>Perceived function of the behavior of concern</i>
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HOW THE STUDENT'S DISABILITY AFFECTS INVOLVEMENT AND PROGRESS IN GENERAL EDUCATION CURRICULUM

Strengths:

Academic, Developmental, Functional Needs Related to Child's Disability:

Effect on Involvement and Progress in General Education Curriculum:

ANNOTATION:

This section includes statements about the child's progress in the general education curriculum, and how he/she interacts with the curriculum. The information should be clear enough to support the continuation, elimination or need for services included in the child's IEP. The IEP team must determine how the child will be involved in and make progress in the general education curriculum. This determination should be based on assessments that have been made directly in the general education curriculum and programs, and then be reflected in the IEP statement of the child's present levels. This determination will drive the development of the remainder of the IEP. Reference to the PA Academic Standards and/or the Assessment Anchors may be written in this section.

In this section, the IEP team will describe or list what the child does relatively well (i.e., strengths). In addition, the IEP team needs to address the specific needs of the child related to the child's disability and the effect on involvement and progress in the general education curriculum. This section of the IEP is crucial in order to be able to write an IEP that will address all needs of a specific child during a school day.

For a student who is transition age (16 or younger, if appropriate, during this IEP), the IEP must include information about the student's needs, strengths, interests and preferences. All identified needs must be addressed in subsequent sections of the IEP. This information should support any services included in the IEP.

III. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS

STUDENT PARTICIPATION – STATE ASSESSMENTS

This section applies to a student participating in the Pennsylvania System of State Assessment (PSSA) or Pennsylvania Alternate System of Assessment (PASA)

- Student will participate in the PSSA without accommodations. **OR**
 - Student will participate in the PSSA with the following appropriate accommodations that are necessary to measure his/her academic achievement and functional performance
 - Reading (Grades 3-8, and 11):
 - Math (Grades 3-8, and 11):
 - Writing (Grades 5, 8, and 11): **OR**
 - Student will participate in the PASA
- Choose how the student’s performance on the PASA will be documented
- Videotape (which will be kept confidential as all other school records)
 - Written narrative (which will be kept confidential as all other school records)
- Explain why the child cannot participate in the PSSA:

Explain why the PASA is appropriate:

STUDENT PARTICIPATION – LOCAL ASSESSMENTS

- Student will participate in Local assessments without accommodations. **OR**
 - Student will participate in Local assessments with the following accommodations: **OR**
 - The student will take an alternate local assessment
- Explain why the child cannot participate in the regular assessment:

Explain why the alternate assessment is appropriate:

ANNOTATION:

All children must participate in the PSSA/PASA and local assessments. Examples of local assessments are Terra Nova, Metropolitan Achievement Test, etc. The IEP team must document the decision about the child’s participation in these assessments. The team must first determine if the child can participate without accommodations. If the answer is “yes”, then the child will participate in the assessment without accommodations.

The team may decide the assessment is appropriate for the child to take, but that certain accommodations used in the classroom during instruction and/or assessment are needed. These accommodations must be listed on the IEP. These accommodations must be allowable for the assessment and should not be something that would give the child an unfair advantage. Additional information regarding allowable accommodations can be found on the PDE website, www.pde.state.pa.us

If the team determines that the child is unable to take the assessment even with accommodations, the reason for this decision must be indicated on the IEP. In addition, an alternate assessment must be indicated. For the statewide assessment, the PSSA, the alternate must be the state alternate assessment, PASA. For

children taking the PASA, the team must indicate if the performance will be documented via videotape or written narrative. For a local assessment, the team must indicate how the child will be assessed.

IEP teams must explain why the child cannot participate in the PSSA, and why the PASA is appropriate. Explanations also are needed for local assessments.

IV. STUDENT’S TRANSITION SERVICES

DESIRED POST-SCHOOL OUTCOMES: Define and project the desired post-secondary outcomes as identified by the student, parent and IEP team in the following areas. State how each transition activity/service needed to assist the student in reaching goals will be provided. Indicate whether an IEP goal will be written.

ANNOTATION:

Transition planning is a results-oriented process that must begin with the IEP that will be in place when the student turns 16 years of age. However, transition planning can begin at any age as determined by the IEP team. Although the grid below represents the current year of planning, IEP teams should also document a multi-year planning process. This step-by-step plan that leads the student from high school to their post-school outcomes is called the coordinated set of activities. One way to document the coordinated set of activities might be to keep the grids from year to year. Upon graduation, the IEP team then would have a coordinated set of activities in the student’s file. Another way might be to add to the grid each year so that the record of the coordinated set of activities is documented yearly – resulting in the final IEP containing all activities completed during the student’s school career. This would also provide the LEA with information to complete the Summary of Performance as the student exits their educational program upon receiving a diploma or aging out.

Desired post-school outcomes are a vital part of the IEP. 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. The IEP also must contain the transition services, including courses of study, needed to assist the student in reaching those goals.

Post-school outcomes guide the rest of the IEP process and the student’s remaining years in the school-age educational program. Each outcome area on the grid is followed by a space in which to identify the student’s specific intended outcome in the selected area.

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

Post-secondary Education and Training Outcomes:						
Activity/Service (Including Courses of Study)	Location	Frequency	Projected Beginning Date	Anticipated Duration	Agency Responsible	IEP Goal (Y/N)
						<input type="checkbox"/> Y <input type="checkbox"/> N
						<input type="checkbox"/> Y <input type="checkbox"/> N

Employment Outcome:						
Activity/Service (Including Courses of Study)	Location	Frequency	Projected Beginning Date	Anticipated Duration	Agency Responsible	IEP Goal (Y/N)
						<input type="checkbox"/> Y <input type="checkbox"/> N
						<input type="checkbox"/> Y <input type="checkbox"/> N

Independent Living Outcome, if appropriate:						
Activity/Service (Including Courses of Study)	Location	Frequency	Projected Beginning Date	Anticipated Duration	Agency Responsible	IEP Goal (Y/N)
						<input type="checkbox"/> Y <input type="checkbox"/> N
						<input type="checkbox"/> Y <input type="checkbox"/> N

IV. STUDENT’S TRANSITION SERVICES

DESIRED POST-SCHOOL OUTCOMES: Define and project the desired post-secondary outcomes as identified by the student, parent and IEP team in the following areas. State how each transition activity/service needed to assist the student in reaching goals will be provided. Indicate whether an IEP goal will be written.

Postsecondary Education and Training Outcome:						
Activity/Service (Including Courses of Study)	Location	Frequency	Projected Beginning Date	Anticipated Duration	Agency Responsible	IEP Goal (Y/N)
						<input type="checkbox"/> Y <input type="checkbox"/> N
						<input type="checkbox"/> Y <input type="checkbox"/> N

ANNOTATION:

Completing the Grid: Identify the Postsecondary Education and Training Outcome in the space provided after the colon. Examples might include: two- or four-year college w/support, technical/trade school, etc.

In the ACTIVITY/SERVICE column, identify specific actions that will be taken within the duration of this IEP. Examples might include: develop self-advocacy skills, register for the SAT, request accommodations for the SAT, tour campus facilities, attend college fair, etc. The student’s Courses of Study should identify the courses s/he will be taking within the duration of this IEP that lead to the post-school outcome. If the student is enrolled in a career and technical school, the CIP code (classification of instructional program) of the approved vocational program can be listed with the course of study.

In the LOCATION column, identify where each service or activity will take place. Examples might include: regular education class, college campus, guidance office, etc.

In the FREQUENCY column, identify how often each service or activity will take place. Examples might include: daily, weekly, once in the fall semester, etc.

In the PROJECTED BEGINNING DATE column, identify when each service or activity will begin. Examples might include: the implementation date of the IEP (MM/DD/YYYY), or if the activity will take place only during the spring semester, indicate that date (MM/DD/YYYY).

In the ANTICIPATED DURATION column, indicate when each service or activity will end. Examples might include: the anticipated duration date of the IEP (MM/DD/YYYY), or if the activity will conclude before the IEP duration date then indicate that date (MM/DD/YYYY).

In the AGENCY RESPONSIBLE column, indicate the person's title or agency that will ensure each activity/service is completed. Examples might include: OVR, MH/MR, LEA, guidance counselor, supports coordinator, special education teacher, etc.

In the IEP GOAL column, check whether each activity will be addressed by a measurable annual goal in the next section of the IEP. The IEP team decides whether a measurable annual goal is developed for a particular activity/service. If instruction is needed to address a skill deficit, then YES should be checked and a goal should be written. If the activity or service does not require instruction, such as touring a trade school, or attending a college fair, then NO should be checked and no goal is necessary.

Employment Outcome:

Activity/Service (Including Courses of Study)	Location	Frequency	Projected Beginning Date	Anticipated Duration	Agency Responsible	IEP Goal (Y/N)
						<input type="checkbox"/> Y <input type="checkbox"/> N
						<input type="checkbox"/> Y <input type="checkbox"/> N

ANNOTATION:

Identify the Employment Outcome in the space provided after the colon. Examples might include: competitive or supported employment, etc.

In the ACTIVITY/SERVICE column, identify specific actions that will be taken within the duration of this IEP. Examples might include: in-school work experience, community service, OVR referral, paid work experience, job shadowing, etc. The student's Courses of Study may identify the courses s/he will be taking within the duration of this IEP that lead to an employment outcome. If the student is enrolled in a career and technical school, the CIP code (classification of instructional program) of the approved vocational program may be listed with the course of study. This should be noted within the courses of study section.

In the LOCATION column, identify where each service or activity will take place. Examples might include: regular education class, community work site, guidance office, learning support classroom, etc.

In the FREQUENCY column, identify how often each service or activity will take place. Examples might include: daily, weekly, once in the fall semester, etc.

In the PROJECTED BEGINNING DATE column, identify when each service or activity will begin. Examples might include: the implementation date of the IEP (MM/DD/YYYY), or if the activity will take place only during the spring semester, indicate that date (MM/DD/YYYY).

In the ANTICIPATED DURATION column, indicate when each service or activity will end. Examples might include: the anticipated duration date of the IEP (MM/DD/YYYY), or if the activity will conclude before the IEP duration date then indicate that date (MM/DD/YYYY).

In the 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, supports coordinator, special education teacher, etc.

In the IEP GOAL column, check whether each activity will be addressed by a measurable annual goal in the next section of the IEP. The IEP team decides whether a measurable annual goal is developed for a particular activity/service. If instruction is needed to address a skill deficit, then YES should be checked and a goal should be written. If the activity or service does not require instruction, such as meeting with an OVR counselor, or attending a job fair, then NO should be checked and no goal is necessary.

Independent Living Outcome, if appropriate:

Activity/Service (Including Courses of Study)	Location	Frequency	Projected Beginning Date	Anticipated Duration	Agency Responsible	IEP Goal (Y/N)
						<input type="checkbox"/> Y <input type="checkbox"/> N
						<input type="checkbox"/> Y <input type="checkbox"/> N

ANNOTATION:

Identify the Independent Living Outcome, if appropriate, in the space provided after the colon. This outcome may include recreation/leisure, residential, and community participation areas. Examples might include: living in the community with long-term support, living in the community with family support, etc. If the team determines that an independent living outcome is not appropriate, write *Not Applicable* or *NA*.

In the ACTIVITY/SERVICE column, identify specific actions that will be taken within the duration of this IEP. Examples 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, practicing pedestrian safety, opening a case with MH/MR, obtaining driver's license, etc. The student's Course of Study may identify the courses s/he will be taking within the duration of this IEP that lead to an independent living outcome.

In the LOCATION column, identify where each service or activity will take place. Examples might include: regular education class, community site, guidance office, learning support classroom, etc.

In the FREQUENCY column, identify how often each service or activity will take place. Examples might include: daily, weekly, once in the fall semester, etc.

In the PROJECTED BEGINNING DATE column, identify when each service or activity will begin. Examples might include: the implementation date of the IEP (MM/DD/YYYY), or if the activity will take place only during the spring semester, indicate that date (MM/DD/YYYY).

In the ANTICIPATED DURATION column, indicate when each service or activity will end. Examples might include: the anticipated duration date of the IEP (MM/DD/YYYY), or if the activity will conclude before the IEP duration date then indicate that date (MM/DD/YYYY).

In the 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, supports coordinator, special education teacher, etc.

In the IEP GOAL column, check whether each activity will be addressed by a measurable annual goal in the next section of the IEP. The IEP team decides whether a

measurable annual goal is developed for a particular activity/service. If instruction is needed to address a skill deficit, then YES should be checked and a goal should be written. If the activity or service does not require instruction, such as registering to vote or obtaining a photo ID, then NO should be checked and no goal is necessary.

V. GOALS AND OBJECTIVES including 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.).

ANNOTATION:

The Individuals with Disabilities Education Improvement Act of 2004 and No Child Left Behind legislation mandate that children, 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, and schools and districts are held accountable for the performance of all children on the statewide assessment of these standards.

In order to comply with the above mentioned requirement, schools in Pennsylvania have aligned the PA Academic Standards and/or Assessment Anchor Content Standards to curriculum, thus ensuring the direct connection of what children must know and be able to do with what children are taught (the curriculum). This alignment applies to all children including those with severe disabilities. Curricula for these children should be aligned with the PA Alternate Standards.

The IEP specifies learning goals for children with disabilities and should be based or referenced to PA Standards and/or Anchors. There are different ways to make the connection between the Academic Standards and/or Assessment Anchor Content Standards and the IEP. Following are four ways to approach this requirement.

Option	Example	Standards Connection	Where
Document on the IEP how and the extent to which goals are linked to standards	Given instructional level reading material, Joy will demonstrate after reading understanding of both fictional and non-fictional text by identifying and explaining the main idea and relevant details, on 3 out of 4 consecutive probes	This goal is related to, <ul style="list-style-type: none"> • Standard 1.1 (Learning to Read independently) • Standard 1.2 (Reading Critically in All Content Areas) • Standard 1.1.3G (Demonstrate after reading understanding and interpretation of both fictional and non-fictional text) • Anchor R3.A.1.4 (Identify and explain the main ideas and relevant details) 	Goal page of IEP
Reference each goal to a Standard or Anchor by number. Provide IEP team with list of Standards/Anchors for quick reference.	Given expository text, (e.g., textbooks, articles, and electronic, articles and electronic format), Joy will state the main idea and at least two supporting details, or summarize (paraphrase) the major points, on 3 out of 4 consecutive weekly probes. Standard 1.1; Anchor R3.A.1.4	This goal is related to: <ul style="list-style-type: none"> • Standard 1.1 • Anchor R3.A.1.4 	Goal page of IEP
Review and attach a checklist of Standards		Checked off as appropriate	Attachment to IEP

and/or Anchors to the IEP, checking off those addressed in the IEP			
Use Standards /Anchors as one of the components of the goal	Given expository text, (e.g., textbooks, articles, and electronic, articles and electronic format), Joy will state the main idea and at least two supporting details, or summarize (paraphrase) the major points, on 3 out of 4 consecutive weekly probes.	This goal is related to: <ul style="list-style-type: none"> • Standard 1.1.3.G • Anchor R3.A.1.4 	Goal page of IEP

MEASURABLE ANNUAL GOAL	Describe HOW the child's progress toward meeting this goal will be measured and WHEN periodic reports on progress will be provided to parents	Report of Progress

ANNOTATION:

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 the condition under which the behavior is to be performed, child's name, clearly defined behavior, and the performance criteria desired. There must be a direct relationship between the annual goals and the present levels of performance. Annual goals are required for areas that are directly affected by the child's disability.

How Child's Progress 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 rubrics, child self-monitoring, teacher-made tests, checklists, inventories, and math/reading probes. How progress will be measured is determined by the IEP team. Progress monitoring is linked to the day-to-day instructional and assessment process.

When Progress will be Reported

The IEP team must decide how the progress on those annual goals will be reported to parents. This reporting must be done 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.

The last column documents the reporting to the parents of the child's progress toward each goal. 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. If the team

has determined that the progress reporting will be done via scheduled phone conferences with the parent(s), the conversation can be documented here.

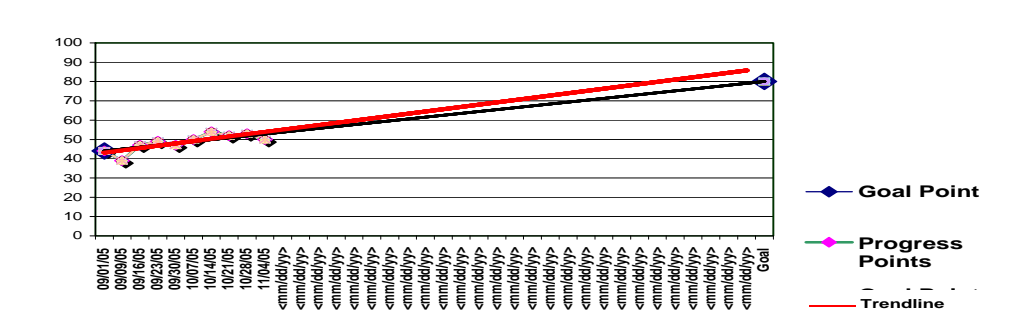
SHORT TERM OBJECTIVES - Required for children with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

	Short term objectives / benchmarks
1.	
2.	
3.	

ANNOTATION:

Short term objectives/benchmarks are only required for children eligible for special education who take alternate assessments aligned to alternate standards (i.e., children severely cognitively disabled and assessed by 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. They provide a mechanism for determining whether the child is progressing during the year, to ensure that the IEP is consistent with the child'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 child's IEP.

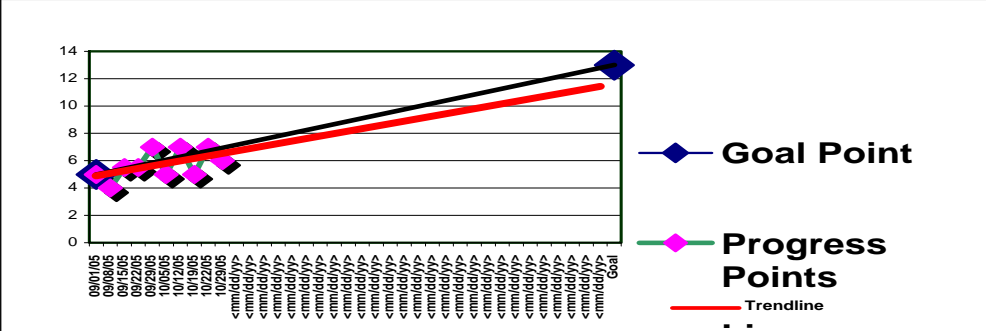
EXAMPLE #1: READING GOAL

MEASURABLE ANNUAL GOAL	Describe HOW the child's progress toward meeting this goal will be measured and WHEN periodic reports on progress will be provided to parents	Report of Progress
<p>Given a series of third grade level DIBELS passages, Justin will read 80 words correct per minute with a minimum of 90% accuracy on three consecutive weekly probes. (PA Academic Standards 1.1.3)</p>	<p>Progress monitoring chart will be forwarded with quarterly report card.</p>	 <p>Justin has progressed from 45 words correct per minute to 50 words correct per minute. Justin is making expected progress toward his annual goal.</p>

EXAMPLE # 2: WRITING GOAL

MEASURABLE ANNUAL GOAL	Describe HOW the child's progress toward meeting this goal will be measured and WHEN periodic reports on progress will be provided to parents	Report of Progress
<p>When given a story starter, 1 minute to plan, and 3 minutes to write – Raheem will write a total of <u>45</u> words on three consecutive administrations. (Raheem's current performance level is 30 words written.)</p>	<p>Weekly writing probes will be administered and charted. The progress monitoring chart will be forwarded to parents with Raheem's quarterly report card.</p>	<p>The expected rate of progress for Raheem is a 50% increase or writing 45 words, over the course of the year.</p>

EXAMPLE # 3: MATH GOAL

MEASURABLE ANNUAL GOAL	Describe HOW the child’s progress toward meeting this goal will be measured and WHEN periodic reports on progress will be provided to parents	Report of Progress
<p>On a series of probes representing third grade level mathematics computation problems, Lisa will compute 13.3 digits correct per minute, on a 3-minute assessment, for three consecutive weekly probes. (PA Academic Standard 2.2.3)</p>	<p>Weekly computation probes will be charted and sent to parents with the quarterly report card.</p>	 <p><i>In 2 months, Lisa has only progressed from computing 5 digits correct per minute to 6 digits correct per minute. She is not making expected progress. Her annual goal should be revised or other interventions should be utilized to support her in reaching the current goal.</i></p>

EXAMPLE # 4: SPECIFIC SKILLS GOALS / OBJECTIVES

MEASURABLE ANNUAL GOAL	Describe HOW the child’s progress toward meeting this goal will be measured and WHEN periodic reports on progress will be provided to parents	Report of Progress
When verbally prompted, Jose will answer who, what, or where questions related to sports, music, or dining activities with 85% accuracy in three consecutive observations based on a checklist utilized across academic settings recorded by instructional staff and paraeducators.	Checklist will be sent home monthly.	<p>-<u>Baseline</u>-50% accuracy -<u>1st Marking Period</u>-average of 65% accuracy.</p> <p><i>Jose’s performance has exceeded expected progress toward his annual goal after the 1st marking period.</i></p>

SHORT TERM OBJECTIVES - Required for children with disabilities who take alternate assessments aligned to alternate achievement standards.

Short term objectives / benchmarks
1. When verbally prompted, Jose will answer “who” questions related to sports, music, or dining activities with 85% accuracy answers to questions based on a checklist utilized weekly by instructional staff and paraeducators across academic settings
2. When verbally prompted, Jose will answer “what” questions related to sports, music, or dining activities with 85% accuracy answers to questions based on a checklist utilized weekly by instructional staff and paraeducators across academic settings
3. When verbally prompted, Jose will answer “where” questions related to sports, music, or dining activities with 85% accuracy answers to questions based on a checklist utilized weekly by instructional staff and paraeducators across academic settings

Specially Designed Instruction: Use of dynamic display communication device, verbal cuing to facilitate responses, provide up to 90 seconds response time per answer (across all settings in school throughout the school day, begins 10/1/05 and ends 9/30/06).

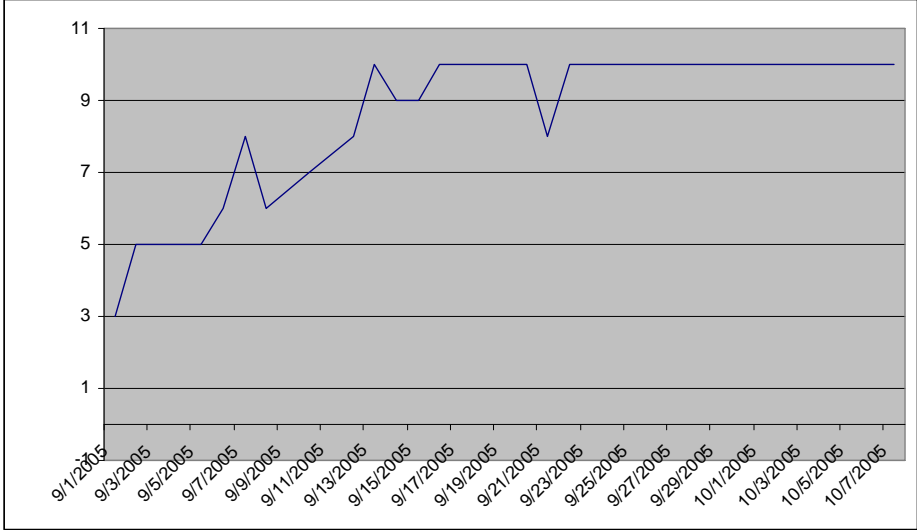
EXAMPLE # 5: SPECIFIC SKILLS GOALS / OBJECTIVES

MEASURABLE ANNUAL GOAL	Describe HOW the child’s progress toward meeting this goal will be measured and WHEN periodic reports on progress will be provided to parents	Report of Progress
<p>When the class is asked to complete tasks which Kellyse considers to be non-preferred (clean-up, journal writing, hand-washing, art activities), she will complete 100% of those activities independently within the scheduled time allotted for all children, as measured by four consecutive weekly probes.</p>	<p>Daily charting of success in these activities including latency chart. Summary will be forwarded home with quarterly report card.</p>	<p><u>Baseline</u>-25%</p> <p><u>1st Marking period</u>-30% within timelines</p> <p><i>Kellyse is not making sufficient progress to meet her goal. Intervention is required.</i></p>

SHORT TERM OBJECTIVES - Required for children with disabilities who take alternate assessments aligned to alternate achievement standards.

Short term objectives / benchmarks
<p>1. Kellyse will complete non-preferred, classroom routine activities (clean-up, hand-washing, journal writing, art activities) with no more than two physical, visual, or verbal prompts as observed once daily for five consecutive days using a checklist to record completed steps in the task and prompts needed.</p>
<p>2. Kellyse will respond to routine directives to begin non-preferred classroom activities within 10 seconds of the directive being given as observed once daily for five consecutive days across activities using a latency chart.</p>

EXAMPLE # 6: BEHAVIOR GOAL

<p>MEASURABLE ANNUAL GOAL</p>	<p>Describe HOW the child's progress toward meeting this goal will be measured and WHEN periodic reports on progress will be provided to parents</p>	<p>Report of Progress</p>
<p>Morgan will follow 10 designated classroom routines by making transitions from one activity to the next without disruptive behavior (i.e., screaming, flailing, dropping to floor) when directed by teaching staff for ten consecutive classroom sessions.</p>	<p>Teacher will collect daily frequency data on success for each transition. Data will be recorded on a graph and sent home to parents monthly.</p>	<p>Baseline – 3 activities</p>  <p><i>Morgan is on her way toward reaching her goal well ahead of time. IEP team should consider revising Morgan's goal.</i></p>

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS:

ANNOTATION:
 The IEP must include a description of the special education, related services, supplementary aids and services, and program modifications that will be provided to the child to: (1) advance appropriately toward attaining the annual goals, (2) be involved and progress in the general education curriculum, and (3) be educated and participate in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable the child to be educated with nondisabled children to the maximum extent appropriate.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION - (*Specially designed instruction may be listed with each goal.*)

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

ANNOTATION:
 Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. Specially designed instruction (SDI) means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child’s disability and to ensure access of the child to the general education curriculum so that he or she can meet the educational standards. For each program modification and/or SDI, the team must indicate the location and the frequency of the service to be provided. Location refers to where the child will be receiving the service. Frequency refers to how often the child will be receiving the program modification and/or SDI. Documentation of frequency using vague terms such as “As needed” is not appropriate. The projected beginning date and the anticipated duration of the service 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 child in consideration of the child’s specific needs and the PA academic standards.

EXAMPLE:

Modifications and SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration
Self monitoring checklist	Regular education class	All reg. classes	12-14-05	12-13-06
Adapted science materials	Regular education class	5x/week	1-10-06	6-13-06
Direct instruction reading program	Special class	10 periods/week	12-14-05	4-13-06
Digitized communication devices	All environments	Entire school day	1-10-06	6-13-06

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

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

ANNOTATION:

Related services (including supplementary aids and services) refer to transportation and any developmental, corrective or other supportive service needed to assist a child with a disability to benefit from special education. 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 children with disabilities to be educated with nondisabled children to the maximum extent appropriate. Examples of related services are: medical services for diagnosis or evaluation purposes, early identification and assessment of disabilities in children, speech/language pathology, assistive technology (AT) aids and services, physical and occupational therapy, audiology services, social work services in schools, psychological services, job coaching and orientation and mobility services. Other examples may include: school health services, parent counseling and training, recreation, counseling services, including rehabilitation counseling services. This is not a complete listing of possible related services since related services must be identified on an individual child basis.

If the IEP team determines that a child 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 child will be receiving the related service. Frequency refers to how often the child will be receiving the related service. The projected beginning date and the anticipated duration of the service must be listed. Duration refers to the anticipated ending date for service.

EXAMPLE:

Service	Location	Frequency	Projected Beginning Date	Anticipated Duration
Individual Speech and Language Therapy	Special Ed. Classroom	1 hour/week	12-14-05	4-1-06
Programming of synthesized AT/communication device	Special Ed. Classroom	Once/month	12-14-05	12-13-06

C. SUPPORTS FOR SCHOOL PERSONNEL PROVIDED FOR THE CHILD

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

ANNOTATION:
 School personnel who provide support to a child 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. For each support, the team must list the 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.

EXAMPLE:

Support	Location	Frequency	Projected Beginning Date	Anticipated Duration
Teacher of children with visual impairment and orientation and the mobility specialist will consult with regular education teacher regarding instructional and environmental adaptations and accommodations.	Classrooms	Weekly	12-14-05	12-13-06

D. EXTENDED SCHOOL YEAR - The IEP Team has considered and discussed ESY services, and determined that:

- Student is NOT eligible for ESY based on:
- OR**
- Student IS eligible for ESY based on:

ANNOTATION:
 ESY must be considered for all children with disabilities. The IEP team must determine eligibility for ESY services. If there is a need for such services, the team must determine the services to be provided. The IEP team must indicate whether the child is eligible or is not eligible for ESY, and the basis for the determination. This determination must be made even if the child’s parents have not specifically requested that their child be evaluated for ESY programming.

In considering whether a child is eligible for ESY services, the IEP team must consider the factors below. However, no single factor will be considered determinative.

- Regression--whether the child 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 child 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 child's difficulties with regression and recoupment make it unlikely that the child will maintain the skills and behaviors relevant to IEP goals and objectives.

- The extent to which the child 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 child to meet the IEP goals of self-sufficiency and independence from caretakers.
- The extent to which successive interruptions in educational programming result in a child's withdrawal from the learning process.
- Whether the child's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, 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 child'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 child 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.

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.

ESY should not be confused with meeting all goals. Some personnel and parents think that if all goals are not met during the year, ESY is provided to meet the objectives listed. This is incorrect. The annual goals are predictions of where the child will be based on current performance. With appropriate data collection and progress monitoring, teams will be aware of the child's performance, allowing IEP adjustments to be made throughout the year. If the prediction was incorrect, the data collection procedures will provide the information necessary to review and revise the IEP.

If the IEP Team has determined ESY is necessary for the provision of FAPE, complete the following.

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

<i>ESY Service to be provided</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>

ANNOTATION:

When ESY services are offered, the IEP must contain a description of the type and amount of ESY service, the projected beginning dates and anticipated duration of service, the frequency and location of the service.

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 child 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 child'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.

ESY Service/SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration
Instruction by special education teacher	Home	30 minutes 5 days/week	7-5-05	8-26-05

VII. EDUCATIONAL PLACEMENT

A. Type of Service (itinerant, resource, part-time, full-time):

B. Type of Support (e.g., learning support, life skills support):

C. Location of child's program

Will the child be attending his/her neighborhood school? (i.e., the school the child would attend if he/she did not have an IEP)

Yes

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

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

Other. Please explain:

ANNOTATION:

Parents must be part of any group that makes decisions on the educational placement of their child.

TYPE OF SERVICE IS NOT USED TO DETERMINE LRE PERCENTAGE. LRE PERCENTAGE IS NOT USED TO DETERMINE TYPE OF SERVICE. THERE IS *NO CORRELATION* BETWEEN TYPE OF SERVICE (i.e., how much special education the child is receiving) AND LRE PERCENTAGE (i.e., percentage of time the child is physically outside the regular education classroom). The continuum of placements is described below. Whenever possible, special education services must be delivered and provided in the regular education environment.

Type of Service: The type of service refers to the amount of special education instruction received by the child. The types of service and descriptions are indicated below:

1. Itinerant

Regular education classroom instruction for most of the school day with special education services and programs provided by special education personnel inside or outside of the regular education class for part of the school day.

2. Resource

Regular education classroom instruction for most of the school day, with special education services and programs provided by special education personnel in a resource classroom for part of the school day.

3. Part-time special education class in the regular school

Special education services and programs are provided outside of the regular education classroom, but in a regular school for most of the school day, with some instruction provided in the regular education classroom for part of the school day.

4. Full-time special education class

Special education classes are provided for the entire school day, with opportunity for participation in non-academic and extra curricular activities to the maximum extent appropriate, which may be located in or outside of a regular school.

Type of Support: Children are assigned to type of support according to their learning needs and age. This support may differ from the disability category used for determination of eligibility. There are nine possible types of support:

Autistic Support

Blind or Visually Impaired Support

Deaf or Hard of Hearing Impaired Support

Emotional Support

Learning Support

Life Skills Support

Multiple Disabilities Support

Physical Support

Speech and Language Support

The chronological age ranges of the children in each 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 child based upon the child's needs and must be justified in the IEP. Information about exceptions to age range can be included here, next to Type of Support, or can be put in Section I., Special Considerations, "Other" or any place on the IEP that the IEP team determines is appropriate.

Examples:

- Part-time emotional support
- Resource learning support
- Itinerant speech and language support

Location of the Child's Program: The first consideration for placement of the child is always the child's neighborhood school, that is the school the child would attend if he/she did not have an IEP. If the child's placement is not in the neighborhood school, the IEP team must indicate the reason. For example, were the child's program and services not able to be provided in that location? Or, is there another reason, such as parental choice as allowed by NCLB?

Explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular education class: [REDACTED]

Explanation of the extent, if any, to which the child will not participate with non-disabled children in the general education curriculum: [REDACTED]

ANNOTATION:

The IEP must include an explanation and a description of those activities, if any, in which the child will not participate with non-disabled children within the regular education class and the general education curriculum. These required IEP statements should be based on current assessments and evaluations performed with full consideration of the least restrictive environment (LRE) intent, including the provision of the full range of supplementary aids and services within the regular education curriculum.

It is the responsibility of each public agency to ensure that to the maximum extent appropriate, children with disabilities, including those in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular education classes even with the use of supplementary aids and services cannot be achieved satisfactorily. Be sure to consider the child's participation in the regular education classroom and in the general education curriculum.

QUESTIONS FOR IEP TEAM:

- 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 regular 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 students in the class, even with supplementary aids and services?
- To what extent, if any, will the student participate with non-disabled peers in extracurricular activities or other nonacademic activities?

VIII. PENN DATA - LEAST RESTRICTIVE ENVIRONMENT (must complete either Section A or B, as appropriate)

Complete section A only for children being educated in regular buildings.

For all other children, mark N/A in Column 6 for “LRE Category” and go to section B.

A. For children being educated in regular buildings with non-disabled peers, you must indicate the number of hours per week the child receives special education services and the percentage of time the child receives special education outside of the regular education classroom in the chart below:

Calculations for This Child			Name of School Building: 		
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Total # hours the child receives special education services per week _____	Total # hours the child receives special education services <u>in</u> regular education classroom _____	Total # hours the child receives special education services <u>outside</u> of regular education classroom _____	Total # hours in school per week _____	# hours outside (Column 3) ÷ # hours in school (Column 4) x 100 = % _____	LRE Category to check on IEP <input type="checkbox"/> Less than 21% <input type="checkbox"/> 21-60% <input type="checkbox"/> 61% or more <input type="checkbox"/> N/A

How to Calculate Penn Data LRE Percentages					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Total # hours the child receives special education services per week	Total # hours the child receives special education services <u>in</u> regular education classroom	Total # hours the child receives special education services <u>outside</u> of regular education classroom	Total # hours in school per week	# hours outside (Column 3) ÷ # hours in school (Column 4) x 100 = %	LRE Category to check on IEP ✓

Individualized Education Program: Annotated

Example 1: 6 Hours (e.g., 5 hours learning support, .5 hour PT, .5 hour speech and language)	5	1	25	$1 \div 25 = 4\%$	Less than 21% outside of regular education classroom
Example 2: 25 Hours (e.g., 23 hours of life skills support, .5 hour PT, .5 hour OT, 1 hour speech)	15	10	25	$10 \div 25 = 40\%$	21%-60% outside of the regular education classroom
Example 3: 25 Hours (e.g., 24 hours emotional support, .5 hour psychological counseling, .5 vision support)	5	20	25	$20 \div 25 = 80\%$	61% or more outside of the regular education classroom

ANNOTATION:

SECTION A: Penn Data Percentages / Name of Building

This section applies to children with disabilities receiving special education outside the regular education classroom in regular schools with non-disabled children.

The number of hours per week that the child receives special education services must be indicated.

Fill in each column of the chart for this child. The IEP team calculates the percentage of time the child receives special education physically outside the regular education classroom and indicates one of the following:

- Less than 21%
- 21-60%
- 61% or more

For examples of how to calculate Penn Data percentages, please refer to the examples above. Column 1 indicates the number of hours per week that the child receives special education services. The second column indicates how many of the hours (from column 2) the child receives special education services in the regular education classroom. Column 3 indicates how many of the hours (from column 1) the child receives special education services outside of the regular education classroom. (Note: The sum of the numbers from columns 2 and 3 must equal the number in column 1). Column 4 indicates the number of hours the child is in school per week. Column 5 indicates the result of calculating the percentage of time the child receives special education outside of the regular education classroom. (Column 3 divided by column 4. Multiply the result by 100 to convert to percentage). Column 6 indicates the LRE category. Example 1: The child receives 6 hours of special education services per week. Five of those six hours of service are provided in the regular education classroom. One of the six hours is provided **outside** the regular education classroom. Calculate the percentage: $1 / 25 = .04 \times 100 = 4\%$. Check less than 21% outside of the regular education classroom. The information on percentage of time the child receives special education outside of the regular education classroom must be listed on Penn Data.

If the child is being educated in a regular building with non-disabled peers: (1) indicate the percentage of time outside the regular education classroom in this section, and (2) write the name of the school here.

B. For children being educated outside regular school buildings, you must indicate the location where services are delivered. If the child is receiving special education in one of the locations below,

- (1) Write "N/A" in the LRE Category section of Column 6 on the preceding page, and
- (2) Check the appropriate setting below and indicate the name of the school or facility.

For Children Being Educated Outside Regular School Buildings		Name of School or Facility
<input type="checkbox"/>	Approved Private School (Non Residential)	█
<input type="checkbox"/>	Approved Private School (Residential)	█
<input type="checkbox"/>	Other Private Facility (Non Residential)	█
<input type="checkbox"/>	Other Private Facility (Residential)	█
<input type="checkbox"/>	Other Public Facility (Residential)	█
<input type="checkbox"/>	Other Public Facility (Non Residential)	█
<input type="checkbox"/>	Hospital/Homebound	█
<input type="checkbox"/>	Correctional Facility	█
<input type="checkbox"/>	Out of State Facility	█
<input type="checkbox"/>	Instruction Conducted in the Home	

ANNOTATION:

SECTION B: Children Being Educated Outside Regular School Buildings

If the child is receiving special education in one of the locations below (1) Write "N/A" in the LRE section (column 6), and (2) write the name of the school or the facility.

- Approved Private School (Non Residential) (e.g., Day student in an APS)
- Approved Private School (Residential) (e.g., Residential student in an APS)
- Other Private Facility (Non Residential) (e.g., Licensed private academic school)
- Other Private Facility (Residential) (e.g., Licensed private academic school)
- Other Public Facility (Residential) (e.g., State operated residential facility)
- Other Public Facility (Non Residential) (e.g., Special education center)
- Hospital/Homebound (e.g., Long-term admission to hospital, temporary medical condition)
- Correctional Facility (e.g., Student receiving services while incarcerated)
- Out of State Facility (e.g., Student receiving services in a facility outside of Pennsylvania)
- Instruction Conducted in the Home (Note: There is no need to indicate a school or facility for this location)