

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

School Age

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	(SPECIAL ED SNAP: FIELD 10:SPECIAL ED TEACHER)	
Local Ed Agency Rep		
Career/Tech Ed Rep***		
Community Agency Rep		
Teacher of the Gifted****		

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

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

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

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

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

Written input received from the following members:

Transfer of Rights at Age of Majority

For purposes of education, the age of majority is reached in Pennsylvania when the individual reaches 21 years of age. Likewise, for purposes of the Individuals with Disabilities Education Act, the age of majority is reached for students with disabilities when they reach 21 years of age.

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:

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

B. Type of Support

1. Amount of special education supports (SPECIAL ED SNAP: FIELD 15: AMOUNT OF SPECIAL ED SERVICES)

- 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 (SPECIAL ED SNAP: FIELD 17: TYPE OF SUPPORT)

- Autistic Support
- Blind-Visually Impaired Support
- Deaf and Hard of Hearing Support
- Emotional Support
- Learning Support
- Life Skills Support
- Multiple Disabilities Support
- Physical Support
- Speech and Language Support

C. Location of student's program

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

Name of School Building where the IEP will be implemented: _____
(SPECIAL ED SNAP: FIELD 71:LOCATION OF SPECIAL ED SERVICES)

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:

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: (SPECIAL ED SNAP: FIELD49: Educational Environment Percentage -School Age Program)	Using the calculation result - select the appropriate percentage category (SPECIAL ED SNAP: FIELD 44 EDUCATIONAL ENVIRONMENT-for regular school buildings with Non-Disabled Peers)
			_____% 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) (SPECIAL ED SNAP: FIELD 44 EDUCATIONAL ENVIRONMENT-for students educated OUTSIDE regular school buildings for MORE THAN 50% of the days)

- Approved Private School (Non Residential) SPECIAL ED SNAP: FIELD 70:Service Provider
- Approved Private School (Residential) SPECIAL ED SNAP: FIELD 70:Service Provider
- Other Private Facility (Non Residential) SPECIAL ED SNAP: FIELD 70:Service Provider
- Other Private Facility (Residential) SPECIAL ED SNAP: FIELD 70:Service Provider
- Other Public Facility (Residential) SPECIAL ED SNAP: FIELD 70:Service Provider

- Other Public Facility (Non Residential) SPECIAL ED SNAP: FIELD 70:Service Provider
- Hospital/Homebound SPECIAL ED SNAP: FIELD 70:Service Provider
- Correctional Facility SPECIAL ED SNAP: FIELD 70:Service Provider
- Out of State Facility SPECIAL ED SNAP: FIELD 70:Service Provider
- Instruction Conducted in the Home SPECIAL ED SNAP: FIELD 70:Service Provider

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	$(3 \div 5) \times 100 = 60\%$	60% of the day (Inside 79-40% of Day)
Example 3	1	5	$(1 \div 5) \times 100 = 20\%$	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.

Special Ed Snapshot:

FIELD #	DESCRIPTION	LOCATION
1	District Code	From data in SIS or Special Ed system (not on IEP)-District Reporting
2	Location Code	From data in SIS or Special Ed system (not on IEP)-School location reporting
5	Student ID	From data in SIS or Special Ed system (not on IEP)
10	Special Ed Teacher	IEP Team/Signatures-Special Ed Teacher
11	Primary Disability	From the ER/RR and data in SIS or Special Ed system (not on IEP)
12	Secondary Disability	From the ER/RR and data in SIS or Special Ed system (not on IEP)
15	Amount of Special Ed Services	VIII-Education Placement-B-1-Amount of Special Ed Services
17	Type of Support	VIII-Education Placement-B-2-Type of Support
34	Date Exited Special Ed	NOREP-#7 Placement recommended Anticipated Duration {end date}
44	Educational Environment	VIII Penn Data- Section A- Percentage Category OR Section B-location type selected
49	Educational Environment %	VIII Penn Data- Section A- Indicate Percentage column OR if Section B is filled out: Zero or Blank
52	Reason for Exiting Special Ed	(NOREP-#1 Type of action taken)
70	Service Provider	From data in SIS or Special Ed system (not on IEP)-AUN/Name of facility providing service
71	Location of Special Ed Service	VIII-Education Placement-C-Name of School building where IEP will be Implemented