

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Luke Hanson

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	Barbara Hanson	
Parent/Guardian/Surrogate		
Student*	Luke Hanson	
Regular Education Teacher**		
Special Education Teacher	Andrew Weaver	
Local Ed Agency Rep		
Career/Tech Ed Rep***		
Community Agency Rep		
Teacher of the Gifted****		

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

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

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

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

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

Written input received from the following members:

Transfer of Rights at Age of Majority

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Luke Hanson

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: Luke Hanson

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.
X	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
X	NO	

Does the student have communication needs?

X	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 (SDI), annual goals, etc.)
X	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.
X	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
X	NO	

Other (specify):

--

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Luke Hanson

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

INTRODUCTION: Luke is an 8th grade student in the Indiana Area School District. Luke's anticipated year of graduation is 2023. Luke's interests include playing video games, drawing, dinosaur movies (Jurassic World Falling Kingdom), eating food with cheese or meats (macaroni and cheese, grilled cheese, pizza, melted ham and cheese sandwich), looking at picture books with information about video games, and playing with any type of electronic device (iPhone, Wii, Xbox One). Luke's primary exceptionality category is Autism, and his secondary exceptionality category is Speech-Language Impairment. Luke is included in the general education curriculum for all classes and receives Learning Support services. Luke currently is enrolled in US/PA History, English 8, Tech Ed (Q1), Art (Q2), Music (Q3), FCS (Q4), PE, Computer Concepts, Math 8, Earth Science, and Reading. Luke's post-secondary goal is to obtain specialized training in the field of animal care or culinary arts (food preparation & service). Luke also expressed interest in inventing or cloning because he said he is "always thinking outside the box and finding ways to make something new for the future generation." He also said he would "like to make a new species of animal, a hybrid." Luke needs Learning Support and Speech-Language services.

On 09/06/18, Luke completed the Clifton Youth StrengthsExplorer assessment. According to this assessment, Luke's top 3 personal strengths are Future Thinker, Presence, and Caring. These are the Clifton StrengthsExplorer descriptors: FUTURE THINKER: Your mind loves to think and dream about the future. You are a person who thinks about what is possible, not what is impossible. PRESENCE: You were born to be at the front of the room telling stories and taking the lead. Other people watch you and listen to you. CARING: In your heart, helping other people is very important. You want to make the world better by helping people in small ways or big ways.

Learning Style: Luke completed the "What's Your Learning Style?" online survey on 09/13/18 (see <http://tiny.cc/3styles>). According to this survey, Luke's dominant learning style is VISUAL (60%). VISUAL LEARNERS learn by reading or seeing pictures. They understand and remember things by sight. They can picture what they are learning in their head, and they learn best by using methods that are primarily visual. They like to see what they are learning. For more information about this learning style, see <http://tiny.cc/waytolearn>.

ACADEMIC ACHIEVEMENT:

PSSA SPRING 2018

MATH: Below Basic (814)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Luke Hanson

READING: Basic (915)

These scores indicate a need for extra support in the areas of math and reading.

WRITING: Luke completed an argumentative writing assessment on 08/30/18 with the LS teacher. Luke's writing sample was evaluated using the **MAKE AN ARGUMENT LEVEL 2 RUBRIC** found at weaverlearn.com/ela. Luke's composite score was 55%. He wrote six sentences with a 75% proficiency score in sentence-writing. Luke's content proficiency score was 35%. Luke demonstrates a need for explicit instruction and remediation in the area of writing. He attends a writing workshop in the Learning Support room two 40-minute periods each 6-day rotation.

READING BASELINE DATA: Luke was given a standardized reading assessment (iReady) on 08/30/18 measuring Luke's reading level in vocabulary proficiency, comprehension of literature, and comprehension of informational text. The results indicated that Luke's overall reading level is **LEVEL 3**, vocabulary proficiency is level 4, comprehending literature is level 4, and comprehending informational text is level 3. On 09/24/18, Luke was given a reading assessment in which he was given reading passages on level 3. Luke's average comprehension proficiency score was 54%. Luke demonstrates a need for explicit instruction and remediation in the area of reading.

FUNCTIONAL PERFORMANCE: On 09/18/18 and 09/25/18, Luke completed the Priority Functional Skills Evaluation (PFSE on WeaverLearn.com/LS) with the Learning Support Teacher. According to this assessment, Luke has demonstrated the ability to recite his home address, but was unable to recite his parent/guardian contact numbers. Luke also indicated that he can use a phone to make and receive calls, complete online searches to answer questions (both YouTube and Google), open locker independently, choose appropriate clothes/outfits for various occasions, and get dressed independently. Luke also reported in this assessment that he completes basic chores at home (i.e., putting clothes away and making his bed). In addition, Luke reported the ability to make simple snacks/meals (i.e., cheese & ham sandwich, cheese tacos, and scrambled eggs with Pampered Chef microwave egg maker). Also, Luke reported the ability to order a meal at restaurant (McDonalds, Sheetz, and Dairy Queen), but Luke said he is unsure how to calculate and give a tip. Also, Luke reported that he can make basic purchases at grocery store (i.e., Gatorade at Giant Eagle), and operate a microwave safely. However, Luke indicated that he does not know how to safely use a stove, dishwasher, washing machine or dryer. He reported that he can cross streets independently and safely, but does not have experience using public transportation.

In light of Luke's functional abilities, the IEP team has determined that a functional behavioral assessment or ecological assessment is not necessary at this time.

Education/Training: Luke reported in the interview with the Learning Support Teacher on 09/24/18 that he has a goal of obtaining specialized training in the field of animal care or culinary arts (food preparation & service).

Employment: Luke reported in the interview with the Learning Support Teacher on 09/24/18 that he has a goal of competitive employment without support in the field of animal care or culinary arts. He also expressed interest in inventing or cloning. On 09/13/18, Luke completed the O*Net Interest Profiler (online assessment) and scored highest in the following area(s): **ARTISTIC (26)** and **INVESTIGATIVE (17)**. People with **ARTISTIC** interests like work that deals with the artistic side of things, such as acting, music, art, and design. They like creativity in their work and work that can be done without following a set of rules. People with **INVESTIGATIVE** interests like work that has to do with ideas and thinking rather than physical activity or leading people. They like searching for facts and figuring out problems.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Luke Hanson

Independent Living Skills: Because of Luke's functional abilities listed above, the IEP team has determined that a goal in this area is not needed at this time.

Agency participation was considered and deemed not necessary due to the student's age and needs.

PARENTAL CONCERNS: Mrs. Hanson indicated that Luke had some recent medication changes, and the IEP team has been alerted to look for any changes in Luke's mood or focus. Mrs. Hanson also inquired about Luke's social skills and peer group during lunch. The guidance counselor is going to check into this and follow up with Mrs. Hanson and the Learning Support teacher.

STRENGTHS: Teachers report that Luke is punctual, attentive, and usually pleasant in class. He orally participates, follows directions, often self-advocates, and demonstrates relatively good auditory/listening comprehension skills. Luke's top 3 strengths in the Clifton Strengths Explorer are Future Thinker, Presence, and Caring.

PRIORITY NEEDS: reading comprehension and written expression

Speech/Language Support: Luke participates in speech/language support for 1 -30 minute session per week. Goals have focused on appropriate interactions with peers and adults. Luke is able to initiate appropriately in 90% interactions. Luke continues to have difficulty with topic change, particularly if he has not chosen the topic himself or has little interest in it.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Luke Hanson

Present Levels (continued):

Luke is able to participate in almost all aspects of the general education curriculum with modifications and specially designed instruction (see SDI). In order to support Luke's needs in written expression, Luke attends a writing workshop in the Learning Support room two 40-minute periods each 6-day rotation. This writing workshop occurs in place of his regular English class on these two days each 6-day rotation. Also, Luke receives Speech/Language support for approximately one 30-minute session each week.

Luke also has access to the Learning Support room for additional help and support. The LST expects to check in with Luke and provide flexible LS services (habits of success, organization/work completion skills, academic support, and progress monitoring) for approximately one 40-minute period each day. Luke is pulled from study hall during these session, so these sessions do not remove him from the general education curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Luke Hanson

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.

NOTE: FOR INSTRUCTIONAL PURPOSES, THE TRANSITION GRID IN SECTION 3 IS OMITTED FROM THIS TEMPLATE.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Luke Hanson

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 and English Language Arts (ELA) administered in grades 3-8; Science administered in grades 4 and 8)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Math		X	small group, ALLOWABLE portions read aloud, opportunity for additional breaks, prompting to stay on task
Science		X	small group, ALLOWABLE portions read aloud, opportunity for additional breaks, prompting to stay on task
ELA		X	small group, ALLOWABLE portions read aloud, opportunity for additional breaks, prompting to stay on task

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			

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Luke Hanson

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 an 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:

The IEP team must review each of Pennsylvania's 6 eligibility criteria to determine participation in the PASA. The IEP team must answer "YES" to ALL six criteria in order for the student to participate in the PASA. If the answer is "NO" to any of the questions, the student must participate in the PSSA/ Keystone with or without accommodations, as determined appropriate by the IEP team.

1. Will the student be in grade 3,4,5,6,7,8, or 11 by September 1st of the school year during which the IEP will be operative?
2. Does the student have significant cognitive disabilities? Pennsylvania defines significant cognitive disabilities as pervasive and global in nature, affecting student learning in all academic content areas, as well as adaptive behaviors and functional skills across life domains.
3. Does the student require intensive, direct, and repeated instruction in order to learn and generalize academic, functional, and adaptive behavior skills across multiple settings?
4. Does the student require extensive adaptations and support in order to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments?
5. Does the student require substantial modifications to the general education curriculum?
6. Does the student's participation in the general education curriculum differ substantially in form and/or substance from that of most other students?
Students found eligible to take the PASA must have measurable annual goals AND short-term objectives reflected in the IEP.

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Luke Hanson

Explain why the student cannot participate in the PSSA or Keystone Exams, even with accommodations:

--

Explain why the PASA is appropriate considering the six eligibility criteria:

--

Explain any specific accommodations the student may require on the PASA (i.e., Assistive Technology, Signing):

--

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

	Videotape (Video recording is the standard method of capturing performance on the PASA.)
	Written narrative notes (requires prior approval from PDE)

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)

	Student will participate in the Alternate ACCESS for ELLs.
--	--

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

--

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Luke Hanson

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
X	Student will participate in local assessments with the following accommodations; OR
small group, ALLOWABLE portions read aloud (enable audio option), opportunity for additional breaks, prompting to stay on task	
	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: Luke Hanson

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
Argumentative LEV 2 Writing Baseline: 55% GOAL: Given assignments that require argumentative writing, Luke will write a meaningful essay that includes a clearly stated position, is supported with convincing evidence, is logically arranged, refutes opposing views, uses varied sentence length/structure, and includes figurative language with at least 85% accuracy on two consecutive assignments using the MAKE AN ARG. LEV. 2 rubric at weaverlearn.com/ela . The student will be assessed using bi-weekly writing assignments (these assignments may assess sub-skills, but overall argumentative writing should be assessed at least 1x/quarter). PA CC 1.4.8.G	Writing Samples/Rubric	10/31/18 01/18/19 03/27/19 06/05/19	

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: Luke Hanson

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
<p>Reading Comprehension BASELINE DATA: 54% level 3 informational text</p> <p>When given an informational reading passage on Luke's current instructional level (Level 3), Luke will read the passage independently, answering comprehension questions with at least 90% accuracy on two consecutive probes. The student will be assessed using reading probes administered every 2-3 weeks (probes may assess sub-skills, but overall comprehension should be assessed at least once each quarter). PA CC 1.2.8.A</p>	Reading Probes	<p>10/31/18</p> <p>01/18/19</p> <p>03/27/19</p> <p>06/05/19</p>	

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: Luke Hanson

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
(CC.1.5.5.A) Luke will interact with adults and peers through conversational skills, self advocacy and identification/solution of communicative breakdowns in 4/5 trials in 3 consecutive data collection speech/language sessions.	Observation Chart Checklist Data Collection	10/31/18 01/18/19 03/27/19 06/05/19	

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: Luke Hanson

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>
Provide access to Learning Support room to receive LS services (habits of success, organization/work completion skills, academic support, and progress monitoring). See Success Skills Assessment at WeaverLearn.com/LS .	LS room	Approx. one 39-minute period each day	09/27/18	09/25/19
Provide small group or 1:1 interventions in LS room for writing.	LS room	Approx. two 39-minute periods each 6-day rotation	09/27/18	09/25/19
Provide flexible grading with alternative or adapted assignments in English class in consultation with LS teacher, and in coordination with LS interventions.	English class	daily	09/27/18	09/25/19
Provide strategic breaks when Luke demonstrates tension, frustration, or distraction (teacher discretion). Especially look for opportunities to provide sensory breaks within the classroom (allow Luke to get out of his seat, walk around, get a drink, look out the window, look at a book, complete an errand, etc.). Pay attention to Luke's body language and be alert for frustration or tension.	All classes	Each observed incident when Luke demonstrates these behaviors	09/27/18	09/25/19
Encourage Luke to use deep breathing and walking to calm down when he is frustrated. Speak softly to him and give him time to cool down when upset, and/or send him on an errand (deliver envelope to office, etc.).	All classes	Each observed incident when Luke seems tense/frustrated	09/27/18	09/25/19
Chunk information on assignments and projects, using explicit instruction to guide Luke step-by-step.	All classes	Each assignment or project	09/27/18	09/25/19

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Luke Hanson

Chunk projects into sections with specific due dates throughout process.	All classes	Each project	09/27/18	09/25/19
Provide accurate, completed study guides for Luke OR check Luke's study guides for accuracy at least 2 days prior to tests.	All classes	Each study guide	09/27/18	09/25/19
Provide plenty of white space on assignments/tests to minimize likelihood of Luke becoming overwhelmed.	All classes	Each assignment/test	09/27/18	09/25/19
Read aloud tests, quizzes, and assignments when above Luke's reading comprehension level (level 3).	All classes (except reading class or reading remediation sessions)	Each test, quiz, and assignment	09/27/18	09/25/19
Provide notice of change in plans/schedule.	All classes	Each unusual schedule change + quarterly	09/27/18	09/25/19
Provide rewards for completed work (computer time, drawing, etc.).	All classes	At least 1x/quarter + when teacher observes Luke reluctant to work	09/27/18	09/25/19
Provide option of redoing assignments or retaking tests w/ extra remediation until mastery is demonstrated (at discretion of RE and/or LS teacher).	All classes	Each assignment and test	09/27/18	09/25/19
All independent assignments given to Luke should be adapted to his independent reading level (approx. grade level 3).	All classes	Each independent assignment	09/27/18	09/25/19
Allow P/F grading option for computer classes (based on effort in class).	Computer class	daily	09/27/18	09/25/19
HW assignments should meet the following criteria: 1) the student can successfully complete the assignment with no assistance; 2) can complete the assignment in a reasonable amount of time; 3) the assignm. focuses on essential understandings/big ideas that have lasting relevance.	All classes	Each HW assignment	09/27/18	09/25/19

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Luke Hanson

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>
Speech/Language Support (SLS)	SLS Classroom	28 sessions per year/30-min	09/27/18	09/25/19

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>
Gen. Ed./LS Teachers	Advance answer keys provided to LST by GE teachers	IASD - Junior High (8th gr.)	each test, quiz, or task needing LS	09/27/18	09/25/19
Gen. Ed./LS Teachers	SDI shared with student's teachers & staff	online access	24/7 online	09/27/18	09/25/19

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Luke Hanson

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>	
<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:

OR

X	As of the date of this IEP, student is NOT eligible for ESY based on the following information or data reviewed by the IEP team:
After review of the 7 ESY eligibility questions and PowerSchool grade checks, the IEP team determined that Luke does not qualify for ESY services at this time.	

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: Luke Hanson

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 non academic activities?

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

Luke will participate fully with students without disabilities in regular education classes except when in writing workshop (approx. two 40-minute periods each 6-day rotation), when receiving Speech/Language support (approx. one 30-min. session every week), and also when receiving LS services in the Learning Support room (approximately one 40-minute period each day).

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

Luke will participate fully with students without disabilities in the general education curriculum except when in writing workshop (two 40-minute periods each 6-day rotation) and when receiving Speech/Language support (approx. one 30-min. session every week). Although Luke receives additional LS services in the LS room (habits of success, organization/work completion skills, academic support, and progress monitoring), these sessions do not remove Luke from the general education curriculum because they occur during Luke's study hall.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Luke Hanson

B. Type of Support

1. Amount of Special Education Supports

X	Itinerant: Special education supports and services provided by special education personnel for 20% or less of the school day
	Supplemental: Special education supports and services provided by special education personnel for more than 20% of the day but less than 80% of the school day
	Full-Time: Special education supports and services provided by special education personnel for 80% or more of the school day

2. Type of Special Education Supports

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Luke Hanson

B. Location of student's program

Name of School District where the IEP will be implemented:

Indiana Area School District

Name of School Building where the IEP will be implemented:

Indiana Junior High School

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

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

	Special education supports and services required in the student's IEP cannot be provided in the neighborhood school
	Other. Please explain:

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Luke Hanson

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

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

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

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

Calculation for this Student:

Column 1	Column 2	Calculation	Indicate Percentage	Percentage Category							
Total hours the student spends in the regular classroom per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom:	Using the calculation result - select the appropriate percentage category							
6.06	7.08	6.06/7.08	85.6% of the day	<table><tr><td>X</td><td>INSIDE the Regular Classroom 80% or More of the Day</td></tr><tr><td></td><td>INSIDE the Regular Classroom 79-40% of the Day</td></tr><tr><td></td><td>INSIDE the Regular Classroom 0-39% of the Day</td></tr></table>		X	INSIDE the Regular Classroom 80% or More of the Day		INSIDE the Regular Classroom 79-40% of the Day		INSIDE the Regular Classroom 0-39% of the Day
X	INSIDE the Regular Classroom 80% or More of the Day										
	INSIDE the Regular Classroom 79-40% of the Day										
	INSIDE the Regular Classroom 0-39% of the Day										

SECTION B: This section required only for Students Educated OUTSIDE Regular School Buildings for more than 50% of the day - select and indicate the Name of School or Facility on the line corresponding with the appropriate selection: (If a student spends less than 50% of the day in one of these locations, the IEP team must do the calculation in Section A)

	Approved Private School (Non Residential)			Other Public Facility (Non Residential)	
	Approved Private School (Residential)			Hospital/Homebound	
	Other Private Facility (Non Residential)			Correctional Facility	
	Other Private Facility (Residential)			Out of State Facility	
	Other Public Facility (Residential)			Instruction Conducted in the Home	