IEP Overview





Pennsylvania Training and Technical Assistance Network

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Before we get into it, there are some things you should know...

I. Eligibility2. Disability Categories3. FAPE

General Overview



General Overview



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

<u>+1</u>		
Student's Name:		
IEP Team Meeting Date (mm/dd/yy):		
IEP Implementation Date (Projected Date when Services and Prog	rams 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):	

School Age

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Student's Name:

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IEP TEAM/SIGNATURES

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

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

* 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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Student's Name:

PROCEDURAL SAFEGUARDS NOTICE

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

Signature of Parent/Guardian/Surrogate:

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

No

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.

Is thestudent deaf or hard of hearing?



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

Yes

No

Yes No

Yes

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.)

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

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

sthe student have limited English proficiency?

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

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

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

No

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Student's Name:

Other (specify):

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Include the following information related to the student:

- Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)
- Present levels of functional performance (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)
- Present levels related to current postsecondary transition goals if the student's age is 14 or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)
- · 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



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

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

For students in Career and Technology Centers, CIP Code:

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Student's Name:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

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

Please check the appropriate assessments. If the student will be assessed using the PSSA or the PSSA-Modified, the IEP Team must choose which assessment will be administered for each content area (Reading, Mathematics, and Science). For example, a student may take the PSSA-Modified for Reading and the PSSA for Mathematics and Science. If the student will be assessed using the PASA, the IEP Team need not select content areas because ALL content areas will be assessed using the PASA.

- PSSA (Please choose the appropriate option and content areas for the student. A student may be eligible to be assessed using the PSSA-Modified
 assessment for one or more content areas and be assessed using the PSSA for other content areas.)
- **PSSA-Modified** (Please choose the appropriate option and content areas for the student. A student may be eligible to be assessed using the PSSA-Modified assessment for one or more content areas and be assessed using the PSSA for other content areas.)

Allowable accommodations may be found in the PSSA Accommodations Guidelines at: <u>www.portal.state.pa.us/portal/server.pt/community/testing_accommodations_security/7448</u> Criteria regarding PSSA-Modified eligibility may be found in Guidelines for IEP Teams: Assigning Students with IEPs to State Tests (ASIST) at: <u>www.education.state.pa.us/portal/server.pt/community/special_education/7465/assessment/607491</u> Criteria regarding PASA eligibility may be found in Guidelines for IEP Teams: Assigning Students with IEPs to State Tests (ASIST) at: <u>www.education.state.pa.us/portal/server.pt/community/special_education/7465/assessment/607491</u>

Not Assessed (Please select if student is not being assessed by a state assessment this year)

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Assessment is not administered	i at this student's g	grade level		

Reading (PSSA grades 3-8, 11; PSSA-M grades 4-8, 11)

	Student will participate in the PSSA without accommodations
	Student will participate in the PSSA with the following appropriate accommodations:
	Student will participate in the PSSA-Modified without accommodations
	Student will participate in the PSSA-Modified with the following appropriate accommodations:

Math (PSSA grades 3-8, 11; PSSA-M grades 4-8, 11)

Student will participate in the PSSA without accommodations
Student will participate in the PSSA with the following appropriate accommodations:
Student will participate in the PSSA-Modified without accommodations
Student will participate in the PSSA-Modified with the following appropriate accommodations:

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

Science (PSSA grades 4, 8, 11; PSSA-M grades 8, 11)

Student will participate in the PSSA without accommodations
Student will participate in the PSSA with the following appropriate accommodations:
Student will participate in the PSSA-Modified without accommodations
Student will participate in the PSSA-Modified with the following appropriate accommodations:

Writing (PSSA grades 5, 8, 11)

Student will participate in the PSSA without accommodations
Student will participate in the PSSA with the following appropriate accommodations:

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

Student will participate in the PASA

Explain why the student cannot participate in the PSSA or the PSSA-M for Reading, Math, or Science:

Explain why the PASA is appropriate:

Choose how the student's performance on the PASA will be documented. Videotape (will be kept confidential as all other school records)

Written narrative (will be kept confidential as all other school records)

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

The student will take an alternate local assessment.

Explain why the student cannot participate in the regular assessment:

Explain why the alternate assessment is appropriate:

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.

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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 alternate assessments aligned to alternate achievement standards (PASA).

Short term objectives / Benchmarks

Measurable Annual Goals at a Glance						
Condition	Name	Clearly Defined Behavior	Performance Criteria		eria	
Describe the situation (<i>materials</i> , <i>settings</i> , <i>accommodations</i>) in/with which the student will perform the behavior.	Student's Name	Describe behavior (what will she/he actually DO) in <u>measurable,</u> observable terms using stems from standards.	The <u>level (how</u> well?) the student must demonstrate for mastery:	<u>Number of</u> <u>times</u> needed to demonstrate mastery.	<u>Evaluation</u> <u>Schedule</u> (how often) and method, (measured how)	
Given,	he she	will do this,	this well,	this many days/times,	as measured this often using this.	

Examples Math Goal

Using SAS Curriculum Framework

Competency(4th grade):

Apply increasingly sophisticated strategies to solve multiplication and division problems that include, and go beyond, basic facts and one-digit multiplier problems, using properties of addition and multiplication. Select and apply appropriate strategies to estimate and/or solve a variety of problems, including problems involving addition and subtraction of decimals and of fractions with like denominators

Example Goal Using SAS Curriculum Framework

- <u>Condition/Name</u>: When provided with in- and out-ofclass assignments and assessments, Tate will
- <u>Stem/Action</u>: ... correctly solve problems requiring the multiplication of two-digit numbers (and beyond)
- <u>Criteria</u>: ...with 90% accuracy on 6 consecutive trials from assignments and assessments collected weekly

Related sample SDI:

- Instruction on alternative algorithms
- Pre-teaching of alternative algorithms using manipulatives
- Computer-based or web-based instruction/practice designed to increase basic fact fluency (multiplication and division)

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.

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	Modifications and SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration
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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

Program Modifications and Specially Designed Instruction

Standards and Anchors: The WHAT of education for all students

Specially Designed Instruction: The HOW of education for students with disabilities

Where is SDI Implemented?

- Anywhere inside or outside the school, as stipulated in the IEP
- Implemented in any classroom
- Implemented by all teachers

- Directions for all assignments and assessments read aloud or clarified.
- Additional spacing provided for writing on worksheets and assessments.
- Use of word processor for tasks requiring written responses more than 2 sentences in length. Spell checker/grammar disabled for writing assessments.
- Use of highlighter, graphic organizers for reading assignments in all classes.
- Allow highlighting, marking answers on the actual test form.

- Use physical objects and spatial models
- Key concepts presented in illustrations or diagrams
- Provision of content area textbooks or literature selections in audio/digital format.
- Embed support for vocabulary and symbols within the text
- Text equivalents in the form of captions or automated speechto-text
- Highlight or emphasize key elements in text, graphics, diagrams, formulas

- Provide alternative writing tools (word processing, word prediction, text-to-speech spellcheck, grammar check)
- Provide differentiated models, mentors, scaffolds, feedback
- Templates that guide self-reflection on quality and completeness
- Differentiated models of self-assessment strategies

- Provide tasks that allow for active participation, exploration and experimentation
- Persistent display, concrete or symbolic, of goal
- Division of long-term goals into short-term objectives
- Use of hand-held or computer-based scheduling tools with reminders

Examples of SDI for Math

- Use of structured study guides for completion of various problem types
- Provide models of completed problem samples to assist in homework completion
- Strategic assignment of homework problems to provide practice in targeted math concept; minimized mixed problems
- Instruction in the use of alternative algorithm(s)
- Use of manipulatives during initial concept instruction and practice

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

Support Service	
Support Service	
Support Service	

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

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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

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.

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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 <u>facilities</u>, 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 <u>services</u>, 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?

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:

Student's Name:

B. Type of Support

1. Amount of special education supports

Itinerant: Special education supports and services provided by special education personnel for 20% or less of the school day

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

Full-Time: Special education supports and services provided by special education personnel for 80% or more of the school day

2. Type of special education supports

Autistic Support	
Blind-Visually Impaired Support	
Deaf and Hard of Hearing Support	
Emotional Support	
Learning Support	
Life Skills Support	
Multiple Disabilities Support	
Physical Support	
Speech and Language Support	
🖶 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:	<u> </u>
Is this school the student's neighborhood school (i.e., the school the student would attend if he/she did not have an IEP)?	
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:	

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

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

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

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

Calculation for this Student:

Column 1	Column 2	Calculation	Indicate Percentage	Percentage Category
Total hours the student spends in the regular classroom per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom:	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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SECTION B: This section required only for Students Educated OUTSIDE Regular School Buildings for more than 50% of the day - select and indicate the Name of School 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, the IEP team must do the calculation in Section A)

Approved Private School (Non Residential)	 0the	er Public Facility (Non Residential)	
Approved Private School (Residential)	Hosp	pital/Homebound	
0ther Private Facility (Non Residential)	Corre	ectional Facility	
0ther Private Facility (Residential)	0ut o	of State Facility	
0ther Public Facility (Residential)	🗌 Instr	ruction 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 <u>www.pattan.net</u> 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.

QUESTIONS AND ANSWERS

Contact Information

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