

# WALLINGFORD SWARTHMORE

## SCHOOL DISTRICT

101 Plush Mill Road, Wallingford, PA 19086-6334

### INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Christopher [REDACTED]

IEP Team Meeting Date (mm/dd/yy): December 15, 2009

IEP Implementation Date (Projected Date when Services and Programs Will Begin):

Anticipated Duration of Services and Programs:

DOB: [REDACTED] Age: 7 Grade: 02 Anticipated Date of Graduation: 2020

Local Education Agency: Wallingford-Swarthmore S D

Name and address of Parent/Guardian/Surrogate:

[REDACTED] Home: [REDACTED]  
[REDACTED]  
[REDACTED]

County of Residence: Delaware

Other Information:

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

*Coordination of test results*  
*Processing of test results*  
*to meet with*  
*the way*

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

#### IEP TEAM SIGNATURES\*

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

Printed Name	Role	Signature
[REDACTED]	Father	[REDACTED]
[REDACTED]	Mother	[REDACTED]
[REDACTED]	Special Education Teacher	[REDACTED]
[REDACTED]	School Psychologist, LEA	[Signature]
[REDACTED]	Reading Specialist	[Signature]
[REDACTED]	Regular Education Teacher	[Signature]

- \* The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.
  - \*\* A regular education teacher is a member of the team if the student is, or may be, participating in the regular education environment.
  - \*\*\* A Career/Tech Ed Rep or Community Agency Rep may be members of the team, 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 is also gifted.
- One individual listed above must be able to interpret the instructional implications of any evaluation results.

Written input received from the following members:

**Transfer of Rights at Age of Majority**

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

**PROCEDURAL SAFEGUARDS NOTICE**

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

Signature of Parent/Guardian/Surrogate: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# **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](http://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 devised 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](http://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)

*Reading:*

*Wechsler Individual Achievement Test-III (WIAT-III), administered by the psychologist 11/12/09: Word Reading, Standard Score (SS) 78 (7th percentile); Pseudoword Decoding SS 88 (21st percentile); Early Reading Skills SS 118 (88th percentile); Reading Comprehension N/A; Oral Reading Fluency SS 93 (32nd percentile); Oral Reading Accuracy SS 73 (4th percentile); Oral Reading Rate SS 103 (58th percentile).*

*The Early Reading Skills subtest of the WIAT-III measures several skills deemed important for developing reading skills. Chris's performance on this subtest was above average. The Reading Comprehension subtest measures literal and inferential reading comprehension skills using a variety of passage and question types. Chris responded correctly to 4 of the 6 questions on the first passage, but testing was discontinued since the next passages were too difficult. The score was not considered a valid measure of his comprehension and is therefore not reported. The Word Reading subtest measures accuracy of single word reading. Chris's performance on this subtest was significantly below average for his age. The Pseudoword Decoding subtest measures decoding skills. Christopher was asked to read aloud from a list of non-words. Chris's performance on this subtest was in the low average range. It was noted that he moved through the items very slowly and with difficulty. The Oral Reading Fluency subtest measures oral reading fluency of expository and narrative passages. The subtest yields separate scores for Oral Reading Accuracy, Oral Reading Rate, and Oral Reading Fluency. Chris's overall Oral Reading Fluency score was in the average range. His reading rate was also in the average range. His reading accuracy, however, was significantly below average.*

*Comprehensive Test of Phonological Processing (CTOPP), administered by the psychologist 11/18/09: Phonological Awareness SS 88 (21st percentile); Phonological Memory SS 97 (42nd percentile); Rapid Naming SS 88 (21st percentile).*

*On the CTOPP, Chris's PACS (Phonological Awareness Composite score) was in the below average range. These scores suggest a weakness in phonological awareness. Chris's PMCS (Phonological Memory Composite score) was in the Average range. Chris's Rapid Naming performance was in the below average range. These scores suggest a weakness in automaticity, which may affect reading fluency and comprehension.*

*Reading assessment, administered by the reading specialist:*

*Dynamic Indicators of Basic Early Literacy Skills (DIBELS), administered by the reading specialist 11/23/09: Nonsense Word Fluency 47 (benchmark 50): Some Risk. Oral Reading Fluency 30 words per minute (benchmark for Grade two is 44 words per minute): Some Risk.*

*Developmental Reading Assessment (DRA), administered by the reading specialist 9/25/09: At Level 10 (mid-first grade), Fluency was at Instructional level, Comprehension was at Independent level, and Word Reading Accuracy was at 98%. Chris read in a monotone, halting, word by word manner. He did not self-correct mistakes. When he came to an unknown word, he had difficulty decoding because it took extra time for him to process the sounds and blend them together. When answering the comprehension questions, Chris gave reasonable predictions and thoughtfully answered the interpretation and reflection questions. In his sequenced retelling, Chris included most of the important events and details. His retelling did not require teacher support. Although his comprehension was scored as Independent, Chris's fluency score places him at the mid-first grade instructional level.*

*Classroom reading assessments:*

*Running Records Reading Assessment, administered in the classroom 11/09: At Level H (last third of Grade 1 level): Word Recognition 96%; Comprehension 100%; Fluency at Basic level.*

*District Silent Reading Retellings, administered in the classroom, 11/09: Partially Proficient.*

*According to his classroom teacher, Chris needs to work on fluency, decoding, reading expression, and inflection. He particularly struggles with decoding.*

*Mathematics:*

WIAT-III, administered by the psychologist, 11/09: Math Problem Solving SS 87 (19th percentile); Numerical Operations SS 95 (37th percentile); Math Fluency (Addition) SS 84 (14th percentile); Math Fluency-Subtraction SS 77 (6th percentile). Chris performed in the low average to average range on the Math Problem Solving and Numerical Operations subtests. On the Addition and Subtraction Fluency subtests, Chris's scores were significantly below average.

*Classroom math assessments:*

On mathematics unit tests for units 1-3, Chris's scores have ranged from 79% to 89% with 85% as his average. His Unit 4 test score was 98%. His beginning-of-the-year assessment score was 93%.

According to his classroom teacher, Chris is attentive during the group math lesson and will most often understand the concept that is presented. He is then able to complete the independent work with minimal assistance, but it takes him a greater amount of time to finish. He has not mastered his addition and subtraction facts 0-18.

*Written expression:*

WIAT-III, administered by the psychologist, 11/09: Spelling SS 90(47th percentile). Chris performed in the average range on this subtest.

Classroom written expression assessment, 11/09: Mechanics 7; Content 8. The benchmark is Level 7 by the end of Grade 1 and Level 9 by the end of Grade 2.

Chris's teacher reports that he seems to enjoy writing and he has good ideas, but he has a difficult time getting started.

Classroom spelling assessments, 9/09: WSSD Qualitative Spelling Assessment 16%; Grade 2 Sight Word List 23%; Developmental Spelling Analysis (DSA) Letter Name Test 20 out of 25 (benchmark 22 out of 25 by the end of Grade 1/beginning of Grade 2); DSA Within Word Test 1 out of 25 (benchmark 12 out of 25 by the end of Grade 2/beginning of Grade 3). Average weekly spelling test score: 91%, on List 1 (out of 4) of the WSSD Spelling Curriculum.

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

Classroom: Chris works hard to get his work completed and he wants to do well, his teacher reports, but it is often difficult for him to stay focused and continue with his assignments. He doesn't readily ask for help. Chris is well-liked by his classmates and works well in group work or when working with partners. He can be distracted by socializing with his neighbor.

Chris participates and is active with hands-on science curriculum and attempts to complete his Maps and Globes worksheets. However, whenever there are extensive directions to read or map skills to complete, he may require additional assistance. In science, he is attentive and focused during the lesson and experiments.

Chris does not seem to get frustrated, his teacher reports. He just keeps on working even if he meets an obstacle. Recently he has been enthusiastically raising his hand to participate in class discussions. He has great insight and ideas.

*WIAT-III, administered by the psychologist 11/09: Listening Comprehension SS 103 (58th percentile); Receptive Vocabulary SS 101; Oral Discourse Comprehension SS 105; Oral Expression SS 104 (61st percentile); Expressive Vocabulary SS 118 (88th percentile); Oral Word Fluency SS 93 (32nd percentile); Sentence Repetition SS 99 (47th percentile).*

*On the WIAT-III, Chris's overall score for Oral Expression was in the average range, but he performed above average on the Expressive Vocabulary component.*

*Social/Behavioral:*

*Chris presents as a well-adjusted, hard-working attentive young boy who is highly motivated to do well. He does not display any behavior problems in the classroom or at home. He is well-liked by his peers and gets along well with his family members*

- 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)  
*N/A*
- Parental concerns for enhancing the education of the student  
*None other than those indicated by the evaluation report.*
- How the student's disability affects involvement and progress in the general education curriculum  
*Chris has significant weaknesses in phonemic awareness, decoding skills, and rapid naming, which are impacting his reading. He also has a very significant weakness in processing speed, which appears to be impacting automaticity with math and other written class work. He will need small-group or individual instruction, with multiple opportunities for review and practice.*
- Strengths  
*Chris demonstrates perseverance when given challenging items and does not appear to become discouraged when tasks are difficult. He gets along well with other children, with his parents, and with younger siblings. He is very good-natured. He is friendly and polite, and he is well-liked by his classmates. He makes an effort to do his best and he works carefully with good concentration. He seems to enjoy writing and he has good ideas. He is artistic. He is strong in math and seems to understand the concepts presented. He is attentive during group lessons, and he cooperates well in group work. He is able to complete independent work with minimal assistance. His assessments indicate that he has strengths in visual spatial reasoning, expressive vocabulary, visual and verbal conceptualization, and categorical reasoning. His working memory, phonological memory, listening comprehension, and numerical reasoning skills appear to be within the average range.*
- Academic, developmental, and functional needs related to student's disability  
*Chris has significant weaknesses in phonemic awareness, decoding skills, and rapid naming, which are impacting his reading ability. In addition, he has a very significant weakness in processing speed, which appears to be impacting automaticity with math and other written class work.*

**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:**

The IEP Team has determined that Postsecondary Education and Training Goals, Employment Goals, and/or Independent Living Goals are not needed at this time.

**Postsecondary Education and Training Goal(s):**

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

**Employment Goal(s):**

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

**Independent Living Goal(s), if appropriate:**

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

#### IV. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS

Available Assessment Options in Reading and Math-2010

- PSSA for Math and Reading, or
- PSSA-M for Math and PSSA for Reading, or
- Pennsylvania Alternate System of Assessment (PASA)

Students will be taking the PSSA, PSSA-M for Math, or the PASA in the grade levels below.

- Reading (Grades 3-8, and 11)
- Math (Grades 3-8, and 11) (PSSA-M, grades 4-8, and 11)
- Writing (Grades 5, 8, and 11)
- Science (Grades 4, 8 and 11)

PSSA/PASA Participation	Accommodations/Comments
Assessment is not administered at this student's grade level	

\*allowable PSSA accommodations may be found in the PSSA Accommodations Guidelines at [www.pde.state.pa.us](http://www.pde.state.pa.us) under Pre K-12 and Assessment.

\*\* criteria regarding PASA eligibility may be found in Guidelines for IEP Teams: Assigning Students with IEPs to State Tests (ASIST) 2010 at [www.pde.state.pa.us](http://www.pde.state.pa.us) under Pre K-12, Special Education, and Assessment.

If the student will participate in the PASA, (criteria regarding PASA eligibility may be found in the PSSA Accommodations Guide at [www.pde.state.pa.us](http://www.pde.state.pa.us) under PreK-12 and Assessment): Explain why the student cannot participate in the PSSA or the PSSA-M for Math and explain why the PASA is appropriate:

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

- ☐ Videotape (which will be kept confidential as all other school records)
- ☐ Written Narrative (which will be kept confidential as all other school records)

**Local Assessments**

- ☐ Local Assessment is not administered at this student's grade level; OR
- ☐ Student will participate in local assessments without accommodations; OR
- ☐ Student will participate in local assessments with the following accommodations; OR
  - Extended time for written assessments
  - Opportunity to complete tests in the Learning Support classroom.
  - Directions read aloud and clarified as needed
- ☐ The student will take an alternate local assessment (Explain why the student cannot participate in the regular assessment and why the alternate assessment is appropriate: )



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

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

**SHORT TERM OBJECTIVES** are required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

<b>Measurable Annual Goal</b> Include: Condition, Name, Behavior, and Criteria (Refer to annotated IEP for description of these components.)	<b>Describe HOW the student's progress toward meeting this goal will be measured</b>	<b>Describe WHEN periodic reports on progress will be provided to parents</b>	<b>Report of Progress</b>
GOAL: 1. Reading: Given a narrative or expository reading passage at his current reading level, read fluently with:  at least 80% accuracy in word recognition in isolation;  95% accuracy in word recognition in context;  and 90% comprehension. Criteria: As indicated in goal. Assigned Date: December 16, 2009	<i>Methods: As indicated in goal.</i>	<i>Schedule: Twice Yearly</i>	See Separate Progress Reports. See separate Progress Reports
GOAL: 1. Written expression: Given weekly spelling words containing phonetic features previously taught, maintain an average of 85-100% on weekly quizzes each report period. Criteria: As indicated in goal. Assigned Date: December 16, 2009	<i>Methods: As indicated in goal.</i>	<i>Schedule: Twice Yearly</i>	See Separate Progress Reports.
GOAL: 2. Reading: Given the 221 words of the entire Dolch lists (Pre-primer through Grade 2 lists), read orally with 95% total accuracy or better (benchmark for end of Grade 2). Criteria: As indicated in goal. Assigned Date: December 16, 2009	<i>Methods: As indicated in goal.</i>	<i>Schedule: Twice Yearly</i>	See Separate Progress Reports.
GOAL: 2. Written expression: Given words from the WSSD Developmental Spelling Analysis assessment (DSA) at the Letter Name level, earn a stage score within the 22-25 range (benchmark for end of Grade 1/beginning of Grade 2);  given words from the WSSD Developmental Spelling Analysis assessment (DSA) at the Within Word level, earn a stage score of 12 or more out of 25 (benchmark for end of Grade 2/beginning of Grade 3). Criteria: As indicated in goal. Assigned Date: December 16, 2009	<i>Methods: As indicated in goal.</i>	<i>Schedule: Twice Yearly</i>	See Separate Progress Reports.
GOAL: 3. Written expression: Given words from the first and second grade spelling sight word	<i>Methods: As indicated in goal.</i>	<i>Schedule: Twice Yearly</i>	See Separate Progress

lists (Lists 1 and 2), write words with 100% accuracy (benchmark for end of Grade 2). Criteria: As indicated in goal. Assigned Date: December 16, 2009			Reports.
GOAL: 4. Written expression: On the WSSD writing assessment earn a score of 9 or better in mechanics and 9 or better in content (benchmark for end of Grade 2/beginning of Grade 3) Criteria: As indicated in goal. Assigned Date: December 16, 2009	<i>Methods: As indicated in goal.</i>	<i>Schedule: Twice Yearly</i>	See Separate Progress Reports.
GOAL: 1. Mathematics: Given curriculum based math assessments at the current academic level, maintain a test average of 80% or higher. Criteria: As indicated in goal. Assigned Date: December 16, 2009	<i>Methods: As indicated in goal.</i>	<i>Schedule: Twice Yearly</i>	See Separate Progress Reports.
GOAL: 2. Mathematics: Given 100 basic addition facts, solve with at least 90% accuracy within ten minutes;  given 100 basic subtraction facts, solve with at least 90% accuracy within ten minutes. Criteria: As indicated in goal. Assigned Date: December 16, 2009	<i>Methods: As indicated in goal.</i>	<i>Schedule: Twice Yearly</i>	See Separate Progress Reports.

**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 should also 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
The student will be given direct, sequential, phonetically-based multisensory reading and spelling instruction; be given frequent review and practice of math facts; and be given the opportunity to complete writing assignments in the resource room.	Learning Support classroom	5 days/week	01/05/2010	12/15/2010
The student will be given extra time to complete reading tasks, written work, and tests; have directions read/explained upon request; have assignments modified, when appropriate, to reduce workload	Regular or Learning Support Classes	5 days/week	01/05/2010	12/15/2010

**B. RELATED SERVICES:** List the services that the student needs in order to benefit from or access his/her special education program (If any).

Service	Location	Frequency-Days/Cycle/Min	Projected Beginning Date	Anticipated Duration
N/A				

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

School Personnel to Receive Support	Support	Location	Frequency	Projected Beginning Date	Anticipated Duration
Katherine Lord	Collaboration between special education teacher and regular education teacher	Regular or Special Education Classroom	Monthly	01/05/2010	12/15/2010
Katherine Lord	Copy of IEP to the Regular Education teacher	Regular Education classroom	One time a year, and when revisions occur	01/05/2010	12/15/2010

**D. GIFTED SUPPORT SERVICES FOR A STUDENT IDENTIFIED AS GIFTED WHO IS ALSO 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).

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

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: No evidence of severe regression.

The annual goals and, when appropriate, Short Term Objectives from this IEP that are to be addressed in the student's ESY program are identified by an asterisk in the goals listed in section V.

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

**ESY SERVICES (If any)**

Service	Location	Frequency-Days/Cycle/Min	Projected Beginning Date	Anticipated Duration
N/A				

## 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 non-disabled 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:

Chris will participate in the activities of the regular classroom throughout the school day except for one hour per day in the resource room for support in language arts and math facts fluency.

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

Chris will participate with peers in the general education curriculum except for 1 hour per day in the resource room for support in language arts and math facts fluency.

### 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

**2. Type of special education supports**

Learning Support

**FURTHER DETAILS OF SPECIAL EDUCATION PLACEMENT** (Includes Primary Type of Support as above)

Service	Location	Frequency-Days/Cycle/Min	Projected Beginning Date	Anticipated Duration
Learning Support (Outside General Ed.) [REDACTED]	Swarthmore-Rutledge School	5/W/60	01/05/10	12/15/10

**C. Location of student's program**

Name of School District where the IEP will be implemented: Wallingford-Swarthmore S D

Name of School Building where the IEP will be implemented: Swarthmore-Rutledge 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)

☒ 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.

**Calculations 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
5.8	6.8	$(5.8 \div 6.8) \times 100 = 85.2\%$	85.2% of the day	INSIDE the Regular Classroom 80% or More 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)

**Examples for Section A: How to Calculate Penn Data – Educational Environment Percentages**

	<b>Column 1</b>	<b>Column 2</b>	<b>Calculation</b>	<b>Indicate Percentage</b>
	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 the 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 the Day)

For help in understanding this form, an annotated *IEP* is available on the PaTTAN website at [www.pattan.net](http://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.