

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: _____

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

School Age

Student's Name: JULIE SMITH

IEP Team Meeting Date (mm/dd/yy): 04-27-2007

IEP Implementation Date (Projected Date when Services and Programs Will Begin): 05-07-2007

Anticipated Duration of Services and Programs: 05-06-2008

Date of Birth: 01-14-94

Age: 13

Grade: 7TH

Anticipated Year of Graduation: 2012

Local Education Agency (LEA): PENNSYLTUCKY SCHOOL DISTRICT

County of Residence: PENNS

Name and Address of Parent/Guardian/Surrogate:

JOHN & JAQUELINE SMITH

1246 HUNTSMAN LANE

PENNSYLTUCKY, PA 19000

Phone (Home): 215-555-1212

Phone (Work): _____

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
8-30-07	PARENTS; SPECIAL EDUCATION SUPERVISOR	IEP TO BE IMPLEMENTED WITH ITINERANT LEARNING SUPPORT ONLY
1-25-08	IEP TEAM	LEARNING SUPPORT PART-TIME TO BE DELIVERED IN ALTERNATIVE EDUCATION PROGRAM (LANGUAGE ARTS, MATH)
2-22-08	IEP TEAM	PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: HOW DISABILITY AFFECTS INVOLVEMENT AND PROGRESS IN GENERAL

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

		EDUCATION—ADD TO PROGRAM MODIFICATIONS "ADAPTIVE SPECIALS AND P.E." ALL ACADEMIC COURSES IN ALTERNATIVE EDUCATION PROGRAM. ACCESS TO COUNSELOR FOR ANGER MANAGEMENT AND SKILL DEVELOPMENT.
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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

20

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	JAQUELINE SMITH	
Parent/Guardian/Surrogate	JOHN SMITH	
Student*		
Regular Education Teacher**	CHARLES KUCHARA	
Special Education Teacher	ELISSA GOE	
Local Ed Agency Rep	MARILYN O'HARA	
Special Education Supervisor	SUSAN KLYMAN	
Community Agency Rep		
Guidance Counselor	EVELYN SUMMERS	
Teacher, 8 th Grade	STACY SMITH	

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

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

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

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

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

Written input received from the following members:

Transfer of Rights at Age of Majority

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

PROCEDURAL SAFEGUARDS NOTICE

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

Signature of Parent/Guardian/Surrogate: _____

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

21. 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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

Other (specify):

PREVIOUSLY DIAGNOSED WITH ADHD.

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'S PRESENT LEVELS OF ACADEMIC ACHIEVEMENT:

Julie's current classes reflect the following grades, prior to the taking of final exams:

Science: 84

English 7 (language arts): 76

Math: 90

American History: 90

PE: 80

Music: 76

Language arts/English teacher states that Julie usually completes class work, and works best when teacher is able to provide one-on-one directions and support for redirection to her. Her writing has improved over the year and she is turning in work product that shows development and organization of ideas, with very little error in capitalization and punctuation. She writes increasingly well in responding to topics. She does respond to the teacher prompts and usually follows directions. She is always polite and respectful. Her social studies teacher reports that she does well following directions after the first prompt; that she enjoys the subject. Her science teacher report that Julie needs to be prompted to stay on task and to sometimes interact appropriately with peers. Math is her most difficult subject, yet when in class, Julie completes work and works well in a small group. Julie's teacher reports that Julie is always well-behaved. In music, her teacher reports that Julie is sometimes sullen and uninvolved, and the teacher has difficulty with getting Julie to complete the classroom assignments.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

24

[2/22/08: Julie is distracted easily and off task in many of her academic and non-academic courses; specials will be better received in alternative educational setting; so as to ensure success, anger management and communication needs will be addressed through access to guidance services]

STUDENT'S PRESENT LEVELS OF FUNCTIONAL PERFORMANCE:

Julie works well with adults and peers alike, and is respectful to both. She sometimes has difficulty listening to directions the "first time." She is a motivated student who strives to do well. When behavioral issues arise, it typically involves a need for redirection to task and a need to realize that there is an appropriate and respectful way to respond. Any speech needs can be addressed through communication/consult basis with speech therapist and case manager.

[2/22/08: Julie requires more one-on-one instruction and is easily distracted and side tracked; sometimes seems bored. She has difficulty at times finding words to communicate how she is feeling about being distracted.]

HOW THE STUDENT'S DISABILITY AFFECTS INVOLVEMENT AND PROGRESS IN GENERAL EDUCATION CURRICULUM

Strengths:

According to Julie's teachers, she is courteous and cooperative, a pleasure to have in class and consistently displays effort in the completion of her school work. She participates when called on and is generally attentive to class discussions. Additional teacher reports cite that Julie listens attentively, attempts any assignment that is given to her in class, is respectful and follows directions well, particularly when they are repeated. Parent reports that Julie excels in swimming and loves history and reading novels about historic persons, particularly Joan of Arc.

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

Julie needs to increase academic skills in the area of mathematics, especially word problems and in communicating effectively through written word. She works best in structured environments.

Effect on Involvement and Progress in General Education Curriculum:

Julie is a student who because of disability has difficulty keeping up in regular education math classes because of the rate and quantity of the work and class structures; she also has difficulty due to her learning disability in the language arts classes.

[2/22/08: Julie is unable at times to sit and work on an assignment that requires reading or writing. She is unable to work independently without reinforcement or individual attention. She does not communicate many times when unhappy or bored.]

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

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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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

IV. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS
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
- 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

Reading (Grades 3-8, and 11): use of preferential seating, have student demonstrate understanding of directions, test in separate room or small group to reduce distractions, increase test time
Math (Grades 3-8, and 11): increase test time, test in separate room or small group to reduce distractions, use of preferential seating, read test items (mathematics word problems), read directions to the student and re-read where necessary, have student demonstrate understanding of directions, prompt to remain on task
Writing (Grades 5, 8, and 11): increase test time, use of preferential seating, prompt to remain on task, read test items, read directions to the student and re-read where necessary

- 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)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

28

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

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

Increase test time, test in separate room or small group to reduce distractions, use of preferential seating, read directions to the student and re-read where necessary, read test items in mathematics word problems and writing prompts only

- The student will take an alternate local assessment.

Explain why the student cannot participate in the regular assessment:

Explain why the alternate assessment is appropriate:

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

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
Julie will communicate effectively in writing using domains appropriate to grade 7 (with baseline information to be determined within two weeks of beginning 8th grade) to attain a minimum score of 75% or equivalent rubric score, on 4 writing samples per year.	Weekly written work product	Reported through quarterly progress reports	

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:

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
When given curriculum based assessments at instructional levels and at modified levels, Julie will demonstrate mathematical problem solving skills with a minimum of 80 % average accuracy on unit assessments (baseline to be determined within two weeks of beginning of 8th grade)	Measured through report cards, progress reports, graded assignments, observational data	Progress reports through quarterly progress reports	

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.

Modifications and SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration
Direct explicit structured written language instruction; emphasis on 5 step pre-writing, writing and editing process using graphic organizers; Direct explicit systematic instruction in math skills, emphasis in math vocabulary	Learning Support Resource Room	Daily	5/7/07	5/6/08

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

study guides provided in all content area subjects	Regular academic classes	As determined by teacher	5/7/07	5/6/08
Directions to be clear, direct, focused and short	Regular and learning support classes	daily	5/7/07	5/6/08
Large tasks and projects broken down into small segments with time line provided to student and parents with due dates for each segment	Regular classes	When projects/tasks given	5/7/07	5/6/08
Use of the academic/support resource room to complete tests and quizzes; extended time given	Learning support class	Whenever there is a test or quiz	5/7/07	5/6/08
Teachers to provide positive and frequent reinforcement on continuous basis from beginning to completion of tasks	Regular class	Daily	5/7/07	5/6/08
Allow extended time to complete in school assignments and coursework	Regular classes and learning support classes	Daily	5/7/07	5/6/08

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

34

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
Regular education teachers	Case manager/special education teacher will provide input				
Case manager/spec.ed teacher	Regular education teachers will provide input				
Julie's case manager and entire IEP team	The Speech and Language Therapist will communicate				

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).

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

As of the date of this IEP, student is NOT eligible for ESY based on the following information or data reviewed by the IEP team:

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

If the IEP team has determined ESY is appropriate, complete the following:

ESY Service to be Provided	Location	Frequency	Projected Beginning Date	Anticipated Duration

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

§ VII. EDUCATIONAL PLACEMENT

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

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:

Julie needs replacement instruction in the area of language arts/writing. Her need for replacement instruction in language arts outweighs the benefit that she would derive from participation in regular classroom instruction in Language Arts even with substantial modification of the general curriculum and with adapted instruction, instructional grouping, texts, materials, equipment and assessments. The needed instruction in language arts will therefore occur in the special education classroom during instruction in Language Arts instruction in the regular classroom.

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

Julie will participate in all areas of the general education curriculum except grade level mathematics. The student's mathematics skills are below grade level and the instruction reflected in the measurable goal of this IEP requires direct, explicit instruction of skills that are not within the scope of the grade level curriculum.

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

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 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)	$(\text{Hours inside regular classroom} \div \text{hours in school day}) \times 100 = \%$ $(\text{Column 1} \div \text{Column 2}) \times 100 = \%$	Section A: The percentage of time student spends inside the regular classroom: _____ % of the day	Using the calculation result - select the appropriate percentage category <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 checked="" 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)

- Approved Private School (Non Residential) _____
- Approved Private School (Residential) _____
- Other Private Facility (Non Residential) _____
- Other Private Facility (Residential) _____
- Other Public Facility (Residential) _____
- Other Public Facility (Non Residential) _____
- Hospital/Homebound _____
- Correctional Facility _____
- Out of State Facility _____
- 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)	$(\text{Hours inside regular classroom} \div \text{hours in school day}) \times 100 = \%$ $(\text{Column 1} \div \text{Column 2}) \times 100 = \%$	Section A: The percentage of time student spends inside the regular classroom:
Example 1	5.5	6.5	$(5.5 \div 6.5) \times 100 = 85\%$	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.