INDIVIDUALIZED EDUCATION PROGRAM (IEP)   **School Age**

Student's Name: Eric M.

IEP Team Meeting Date (mm/dd/yy):   Oct. 18, 2017

IEP Implementation Date (Projected Date when Services and Programs Will Begin):   Oct. 19, 2017

Anticipated Duration of Services and Programs: Oct. 17, 2018

Date of Birth: 7-16-2000

Age: 17

Grade: 11

Anticipated Year of Graduation: 2019

Local Education Agency (LEA):   *Hometown School District*

County of Residence: Anywhere County

Name and Address of Parent/Guardian/Surrogate: Phone (Home):   888-888-8888

    Mr. and Mrs. M.   Phone (Work):   444-444-4444

    222 Oak St.

    Hometown, PA

Other Information:

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

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

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	**Mrs. M**	*Mrs. M*
Parent/Guardian/Surrogate	**Mr. M.**	*Mr. M.*
Student*	**Eric M.**	*Eric M.*
Regular Education Teacher**	**Mr. H.**	*Mr. H.*
Special Education Teacher	**Ms. Y.**	*Ms. Y.*
Local Ed Agency Rep	**Ms. W.**	*Ms. W.*
Career/Tech Ed Rep***	**Mr. S. – Central CTE Program**	*Mr. S.*
Community Agency Rep	**OVR**	*Mr. T.- OVR*
Teacher of the Gifted****		
Assistive Technology Consultant	**Ms. R**	*Ms. R*

*   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.

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: *Mrs. M*

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

Is the student blind or visually impaired?

☐ Yes   The IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

☒ No

Is the student deaf or hard of hearing?

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

☒ No

Does the student have communication needs?

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

☒ No

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

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

☐ No

Does the student have limited English proficiency?

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

☒ No

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

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

☒ No

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

Eric is an 11th grade student, with a learning disability in reading and written language. He is currently enrolled in the career and technology (CTE) program for Auto Body Repair, with a half day at the High School where he is fully included in general education classes. He is on track for graduation with a regular diploma based on credits in his high school and career and technology programs.

- **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)**

Eric's reading skills, while improved with intensive interventions, remain below grade level. In previous years he has had reading instruction in the LS classroom. Last year, the high school started intensive, smaller group, general education reading/English classes for students who were scoring below proficient on the 4Sight Assessments, and Eric is continuing in the class this fall. The class is taught jointly by a reading specialist and English teacher. They use explicit decoding (word study), comprehension, and writing instruction as well as software-based interventions. Oral reading fluency probes at instructional and grade level are used to monitor progress in decoding. Last year, his oral reading fluency improved from 78 words correct per minute on fourth grade passages to 105 words correct per minute on 5th grade passages (typical rate would be about 150 wcpm). This fall, he is using 6th grade passages and progressed from 98-103 wcpm. On grade level benchmarking passage this fall, he read 74 and 80 words correct per minute. Approximately 70% of decoding errors occur with multisyllabic words.

Eric's overall comprehension is impacted by his weak decoding skills. He has scored at low Basic level on three of his last four 4Sight benchmarks and on the 8th grade PSSA. 4Sight, comprehension probes, and Study Island reports indicate two main areas where skills are weakest: summarizing and recalling details of fiction and nonfiction passages, and interpreting character, theme, tone, and symbolism in fiction and literary nonfiction. Currently he is scoring about 50% accuracy on measures of these skills as indicated by classroom probes and Study Island reports. However, when material is read to him, his listening comprehension is age appropriate on measures of listening comprehension completed by the reading specialist. Eric's teachers also observe weakness in decoding and

comprehension, but note that when material is discussed in class or is presented orally, his comprehension and level of participation is comparable to that of his peers.

Specially designed instruction that works for Eric includes: use of pre-reading study guides, and graphic organizers such as vocabulary squares and the Frayer Model, and re-reading and marking important points. Eric requests extra time for reading and test-taking at least two times per week.

Eric's English teacher describes his writing as "functional." He uses word processing for longer writing assignments, and with use of the spelling and grammar check, produces short, concise sentence without a great deal of variety. Analysis of assignments completed on word processor indicates that his average sentence length is 8.5 words, with 2 or fewer errors of grammar or omission of words per 100 words. He met last year's goal of improving his writing using word processing.

Analysis of shorter, pencil and paper writing tasks, from three different classes, indicates the following: Eric typically writes 6-10 word sentences, with average length of 7.6 words. On a typical sequence of four sentences (approximately 26 words) , he makes on average 1-2 errors of capitalization, end punctuation, grammatical errors of tense or case, or omitting words without realizing it. On the same passage he averages 1-2 spelling errors (usually of multisyllabic words rather than sight words). When he is reminded to read his passage aloud or to himself, or to use a rubric or spelling guide, he is able to correct about 50% of these errors. Eric has learned the SCOPE proofreading strategy and will continue to use it in all settings. Eric needs to improve the quality and accuracy of his writing in order to meet the expectations of a career in auto body or in a post-secondary program.

With support and accommodations at the career and technology school including use of study guides, scan and read software (*print materials converted to digital format so that he can listen while reading required material),* and extra time for reading assessments and tests, he has been able to meet the curricular demands by completing 278 out of 390 competencies in the Auto Body Repair program. CTE staff report that Eric works too slowly on his projects, and has completed only 50% of his projects on time even with prompting. His teachers state that this is not a matter of dexterity, but more his "perfectionism" as he tries to be very precise and accurate, particularly when puttying, sanding and buffing. He needs to be able to discern when the work is satisfactorily completed to specifications, so as to move on without prompting, and to develop the self-management skills to monitor and increase his speed.

At the beginning of 8th grade, Eric had an assistive technology evaluation for assistance with reading in the content areas. Based on the evaluation, the district purchased "scan and read" software for use in his general education classes. He used it for reading assignments in 8th and 9th grade in science, health, and social studies. When textbook or other print materials were scanned into a digital format which Eric could then read with text-to-speech supports, he maintained grades in the 75% - 85% (C-B range) However, since the middle of 9th grade, while Eric willingly accesses his tech manuals in digital format at the CTC, he has resisted using the software during his half day at the high school. He has stated that he is doing well enough without it, doesn't need it for his classes, and doesn't want to call attention to himself. Since he stopped using his scan and read software, his grade averages in content area classes have declined to average of 66% - 78% (D-C range).

While Eric acknowledges that he struggles with reading, he has also stated that he is able to "get by" in classes by listening, and making his own study guides for tests and making his own graphic organizers for vocabulary. He states that the best strategy for him to

understand difficult text is to re-read the material. He also uses pencil marks and highlighters to mark what he considers to be important. He points out that he also requests additional time when needed. He works hard to improve his reading skills so eventually he will not need to use this software.

In late September, Eric's team met with the IU assistive technology consultant in order to address the gap in his technology usage. Multiple steps have been taken to make Eric's team at the high school aware of his success in scanning manuals and other materials to digital format at the CTE school, and to provide additional sources for accessible instructional materials. Contacts have been made with the publishers of his content area textbooks to acquire HTML or pdf versions. Eric and the team learned about Bookshare.org, and a number of his required texts for English were found in a quick search of Bookshare.org online. Last week, he met again with the AT consultant, who reviewed the highlighting and notetaking features of his current software, and reviewed the steps for downloading digital text into the program. Eric did agree to work with this assistive technology, and expressed interest in sending selected audio files to an MP3 player, so that he can have quick auditory access in situation where a computer is not available.

Eric's math skills are at grade level as measured on ongoing 4Sight benchmarks, as well as classroom assessments. He earned grades in the 75- 78% level last year in Geometry class and currently has a 79% in Algebra II.

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

Eric missed only two days of school last year and none this current year. He had one tardy and no office disciplinary referrals.
Eric is independent in daily living skills, and plans to eventually live on his own once he is earning a living. He passed his driver's exam last spring, and drives to his part time job at Pizza Hut. He likes his job, his attendance at work is good, and he reports getting along well with his co-workers and his shift manager. He recently used his earnings to buy a used car, which he enjoys working on.
An informal parent survey, as well as the Comprehensive Informal Inventory of Knowledge and Skills for Transition, were given by the district, and indicate that Eric is self-sufficient and age-appropriate in all areas of independent living. He will not need a goal or services for Independent Living during HS.

- **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)**

Eric's decision to enroll in the auto body program was based on parent survey information, his student interview in which he expressed an interest in cars, and visits to the career and technology school in 8th and 9th grade. Eric has been given a variety of assessments that include the Self Directed Search (SDS), Career Occupational Preference System (COPS), the Survey of Work Styles (SWS) and the SAGE Vocational Aptitude (and Work Preference) Assessment (Pesco). Results of these assessments suggest that he has the

aptitude, dexterity, and interest to pursue a career in auto body repair. As required of all students in the district curriculum, Eric has maintained a career portfolio.

Although the CTE program will prepare him for employment immediately after high school, Eric is also considering going on to a local technical school or community college to expand his skills or explore a related area. Eric and his parents feel that additional education would give him more employment options and increase his earning power.

Eric and his family have been made aware of how OVR can support him in his post-secondary goals.   During 10th grade, he attended a group meeting at school with the OVR counselor.   His parents attended a college fair with him last year.   Eric and his family plan to open a case with OVR, and the representative has been invited to the current IEP meeting.

As detailed in the Functional Skills section, current data suggests that Eric is self-sufficient and age appropriate in all areas of independent living. The team anticipates that he will not need a goal or services for Independent Living as part of his high school program.

- **Parental concerns for enhancing the education of the student**

Eric's parents are supportive of his current career path, but report that they want him to keep his options open because he is so young to choose a career. They express concern that his reading skills will be an obstacle to success in the adult world. They are very supportive of the steps being taken by Eric and his team to expand his use of digital materials in his general education classes this year. They would also like Eric to explore whether this type of adaptation would be acceptable at a postsecondary program, and to find out what other accommodations are allowable.

- **How the student's disability affects involvement and progress in the general education curriculum**

Although Eric does apply reading comprehension strategies, without the support of accommodations and assistive technology, his difficulty with reading will make it difficult for him to access the general curriculum, including the highly technical content and vocabulary of his CTE program. His written language, while functional, would be greatly improved by consistent use of an editing strategy such as the SCOPE strategy being used in his literacy class. Eric's skill deficits, if not improved, could also impact his independent living skills.

- **Strengths:**

Eric displays a strong career interest with two viable post-secondary options. He displays good interpersonal skills and good employment potential since he is already successfully managing a part-time job. He has developed comprehension strategies, as well as compensatory strategies, that have allowed him to pass his general education classes and complete 278 competencies in the CTE program. He is beginning to display self-advocacy and self-determination in his content classes by asking for extra time as he needs it

and articulating the strategies that work for him. He has become more open to expanding his use of assistive technology. He has improved the quality of his writing when using word processing. Math is a relative strength.
His self determination in working part time, saving and buying a car, and willingness to explore post secondary education and training is also a positive strength. He has age appropriate independent living skills.

- **Needs:**

In order to meet his post-secondary goals, Eric needs to develop skills in the following areas:
  - **Develop/improve reading decoding skills for multisyllabic words.**
  - **Develop/improve reading comprehension skills in summarizing and identifying supporting details.**
  - **Improve written language by using a consistent strategy for proofreading and error correction**
  - **Develop self-management skills related to speed of task completion, and discrimination between complete and incomplete projects in the Auto Repair Shop**.

Eric also needs transition activities that will support him to:
  - Integrate the use of assistive technology into classroom work and career preparation,
  - Investigate post-secondary options and allowable accommodations at local community college and technical schools Take PSAT for college preparation.
  - Explore employment related to auto repair.
  - Contact the Office of Rehabilitation for determination of eligibility.

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:

CIP code <u>47.0603</u>   Auto Body Repair

Postsecondary Education and Training Goal:	Measurable Annual Goal
Eric has a goal of enrolling in postsecondary training in the area of automobile repair or a related field.	<u>Yes</u> /No (Document in Section V)

Courses of Study:
Auto Body Repair Program; English/Reading, Algebra II, Chemistry; US History

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
Continue to improve writing and editing skills	High school, CTC	During the school day	Oct, 19, 2011	Oct, 17, 2012	LS Teacher, General ed. teachers
Continue to expand use of materials in digital format in content area classes	High school	During the school day	Oct, 19, 2011	Oct, 17, 2012	LS Teacher, General education teachers
Develop a list of questions to use when visiting postsecondary programs.	High School	One time	Oct, 19, 2011	Dec. 22, 2011	Transition coordinator
Investigate local Community College and trade school to explore program options via visits, virtual tours, and/or college fairs.	HS or Community College, ABC Trade School	One activity per school	Jan. 4, 2012	April 30, 2012	Guidance Counselor; family
Meet with personnel from above settings to explore potential supports and accommodations	Community College, ABC Trade School	One meeting per school	Jan. 4, 2012	Oct, 17, 2012	Guidance counselor; Transition coordinator, family
Provide information regarding registering for the PSAT	High school	One time	Oct, 19, 2011	Jan. 5, 2012	Eric & family with support from HS counselor

Employment Goal:					Measurable Annual Goal **Yes**/No (Document in Section V)
Eric has a goal of competitive employment in the area of auto body repair or related field.					

Courses of Study:
Auto Body Repair Program; English/Reading, Algebra II, Chemistry; US History

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
Improve speed and discrimination of project completion in auto body shop.	CTC	During the school day	Oct, 19, 2011	Oct, 17, 2012	CTC staff
Continue to improve reading decoding skills.	HS, CTC	During the school day	Oct, 19, 2011	Oct, 17, 2012	LS Teacher, General education teachers, CTC staff
Continue to improve reading comprehension skills for summarizing and identifying details.	HS, CTC	During the school day	Oct, 19, 2011	Oct, 17, 2012	LS Teacher, General education teachers, CTC staff
Obtain information regarding employment opportunities in local shops.	CTC	One time	Oct, 19, 2011	Jan. 27, 2012	CTC staff
Review information regarding employment, and develop list of pros and cons of immediate employment	HS, CTC	One time	Oct, 19, 2011	March 23, 2012	CTC staff
Continue to add to career portfolio.	HS, CTC	During the school day	Oct, 19, 2011	Oct, 17, 2012	LS Teacher, General Ed teachers, CTC staff
Make application to OVR for determination of eligibility	home	One time	Oct, 19, 2011	Oct, 17, 2012	Eric & family with support from HS counselor, Trans. Coordinator

Student's Name: Eric M.   updated for 2017-2018   **PaTTAN**   *Example for Training Purposes Only!*

Independent Living Goal, if appropriate:	Measurable Annual Goal Yes/<u>No</u>
The IEP team including Eric and his parents has determined that a goal is not needed for Eric in this area at this time.	(Document in Section V)

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

IV. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS
Pennsylvania System of School Assessment (PSSA) or Pennsylvania Alternate System of Assessment (PASA)

Students will be taking the PSSA or the PASA in the grade levels below.
   Reading (Grades 3-8, and 11)
   Math (Grades 3-8, and 11)
   Writing (Grades 5, 8, and 11)
   Science (Grades 4, 8, and 11)

☐ Assessment is not administered at this student's grade level; OR

☐ Student will participate in the PSSA without accommodations; OR

[X] ☐ Student will participate in the PSSA with the following appropriate accommodations (allowable PSSA accommodations may be found in the PSSA Accommodations Guidelines at www.pde.state.pa.us under Pre K-12 and Assessment): OR

> Extra time, smaller setting if requested

☐ Student will participate in the PASA (criteria regarding PASA eligibility may be found in the PSSA Accommodations Guidelines at www.pde.state.pa.us under Pre K-12 and Assessment).

   Explain why the student cannot participate in the PSSA:

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 |

X | x | Student will participate in local assessments with the following accommodations; OR

Extra time, smaller setting if requested

| | 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:

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

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

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
Given expository passages at instructional level, Eric will apply word recognition skills as measured by orally reading 120 words correct per minute on 2 out of 3 consecutive weekly trials. *R11.A.2.2 . Identify and apply word recognition skills*	Weekly charting of oral reading fluency at instructional level. Quarterly benchmarking of oral reading fluency at grade level ------- *4Sight Scores reported quarterly.* *PSSA scores reported in Fall.*	Twice per nine weeks.	
Given written questions involving summarization and /or details (from content area materials and/or software practice activities), Eric will respond with 80% accuracy on 4 out of 5 consecutive biweekly trials. *Anchors Addressed:* *R11.A.1.4, R11.A.2.4 Identify and explain main ideas and relevant details.* *R11.A.1.5, R11.A.2.5 Summarize key details of a fiction or nonfiction text as a whole*	Biweekly probes, charted. ------- *Information from classroom formative assessments provided* *4Sight Scores reported quarterly.* *PSSA scores reported in Fall.*	Twice per nine weeks.	
Given consistent use of a strategy (SCOPE**), and spelling checker of his choice, Eric will review his writing to include 100% correct spelling, punctuation, capitalization, and grammar on 6 out of 6 randomly selected short writing assignments in content area classes or the CTC.	Teacher checklist applied to first four sentences of randomly selected short writing assignments (biweekly) *Sample assignments provided quarterly.* *PSSA Scores reported in Fall.*	Twice per nine weeks.	**Use your SCOPE to find and fix errors* **S**pelling **C**apitalization **O**missions **P**unctuation **E**ar (read your essay out loud – listen for sentence fragments and run-ons, and grammatical errors)

1.5.11.F Edit writing using the conventions of language			
Given a self monitoring tool, Eric will independently complete 5 out of 5 consecutive Auto Body projects, meeting the specifications for time and accuracy frame identified by the instructor for each project. *Standards Addressed:* *13.2.11.E Self advocacy and time management* *13.3.11.A Evaluate personal attitudes & work habits* *13.3.11.E Evaluate time management strategies & their application.*	Student use of rubric. Timed task completion checklist.	Twice per nine weeks.	

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

Short term objectives / Benchmarks

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

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

Modifications and SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration
Review of study features and writing supports of scan/read software and Microsoft Word with A-T specialist	HS	2 40 minute sessions	Oct. 19, 2011	Nov. 1, 2011
Support in locating and downloading content area texts in digital format (eg. fromBookshare.org) for reading comprehension	HS and CTC	During the academic day	Oct. 19, 2011	Oct, 17, 2012
Word processing opportunities	HS and CTC	During the academic day	Oct. 19, 2011	Oct, 17, 2012
Instruction and follow up on use of editing strategy	English/Reading Class	During 40 minute class period	Oct. 19, 2011	Oct, 17, 2012
Spellchecker of his choice for writing tasks (with assistance for selection)	HS and CTC	During the academic day	Oct. 19, 2011	Oct, 17, 2012
Graphic organizers and study guides for vocabulary and reading comprehension	HS and CTC	During the academic day	Oct. 19, 2011	Oct, 17, 2012
Extra time for reading and test taking (up to double the allocated time)	HS and CTC	During the academic day	Oct. 19, 2011	Oct, 17, 2012
Additional software-based comprehension practice	HS Reading/English classs	At least 40 min/wk.	Oct. 19, 2011	Oct, 17, 2012

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
LS and content area teachers	Overview of sources of (e.g. Bookshare), and effective uses of digital texts. Overview of software features to support studying, reading, and writing.	HS	Two 30 minute meetings by end of October, with 30 minute follow-up in March or April, 2009.	Oct. 19, 2011	April 27, 2012
CTC staff	Consultation to develop and use self monitoring checklists	HS/ CTC	40 min. per semester	Oct. 19, 2011	April 27, 2012
CTC staff	Consultation on effective use of digital texts and software features	HS/ CTC	40 min. per semester	Oct. 19, 2011	April 27, 2012

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:

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

OR

X ☐ x 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:

Data shows that Eric continues to progress in all areas.

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

VII. EDUCATIONAL PLACEMENT

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

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

- What supplementary aids and services were considered? What supplementary aids and services were rejected? Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education 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:

Eric is fully included and fully participates in the regular education classes.

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

Eric is fully included and fully participates in the general education curriculum.

B. Type of Support

1. Amount of special education supports

[x] 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

[x] 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: Hometown School District

Name of School Building where the IEP will be implemented: Hometown High School and Central CTE Program

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

[X] Yes

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

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

    [ ] Other. Please explain:

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
6.5	**6.5**	**100%**	**100%** % of the day	[x] **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**

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) _____   [ ] Other Public Facility (Non Residential) _____

[ ] Approved Private School (Residential) _____   [ ] Hospital/Homebound _____

[ ] Other Private Facility (Non Residential) _____   [ ] Correctional Facility _____

[ ] Other Private Facility (Residential) _____   [ ] Out of State Facility _____

[ ] Other Public Facility (Residential) _____   [ ] Instruction Conducted in the Home _____

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

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

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