

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

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

Student's Name: Student Koschik

IEP Team Meeting Date (mm/dd/yy): 05/03/2015

IEP Implementation Date (Projected Date when Services and Programs Will Begin): 05/04/2015

Anticipated Duration of Services and Programs: 05/02/2016

Date of Birth: 01/01/2006

Age: 9

Grade: 2

Anticipated Year of Graduation: _____

Local Education Agency (LEA): _____ School _____

County of Residence: Westmoreland

Name and Address of Parent/Guardian/Surrogate: _____ Phone (Home): 999-999-9999

Student Parent Mom and Student Parent Dad Phone (Work): 888-888-8888

123 Road Drive

City, State 12345

Other Information: _____

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

IEP TEAM/SIGNATURES

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

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

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

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

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

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

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

Written input received from the following members:

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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: _____

MEDICAL ASSISTANCE PROGRAM BILLING NOTICE

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

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

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

I understand that the school cannot—

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

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

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

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

Is the student blind or visually impaired?

☐ Yes

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

☐ No

Is the student deaf or hard of hearing?

☐ Yes

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

☐ No

Does the student have communication needs?

☐ Yes

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

☐ No

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

☐ Yes

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

☐ No

Does the student have limited English proficiency?

☐ Yes

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

☐ No

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

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

Student Koschik is an 8 year-old male who lives with his biological mother, Mom Koschik, and his younger sister, Sister Koschik, in the Happy School District.

Parent Input:

Student's mother stated that Student is very smart, caring and loving child. He has difficulty with his anger and attention to task. Student has problems relating to other children, as he gets angry easily and has outbursts. He prefers to play with younger children, but does not prefer to play alone. He can have difficulty making friends. Student can be easily overstimulated in play and sometimes lacks self-control. Student can be a short attention span and is impulsive. Student seems unhappy most of the time, but he does not withhold affection or hide his feelings. Student requires a lot of parental attention, and has fears of abandonment.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

Student is currently enrolled as a 2nd grade student at Propel-Pitcairn. Along with his typical and non-typical peers, Student receives instruction from the following educators: Gerald Gencher (General Education Teacher); and Sally Special (K-2 Special Education Teacher). Student participates in Happy School's Creative Arts programs with visiting artists teaching in a variety of fine and/or performing arts and physical education on a twelve (12) week rotation.

Student's, second grade general education teacher, Mr. Gencher, shared the following thoughts about Student's progress: "Student is a generally happy child who wishes to please and help adults. He responds well to and is easily redirected by positive reinforcement. Student has several friends in the class and is friendly with them. If the topic is of interest, Student is very engaged and successful with his academics. While he does get frustrated easily, once he has time to refocus Student can complete most grade level tasks that he is presented with."

During Student's second grade school year at Happy School, Student earned the following grades:

Subject	First	Second	Third
Language Arts	A	B	C
Mathematics	A	B	D
Social Studies	A	A	
Science	A	B	
Art 1		A	A

Student had previously been supported by a Chapter 15 Service Agreement based on his medical diagnosis of ADHD. Student has academic support in place to lessen the behaviors associated with his disability. The following supports are implemented as needed within the regular education classroom. Use close proximity when instructing students

- Redirection and positive reinforcement
- Use of privacy folders
- Small group testing for local and state assessments
- Extended time for assignments and testing (when needed)
- Modified assignments (when needed)
- Scheduled guidance breaks
- Extra support in writing
- Structured visible schedule
- Breaks throughout the school day as levels of frustration increase
- Conversations to reflect on behaviors
- Notify student of change in advance

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

Along with the accommodations listed in the 504, Student has the support of ability grouping, preferential seating, extended time, and use of math manipulatives. Student uses materials that are extensions of the core curriculum; as well as supplemental programs with appropriate materials (Number Worlds, LIPS, small group reading and math instruction). The teachers have developed a plan to increase his attention and time on task (changed his seat, increased prompts), as well as increased number of opportunities for him to respond in class. Mr. Gencher has increased time for direct instruction (always working with a teacher during the Daily Five in Reading and Mathematics). Finally, Student has been regrouped or the number of students per group has been reduced, as he works in small groups throughout the day in math and reading.

Baseline Data Collection for IEP Goals:

Due to the nature of Student's disability, Emotional Disturbance and Secondary Other Health Impairment, Student was presented with one academic baseline data collection assessments in order to create an academic goal in the area of writing for the current IEP year.

Student was presented with a grade level writing prompt and writing paper. Student to respond to the prompt by brainstorming and creating an eight sentence paragraph response. During the assessment, Student was observed rolling the edges of the paper, playing with pencil, and twirling his hair. Student continually said he didn't know what to write about and tried to engage the teacher with off topic conversation. When these behaviors occurred Student was redirected to complete the work sample. While Student was unable to create an organized brainstorm he was able to write three sentences relating to the topic. Student's baseline assessment data indicates a score of 30% accuracy. As a result of this baseline data collection, along with classroom work samples, Student will increase his ability to write an eight sentence paragraph response including an introduction, three details each with an expanded detail sentence, and conclusion sentence using transition words from a baseline of 30% accuracy to 80% accuracy as measured by weekly probes, with 1-2 visual/verbal cues across three out of four consecutive data collection sessions.

Work completion data was collected prior to Student leaving for Hospital. It was determined that Student had a difficult time completing writing tasks prior to getting upset or verbalizing frustrations. From this information a work completion goal for writing will be created. When provided with an undesirable writing task in which Student must organize and write his own thoughts, Student will increase his task completion from a baseline of 30% to 70% on weekly probes for three out of four consecutive data collection session during the IEP year.

Local Assessments:

Student participates in a number of local assessments throughout the school year to track progress related to classroom instruction. These local assessments include: The Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Developmental Reading Assessment (DRA), and Measures of Academic Performance (MAP). As part of Student's previous 504 agreement, Student received the accommodation of small group testing in an alternative location to reduce to the possibility of distractions and

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

frustration. Student was also permitted multiple and frequent breaks during testing. The results of the assessments are as follows:

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

DIBELS are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. The introduction of each measure depends on the child's grade at the time of assessment. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

Student participated in The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) during the course of his second grade year. His results are as follows:

DIBELS	First Grade	Second (benchmark)	Winter (BNC)
Phoneme Segmentation Fluency	63		
Nonsense Word Fluency-CLS	45		
Oral Reading Fluency		75 (52)	87 (72)
Accuracy		89 (90%)	100 (96)
Retell		4 (16)	17 (21)

When reviewing the assessment data from the DIBELS assessment, it is notable that Student is making progress within the general education classroom setting in terms of his decoding, oral reading, fluency, and comprehension. When reading, Student is focusing heavily on fluency and is still acquiring the skills necessary for oral comprehension retell.

Measures of Academic Progress (MAP)

The Measures of Academic Performance (MAPS), is a state-aligned computerized adaptive assessment program that provides educators with the information to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to four times a year, the MAP test results help educators make student-focused, data-driven decisions. MAP scores can be used to measure academic

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

growth and whether growth is faster or slower than the "mean" growth for that grade level. It is important to compare year-to-year growth numbers (i.e. spring-to-spring is the best comparison).

The MAP test uses a form of measures called a RIT score. RIT scores are not percentiles but an equal-interval score, like feet and inches, a student's growth in reading or math can be measure on a level test and reported with a RIT score. A student with a RIT score around 150 in math or reading has the skills to answer very basic questions like those found in first grade materials. A student whose skills have grown so they can successfully answer complex questions, like those found in early high school reading or mathematics would have a RIT score in the mid-200s.

In the 2014-2015 academic year, Student's score report is as follows:

According to the Northwest Education Services (NWEA), the company who produces the MAP assessment, students in second grade should reach the following benchmarks throughout the school year to be considered "on-grade level" for Mathematics: beginning of year 178, middle of year 185, and end of year 191.

Grade	Term	Math RIT	Percentile
Kdg	Fall	136	25
	Winter	147	38
	Spring	142	10
01	Fall	155	28
02	Fall	172	32
	Winter	185	48

Student's most recent RIT score shows that he is on grade level in Mathematics.

According to the Northwest Education Services (NWEA), the company who produces the MAP assessment, students in second grade should reach the following benchmarks throughout the school year to be considered "on-grade level" for Reading: beginning of year 175, middle of year 183, and end of year 189.

Grade	Term	Reading RIT	Percentile
Kdg	Fall	135	24
	Winter	141	18
	Spring	140	7
01	Fall	154	31

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

02	Fall	171	38
	Winter	197	82

Student's most recent RIT score shows that he is currently above grade level in Reading.

Student is scoring on or above grade level expectation on both reading and math MAP. In the spring of his first grade year, Student began receiving the accommodation of one-on-one testing. During the one-on-one accommodations, a teacher was able to sit with Student, give him breaks, read the math portion of the assessment, and redirect him awhile completing the test. These accommodations prove to be beneficial for Student and will continue to be implemented in the IEP.

Developmental Reading Assessment (DRA)

The Developmental Reading Assessment (DRA) is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by a teacher or a reading specialist. Students read a selection (or selections) and then retell what they have read to the examiner. As the levels increase, so does the difficulty level for each selection.

The DRA's level indicated below shows the score attained during each testing window. The levels can show a student's current reading level according to a Development Reading Continuum along with grade level benchmarks for the beginning and end of the academic year in the following categories: emergent, early, transitional and extending readers.

Grade	Term	Score	Range
01	Fall	6	At Grade Level
02	Fall	24	At Grade Level
02	Winter	28	At Grade Level

Student was most recently leveled at a DRA #28. The most current level, Level 28, corresponds to an end of the year second grade reading level. Student is performing on/above grade level on the DRA assessment. Student is currently placed in the appropriate ability group for his guided reading time. During this time, the students are reading books that require more applied comprehension skills and require students to implement decoding strategies for multisyllabic words. When Student is not meeting with the teacher and his group he has independent reading centers to complete in order to receive the grade for the time. Student often has a difficult time ending a preferred task to move to a non-preferred task (moving from the computer to word work) or not being able to select the reading partner of his choice. A plan has been implemented to reward Student with completing these non-preferred tasks and completing all center work without becoming disruptive or showing aggressive behavior. The plan requires Student to complete two tasks during a set time limit (20 minute increments) before earning I-Pad. All tasks will be clearly communicated with Student prior to beginning guided reading with clear communication of expectations along with rewards and

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

consequences that will follow. The number of assignments required to complete will increase as Student demonstrates success with little to no frustration.

Special Education Program Overview:

Starting in the 2014-2015 school year, Student will receive special education support in the areas writing and emotional support from Happy School's K-2 Special Education teacher, Sally Special. The classroom teacher is responsible for implementing all modifications, accommodations, and SDIs in the general classroom setting when a special educator is not present.

Student will receive approximately thirty minutes daily of small group support in the general education classroom with writing support. During this time, the special education teacher will support Student in expression of ideas and organization of thoughts. Grade level expectations should continue to be implemented, but Student will be permitted to use a variety of organizational methods to support the creation of a well written paragraph. Student responds well to the organized structure of the Landmark writing. All brainstorming paper must be consistent, pre-taught, and have a clear purpose and organization in order for Student to feel successful in the writing process.

Student will receive approximately thirty minutes daily of small group/one-on-one support outside of the general education classroom with social skills support. During this time, the special education teacher will support Student with behavior modification, self-regulation strategies, and sensory integration techniques. Many of the skills during group will be skills that the special education teacher feels that Student needs to work on during the time. Student has responded to the Super Flex program in the past, but only when the information is relevant to him.

Student will receive the support of a special educator or another adult in the school setting during high-energy activities throughout the school day. These activities include, but are not limited to, recess, gym, karate (creative arts that are considered highly activity and less structured). Student will also need the accompaniment of an adult (teacher or parent) when participating in school related field trips to ensure his safety at all times. Behavioral expectations are to be reviewed prior to attending any high-energy level activity and coping strategies must also be pre-planned with Student. After the activity, Student must receive clear praise of what he did right during the activity to encourage continuation of the behaviors later.

When implementing sensory integration into Student's day, Student responds best to Proprioceptive Inputs.

Proprioceptive input (sensations from joints, muscles and connective tissues that lead to body awareness) can be obtained by lifting, pushing, and pulling heavy objects, including one's own weight. A child can also stimulate the proprioceptive sense by engaging in activities that push joints together like pushing something heavy or pull joints apart like hanging from monkey bars.

Student enjoys working with a water-weighted ball (pushing it up and down a long ramp or carrying it

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

over his head). Student also enjoys being rolled out by the ball or a large foam rolling pin. By having Student lay on his stomach or back and lightly bouncing the ball off of his stomach or back while Student says "Ah" has been a great relaxing activity for him and has been proven to change his mood quickly.

Evaluation Report (4/23/2015) -

Student participated in a psycho-educational evaluation dated 4/23/2015 written by Sophia Presenter, Happy Schools' school psychologist. This was Student's second evaluation for special education services. He qualified under the primary disability category of Emotional Disturbance and Secondary Other Health Impairment.

In summation of Student's disability eligibility, Ms. Presenter noted that "The MDE team has concluded that Student qualifies for special education services as a student with Emotional Disturbance and Secondary Other Health Impairment. Student has been provided multiple opportunities to be successful within the least restrictive environment, as evidenced by the implementation of a Chapter 15 Service Agreement and multiple research based behavior interventions. Several options were provided within the least restrictive educational setting, but Student was not been responsive to these supports. This was similar within the home setting, thus his mother and mental health support team determined that Student required a highly structured, therapeutic setting that allowed him to develop appropriate emotional and behavioral responses to typical, daily stimuli. Student spent ten days at Hospital prior to enrolling at the partial hospitalization program at Behavioral Program. Currently, Student is experiencing success within that environment and will be transitioning back to Happy School. It is recommended that Student receive emotional support services."

Student is able to independently navigate the school building appropriately. He is able to manage his own self-care skills (i.e. toileting, personal hygiene, feeding, etc.). The nurse reports that Student passed his most recent vision and hearing screenings. He was measured to be 49 inches, 55.4 pounds, and have a Body Mass Index of 16 (61%). There are no reports of any physical disabilities, accidents, traumas, or medications take at school. A private physician's report dated 11/7/2011 showed normal findings with hair, skin, nose, throat, heart, lungs, extremities, and neuromuscular systems. The physician's report stated that there were no specific medical problems or chronic diseases which require restriction of activity, medication or which might affect his education, but did list that Student was diagnosis with ADHD and prescribed Concerta 18mg.

Student does not receive any related services at this time.

As his family reported in the Evaluation Report dated 4/23/2015, Mom Koschik stated reports that pregnancy, delivery, and post-natal care were unremarkable. Student was born at 40 weeks weighing eight pounds, two ounces. Maternal age at the time of delivery was 33, paternal age was 30. Developmental history was unremarkable, as Student obtained developmental milestones of sitting, up, crawling, walking, feeding, and talking to be within normal limits. Medical history is unremarkable for

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

any significant accidents, traumas, surgeries or illnesses. There are no reports of any allergies. Student has been diagnosed with Attention Deficit Hyperactivity Disorder and Bipolar Disorder.

As stated in the Evaluation Report, "Student was admitted to Hospital in January 2015. Hospitalization for Student was arranged because Student was increasingly violent and aggressive in the family home. He targeted his six year old sister and his parents felt he was a danger to the younger female child. Student made threats to kill his sister and then would kick, hit, punch, and bite her. Despite the reported home behavior, Student believed that he was admitted to Hospital for all the 'bad stuff he was doing at school'. He denied any problems at home. Parent reported ongoing observations of a depressive disorder, concentration difficulty associated with his depressive symptoms, as well as difficulty sleeping. There were parental reports of elevated mood in the past, as well as symptoms of ADHD. Student exhibited restlessness or fidgety behaviors. His parents reported that playing quietly is difficult for Student and he is always on the go. Student has difficulty excepting limits, waiting his turn, and is easily bored.

The staff at Hospital stated that Student presented as downcast, guarded, distracted, disheveled, and looked unhappy. Mood presented to be normal with no signs of either depression or mood elevation. His affect was constricted. There were no apparent signs of hallucinations, delusions, bizarre behaviors, or other indicators of psychotic process. Associations were intact, thinking was logical, and thought content was appropriate. Student denied suicidal thoughts or intentions. He was guarded about homicidal ideations. Student avoided eye contact when questioned about recent aggressive behaviors and did not expand on cognition surrounding the incident. Cognitive functioning and fund of knowledge was intact and age appropriate. Short and long term memory were intact, as was his ability to abstract and do arithmetic calculations. He was fully orientated. Insight into problems appeared to be poor. Social judgment appeared to be poor, but there were no signs of anxiety. He was easily distracted, restless, and fidgety. The diagnostic code conclusion was Axis I: Bipolar Disorder, Attention Deficit Hyperactivity Disorder, Combined Type; Axis II: Deferred; Axis III: Negative for medical history: Axis IV: Primary Support Group and Social Environment Axis V: GAF: 25

Student is a student with Bipolar Disorder and Attention Deficit Hyperactivity Disorder, Combined Type. In order to address the behaviors exhibited from the diagnosis that are affecting his work completion in the general education classroom, Student will be given tasks in small increments, chunking the work the decrease frustration, accommodations made to lengthy assignments, and immediate teacher redirection to encourage target behaviors. Student will be provided with a small timer to help increase motivation and reduce anxiety. Student will receive immediate verbal and nonverbal praise when completing tasks and showing appropriate behaviors during whole group, small group, and one-on-one instruction. More detailed information, including a plan for action in the event of an emergency can be found in the accompanying Positive Behavior Support Plan.

Information was collected and analyzed in a Functional Behavior Assessment. A variety of assessments were used to determine the functions of Student's behavior (refusal to complete work). These assessments included:

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

- Functional Interview with a Student
- Motivation Assessment Scale
- Functional Assessment Screening Tool
- Summary of Social Skills Checklist
- Force Choice Reinforcement Menu
- Frequency Recording

After careful analysis of the information collected in the FBA, it has been concluded that the function of Student's behavior is to escape non-preferred tasks. Student demonstrates behaviors of throwing objects, yelling at the teacher, and running out of the classroom in order to escape the completion of the assignment. Student has a difficult time regulating his emotions when frustrated and needs additional support to calming down prior to returning to any activity.

As a result of this data collection, a goal will be created in Student's positive behavior support plan to focus on increasing Student's task completion. "When provided with an undesirable writing in which Student must organize and write his own thoughts, Student will increase his task completion from a baseline of 40% to 70% on weekly probes for three out of four consecutive data collection sessions during the IEP year."

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

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

For students in Career and Technology Centers, CIP Code:

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Postsecondary Education and Training Goal:
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Measurable Annual Goal

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

N/A

At this time, Student is not 14 years of age and does not require transition goals.

Yes/No
(Document in Section V)

Courses of Study:

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

Employment Goal:

N/A

At this time, Student does not require employment goals

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:

Independent Living Goal, if appropriate: N/A At this time, Student does not require independent living goals.					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

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

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

State Assessments**Not Assessed**

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

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

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Math		x	Extended time, frequent breaks, small group testing location, change of location to reduce distraction, access to word processing program to write extended response answers
Science		x	Extended time, frequent breaks, small group testing location, change of location to reduce distraction, access to word processing program to write extended response answers
Reading			
Writing			
ELA*		x	Extended time, frequent breaks, small group testing location, change of location to reduce distraction, access to word processing program to write extended response answers

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

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

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

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

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

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

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

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

	Student will participate in the PASA.
--	---------------------------------------

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

--

Explain why the PASA is appropriate:

--

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

☐ Videotape (preferred method)

☐ Written narrative notes (requires prior approval in accordance with PDE)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

☐ guidance)**ACCESS for ELLs (Administered in grades K-12)**

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

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

<input type="checkbox"/>	Student will participate in the Alternate ACCESS for ELLs.
--------------------------	--

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

Explain why the Alternate ACCESS for ELLs is appropriate:

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

Local Assessments

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

Extended time, frequent breaks, small group testing location, change of location to reduce distraction, access to word processing program to write extended response answers

☐ The student will take a local alternate assessment.

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

Explain why the local alternate assessment is appropriate:

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

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

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

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
Student will increase his ability to write an eight sentence paragraph response including an introduction, three details each with an expanded detail sentence, and conclusion sentence using transition words from a baseline of 30% accuracy to 80% accuracy as measured by weekly probes, with 1-2 visual/verbal cues across three out of four consecutive data collection sessions.	Bi-weekly curriculum based measures using writing rubric (see attached documentation for writing rubric)	Trimester progress reports Annual IEP meetings	

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

Short term objectives / Benchmarks

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.

<i>Modifications and SDI</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>
Positive Behavior Support Plan	Happy School - All academic classes	Daily	05/04/2015	05/02/2016
Verbal timed warnings with prompt fading system	Happy School - All academic classes	Daily	05/04/2015	05/02/2016
Use of word processing program to complete all local and state assessments involving writing.	Happy school - All local and PSSA assessment answers requiring extended response	All local and state assessments in which writing is required	05/04/2015	05/02/2016
Home/School Communication log	Happy school - all academic classes	Daily	05/04/2015	05/02/2016
Use of timer during task completion	Happy school - all academic classes	Daily	05/04/2015	05/02/2016
Computerized PSSA assessment	Happy School - During PSSA assessment period	During PSSA assessment administration	05/04/2015	05/02/2016
Modeling during explanation of tasks	Happy school - all academic classes	Daily	05/04/2015	05/02/2016
Frequent checks for understanding	Happy school - all academic classes	Daily	05/04/2015	05/02/2016
Visual/Verbal cues for behavioral expectations	Happy school - all academic classes	Daily	05/04/2015	05/02/2016
Visual schedule	Happy school - all academic classes	Daily	05/04/2015	05/02/2016
One-on-One Guidance Support	Happy School	30 minutes per week	05/04/2015	05/02/2016
Guided practice	Happy school - all academic classes	Daily	05/04/2015	05/02/2016
Positive, corrective feedback with re-teaching	Happy school - all academic classes	Daily	05/04/2015	05/02/2016
Small group testing	Happy school during all local and state assessments	During all local and state assessments	05/04/2015	05/02/2016

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

Extended time	Happy school during all local and state assessments	During all local and state assessments	05/04/2015	05/02/2016
Change of assessment location to reduce distractions	Happy school during all local and state assessments	During all local and state assessments	05/04/2015	05/02/2016
Multiple and frequent breaks	Happy school during all local and state assessments	During all local and state assessments	05/04/2015	05/02/2016
Pre-teach critical information and vocabulary	Happy school - all academic classes	Daily	05/04/2015	05/02/2016
Use of graphic organizers to support thought organization	Happy school - all academic classes	Daily	05/04/2015	05/02/2016
Preferential seating	Happy school - all academic classes	Daily	05/04/2015	05/02/2016
Structured approach to sentence and paragraph writing	Happy school - all academic classes	Daily	05/04/2015	05/02/2016
Direct communication of expectations, refrain from digressions and excessive language	Happy school - all academic classes	Daily	05/04/2015	05/02/2016
Implementation of concrete references and connections when introducing new vocabulary	Happy school - all academic classes	Daily	05/04/2015	05/02/2016
Cueing student to start work and stay on task	Happy school - all academic classes	Daily	05/04/2015	05/02/2016
Social Skills instruction/Stress management	Happy school	Three 20 minute session per week	05/04/2015	05/02/2016
Access to sensory materials - Thera-putty, weighted lap pad, rice, Kinetic Sand, etc.	Happy School	As Jake verbalized need for materials	05/04/2015	05/02/2016

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

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

<i>School Personnel to Receive Support</i>	<i>Support</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>
IEP Team - Special education teacher, general education teacher, guidance counselor, and LEA representatives	In-Service for academic and behavioral strategies	Happy School	At least once a trimester	05/04/2015	05/02/2016
IEP Team - Special education teacher, general education teacher, guidance counselor, and LEA representatives, parent	Communication between all members for the IEP team	Happy School	Daily	05/04/2015	05/02/2016

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

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

<i>Support Service</i>	N/A
<i>Support Service</i>	
<i>Support Service</i>	

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

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

Data has not yet been collected to determine if Student qualifies for ESY 2014-15 school year. Data will be collected over Memorial Day break (5/22-5/26) determine eligibility

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:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

VII. EDUCATIONAL PLACEMENT

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

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

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

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

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: _____

C. Location of student's program

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

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

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

☐ Yes

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

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

☐ Other. Please explain:

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

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

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

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

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

Calculation for this Student:

Column 1	Column 2	Calculation	Indicate Percentage	Percentage Category
Total hours the student spends in the regular classroom per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom:	Using the calculation result - select the appropriate percentage category
6.90	7.0	98%	____% of the day	<input type="checkbox"/> INSIDE the Regular Classroom 80% or More of the Day <input type="checkbox"/> INSIDE the Regular Classroom 79-40% of the Day <input type="checkbox"/> 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)

- | | |
|--|--|
| <input type="checkbox"/> Approved Private School (Non Residential) _____ | <input type="checkbox"/> Other Public Facility (Non Residential) _____ |
| <input type="checkbox"/> Approved Private School (Residential) _____ | <input type="checkbox"/> Hospital/Homebound _____ |
| <input type="checkbox"/> Other Private Facility (Non Residential) _____ | <input type="checkbox"/> Correctional Facility _____ |
| <input type="checkbox"/> Other Private Facility (Residential) _____ | <input type="checkbox"/> Out of State Facility _____ |
| <input type="checkbox"/> Other Public Facility (Residential) _____ | <input type="checkbox"/> 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.