I. SPECIAL CONSIDERATIONS THE IEP TEAM MUST ADDRESS BEFORE DEVELOPING THE IEP. ANY FACTORS CHECKED MUST BE ADDRESSED IN THE IEP.

Is the Student Blind or Visually Impaired?

[X] No

[ ] Yes - Team must provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate.

Is the Student Deaf or Hearing Impaired?

[X] No

[ ] Yes - Team must consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode in the development of the IEP.

OTHER SPECIAL CONSIDERATIONS

[ ] COMMUNICATION NEEDS

[X] ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES

Due to her cerebral palsy, Sarah has limited use of her hands and difficulty with visual spatial tasks like reading and writing. Sarah is using the following assistive technology to meet her needs: onscreen keyboard with word prediction (Wivik), software which supports language decoding, encourages fluency, aides in self-correction, promotes comprehension, enlarges materials and provides visual cues (Kurzweil 3000). A scanner is also used to input written material to the computer. Sarah is assisted in her use and mastery of her assistive technology in the physical support resource room. In addition, she uses Dragon Naturally Speaking as a backup system to input into the computer. These technologies meet her current educational needs. Ms. Stalnaker has requested additional devices for Sarah to use in college. A request for an Assistive Technology Assessment to be done by the IU AT Specialist has been made.

[ ] LIMITED ENGLISH PROFICIENCY

[ ] BEHAVIORS THAT IMPEDE HIS/HER LEARNING OR THAT OF OTHERS

[X] TRANSITION SERVICES

A transition plan is needed to address Sarah's post-graduation goals and services.

[X] OTHER (specify) The student will graduate according to the regular graduation requirements of Penncrest High School.

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (Include Student's Present Levels in the Area of Post-Secondary Transition if Appropriate)

STUDENT'S PRESENT LEVELS OF ACADEMIC ACHIEVEMENT:

Sarah is at Penncrest High School junior, enrolled in the DCIU Physical Support Program, who will turn 17 on June 15, 2007. Her grades for the third marking period of this year are:

Spanish 2 (level 2) "A + "
Adapted Geom (level special ed.) "A"
Modern America (level 2) "A + "
Advanced Composition (level 2) "A"
Practical Sci (level 3) "A"
Health 11 (not leveled) "A"
Adapted P.E. (resource room) "O"

Testing:
G.R.A.D.E. Reading Test, Administered April/2008
11th grade
comprehension: average
vocabulary: strength
total test: strength

PSSA
8th Grade Administered 2005
Reading - Advanced
Mathematics - Below Basic

Sarah is a hard working young student who has a wide range of educational performance. She performs well in those classes that rely heavily on verbal abilities like Social Studies, Language Arts and Spanish. They are regular education level 2 classes. In Science she attends a lower level regular ed. class and is experiencing success without major stressors or tutoring support from RR staff. She attends a special education Geometry class this year and she is experiencing success. She has support from a one-on-one assistant in math class as well as in her science and social studies classes.

STUDENT'S PRESENT LEVELS OF FUNCTIONAL PERFORMANCE:

Sarah has Cerebral Palsy and uses a power wheelchair to maneuver through her environment. She requires assistance with: reading (when materials are not in an enlarged, clear format), writing, fine motor manipulations, and personal care needs. Sarah has a daily one-on-one assistant in Math, Science and Social Studies classes. She requires extra time to complete tasks.

Sarah presents problems with visual perception that affect her ability to perform academically and physically. She can use regular print for reading short passages. She uses enlarged text of between 14 and 18 point font for assistance with tracking when reading longer passages. She can read independently for short periods of time.

Sarah is a bright and motivated student who strives to be successful and is very social. She brings a wealth of background information to her conversations. She has a strong vocabulary and contributes to class discussions. She expresses herself verbally in social conversation as well as expression of thoughts and ideas.

Sarah continues to make substantial improvement in her ability to independently produce written expression. She uses an on-screen called, "WiVik," which provides word prediction and audio output and which she has mastered. In addition, Sarah is using more sophisticated software such as Word and Kurzweil 3000 very successfully. This year she has also used Dragon Naturally Speaking software voice recognition software in our classroom competently. Sarah is a sensitive young person who had a challenging time moving to the high school setting. A particular concern was increased expectations of independence and new ways of doing things to increase her independence. Periods of emotional labiality, which were also noted in middle school, were more frequent at the start of her freshman school year. Last year, times of great emotional turmoil significantly diminished. Sarah contacted her guidance counselor, Mrs. Rice-Spring, when feeling overwhelmed. Sarah had surgery in the fall of 2007. This produced added stress for Sarah and since then she continues to display periods of emotional labiality. Continued contact with her counselor will be helpful. In addition, Sarah had less time scheduled in our resource room this year which may have added to her stressors.

Physical Therapy- Allison Pitman, DPT

Sarah has been receiving direct, group, and consultative physical therapy services since returning from her spinal-fusion surgery. Sarah's primary means of mobility is a power wheelchair which she is able to drive

independently throughout her educational environment. Her power wheelchair includes the following componentry: headrest, lateral supports, and swing-away legrests. Sarah uses an elevator to access classes situated on different floors.
Sarah is capable of ambulating distances greater than 500 feet with close supervision over flat, indoor tiled terrain and flat, outdoor paved terrain while using her adult sized K-walker with drop down seat and bilateral molded ankle-foot orthotics.
Sarah has difficulty turning angles greater than 90% with her walker, as such is required with transfers. When moving from her walker back into the wheelchair, Sarah requires physical assistance to position her walker so that she is able to turn herself around and sit correctly in her wheelchair. Sarah requires assistance to scoot back in her wheelchair; the legrests must be positioned correctly by another person and her feet placed on the foot plates with Maximum assistance to allow her to scoot back into her seat. While transferring from seated in her wheelchair to standing in her K-Walker, Sarah requires assistance to remove her legrests, position her K-Walker, and to stabilize her K-Walker while she pulls up on it to stand, and while she turns within her K-walker. Aside from the physical assistance of positioning and stabilizing her K-Walker, Sarah is able to perform this transfer with close supervision, however it requires increased time and effort, taking approximately 1 minute to fully perform. Sarah has recently been receiving passive stretching to her legs prior to initiating transfers and stretching.
During group activities, Sarah is an enthusiastic and competitive player.
Sarah is a bright and determined young lady. I am so happy to have had the opportunity to work with her during this school year.
It is recommended that Sarah continue to receive direct, group and consultative physical therapy services.

Occupational Therapy:
Sarah currently receives individual, group and consultative occupational therapy services weekly at school. She is a cooperative and motivated student who always tries her best to be successful. Sarah had spinal fusion surgery in October 2007, and since her return to school in January, she has worked hard to regain her skills.

Sarah accesses her school environment independently in her power wheelchair which she drives with a right hand joystick. She is able to access the elevator with an adapted key. She continues to have difficulty with laterality and directionality due to her visual-perceptual deficits but is now more confident in her ability to self-correct and successfully navigate her school environment.

Sarah has demonstrated progress in all areas of school-related activities of daily living, but she continues to require staff assistance with dressing and toileting skills as well as with set up of materials at times. She is continuing to work on packing and unpacking her bookbag as well as managing her papers and binders more independently.

Sarah's upper extremity functional skills continue to be affected by increased muscle tone with her dominant right upper extremity more functional than the left. Her fine motor skills are impaired, and she requires assistance with manipulatives in her classroom settings. She has demonstrated improvement this year in strengthening her grasp and release skills and she now has a more functional pincer grasp. Sarah's ability to perform visual-motor tasks at school is diminished not only by her motor limitations, but by oculo-motor and visual-perceptual deficits as well. She is able to print her name legibly in large letters, but handwriting is not functional for academic tasks. She has been very receptive to exploring technology and has made great strides in using assistive technology including an on-screen keyboard with word prediction to improve her word processing skills. A name stamp is recommended to assist her in developing a signature.

During occupational therapy group activities, Sarah is an active and enthusiastic participant. She is competitive in sports-related and tabletop games and has become a successful leader within the group. It is recommended that she continue to receive individual, group and consultative occupational therapy services

at school on a weekly basis.

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

Strengths:
-positive
-friendly
-intelligent
-adaptable
-conscientious
-Hard worker, always up for a challenge
- Has shown growth in maturity
- Performs well academically.
- Develops good peer relationships.
- Participates in extra curricular activities.
- Accepts responsibility.
- Has a very supportive family.
- Enjoys reading and literature.
- Is a determined student.
- Excellent oral comprehension.
- Superior vocabulary skills.
- Has a well developed source of background information.
- Motivated to be successful
- Willingness to explore and utilize assistive technology to improve writing skills;
- Cooperative and motivated during occupational therapy sessions;
- Desire to be successful;
- Enjoys competitive sports-related activities with peers.
-Transfers from wheelchair to walker with close supervision
-Takes a leadership role during physical therapy group sessions.

Academic, Developmental, Functional Needs Related To Child's Disability:
- To continue to improve the process of written communication, word processing and literacy skills through the use of assistive technology
- Maintain a relationship with her guidance counselor to manage stress
-To improve transfer skills
-To improve upper extremity functional skills for activities of daily living and management of materials
-Monitoring of positioning and equipment needs
-Opportunities to participate in group motor activities with peers

Effect on Involvement and Progress In General Education Curriculum:
Sarah has cerebral palsy which affects her ability to perform physical tasks. In addition, she has visual motor limitations, lack of spatial awareness and learning disabilities in both math and reading which make performing any task much longer for Sarah than for a typical student.

Sarah requires adaptations and modifications for reading and writing, a wheelchair accessible environment and physical assistance with manipulating materials. She requires adaptations to reading material and assistance with visual tracking.

III. PARTICIPATION IN STATE AND DISTRICT WIDE ASSESSMENTS:

STUDENT PARTICIPATION - STATE ASSESSMENTS

This section applies to a student participating in the Pennsylvania System of State Assessment (PSSA) or Pennsylvania Alternate System of Assessment (PASA)

(Reading & Math – Grades 3-8 and 11; Writing – Grades 5, 8, and 11)

	Accommodations/Comments

If the child is to participate in PASA, 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)
Explain why the child cannot participate in the PSSA and explain why the PASA is appropriate:

STUDENT PARTICIPATION - LOCAL ASSESSMENTS

[ ] Student will participate in local assessments without accommodations.

OR

[X] Student will participate in the local assessments with the following accommodations:
Extend the time allotted to complete the test (double time).
Administer the test to a small group in separate location.
Allow extended time to do standardized tests.
Answers orally dictated
Computer
Provide scribe for student
Record answers in test booklet
Word read upon request
Large print edition

OR

[ ] The student will take an alternate local assessment (Explain why the child cannot participate in the regular assessment and why the alternate assessment is appropriate:)

IV. STUDENT'S TRANSITION SERVICES

DESIRED POST SCHOOL OUTCOMES: Define and project the desired post school outcomes as identified by the student, parent, and IEP team in the following areas. State how each transition activity/services needed to assist the student in reaching goals will be provided. Indicate whether an IEP goal will be written.

Postsecondary Education and Training Outcomes: Sarah plans to attend the University of Edinboro after graduation.

Activity/Service	Location	Frequency	Projected Beginning Date	Antici-pated Duration	Agency Responsible	IEP Goal (Y/N)
Sarah will create a University Of Edinboro college admission checklist with timelines for completion of tasks. Resource Room teacher and/or Transition Coordinator will monitor this progress.	in school	upon completion	05/28/08	05/26/09	IU Resource Room Teacher and/or Transition Coordinator	N
Sarah will read ADA and Section 504 articles pertaining to her rights and	classroom	once	05/28/08	05/26/09	Transition Coordinator	N

college accomodations provided by Transition Coordinator.						

Employment Outcomes: Sarah has not decided upon a specific career choice at this time. She is registered with OVR and has been assigned a counselor.

Activity/Service	Location	Frequency	Projected Beginning Date	Antici-pated Duration	Agency Responsible	IEP Goal (Y/N)
Sarah will have the opportunity to visit the Penncrest Career Center to narrow her search regarding career options.	in school	once	05/28/08	05/26/09	IU Physical Support Resource Room teacher and Penncrest guidance counselor	N

Independent Living Outcomes, if appropriate: Sarah is interested in living semi-independently after graduation. Sarah participates in Griffin, Power Hockey, Variety Club and is a member of the Jane Austin Society of North America.

Activity/Service	Location	Frequency	Projected Beginning Date	Antici-pated Duration	Agency Responsible	IEP Goal (Y/N)
Sarah will contact Freedom Valley Disability Center to inquire about their Independent Living Skills Training program. Transition Coordinator will assist Sarah with this process.	classroom	once	05/28/08	05/26/09	Transition Coordinator	Y
Sarah will participate in travel training exercises with the travel instructor.	In the community	tbd by travel instructor	05/28/08	05/26/09	Travel Instructor	N

V. GOALS AND OBJECTIVES (Including academic and functional goals):

Describe HOW the child's progress toward meeting this goal will be measured and WHEN periodic reports on progress w be provided to parents.

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

Measurable Annual Goal: Self-Advocacy Skills: Sarah will consult with her guidance counselor to manage stress (Criteria: least one time during each semester Methods: Progress will be measured by teacher observation and student report. Quarterly Progress Reports will be mailed home, at approx. the same time that Report Cards are mailed home. Assigned Date: May 28, 2008)

Short-term Instructional Objectives or Benchmarks:	Evaluation Criteria	Evaluation Procedures	Schedule

Measurable Annual Goal: Sarah will use her adapted equipment for computer access to complete written assignments independently. (Criteria: At least 8 times during each semester Methods: With help in physical set-up and minimal verbal cues Sarah will produce a written document in school. Assigned Date: May 28, 2008)

Short-term Instructional Objectives or Benchmarks:	Evaluation Criteria	Evaluation Procedures	Schedule

Measurable Annual Goal: ***Physical Therapy: In the physical support classroom, Sarah will transfer to/from her wheelchair to/from her walker with Minimal Assistance to support/stabelize her K-walker and supervision to perform the transfers during 3 trials in a 30 minute physical therapy session, one time per month for 3 month successively. (Criteria: 75% accuracy Methods: Clinician's observation, progress monitoring Assigned Date: May 28, 2008)

Short-term Instructional Objectives or Benchmarks:	Evaluation Criteria	Evaluation Procedures	Schedule
Sarah will require supervison to line her K-walker up correctly with her wheelchair and to sit safely back into her wheelchair with her K-Walker being stabelized while transferring from her K-walker back into her wheelchair.	*3/4 attempts*	*Clinician observation, progress monitoring*	*Quarterly*
Sarah will have adequate arm strength and hip flexion ROM to scoot herself into the seat of the wheelchair so that she is positioned safely in the chair before her legrests are positioned.	*3/4 attempts*	*Clinician observation, progress monitoring*	*Quarterly*
Sarah will be able to tranfer from sitting in her wheelchair with her legrests removed to standing in her stabelized K-walker with supervision within a 30 second time frame.	*3/4 attempts*	*Clinician observation, progress monitoring*	*Quarterly*

Measurable Annual Goal: ***Occupational Therapy: Sarah will increase her upper extremity strength and hand function in order to more independently manage her school-related activities of daily living and her educational materials. (Criteria: as demonstrated successfully in at least 3 out of 4 opportunities Methods: Clinician's observation, Progress reports Assigned Date: May 28, 2008)

Short-term Instructional Objectives or	Evaluation Criteria	Evaluation	Schedule

Benchmarks:		**Procedures**	
Sarah will successfully organize and manipulate papers for academic classes with decreasing assistance and verbal cues.	*80% of the time*	*Clinician's observation, Progress reports, Teacher observations/specific skill*	*Quarterly*
Sarah will perform activities of daily living as needed within the context of her school day with minimal assistance and verbal cues.	*80% of the time*	*Clinician's observation, Progress reports, Teacher observations*	*Quarterly*
Sarah will demonstrate improved grasp and release patterns during OT sessions with decreasing verbal cues.	*in 3 out of 4 opportunities*	*Clinician's observation, Progress reports*	*Quarterly*
Sarah will develop an acceptable legal signature through the use of a name stamp and handwriting her initials.	*in at least 5 trials*	*Clinician's observation, Progress reports*	*Quarterly*

Measurable Annual Goal: Sarah will contact Freedom Valley Disability Center to inquire about their Independent Living Skills Training program. (Criteria: on 1 occasion Methods: Check list, written documentation Assigned Date: May 28, 2008)

Short-term Instructional Objectives or Benchmarks:	**Evaluation Criteria**	**Evaluation Procedures**	**Schedule**
Given contact information by the Transition Coordinator, Sarah will email Freedom Valley Disability Center to inquire about their Independent Living Skills Training program.	*on 1 occasion*	*Check list, written documentation*	*Quarterly*
Sarah will send a copy of her email to the Transition Coordinator to document that this has been achieved.	*on 1 occasion*	*Check list, written documentation*	*Quarterly*
Sarah will print out a copy of the email sent to Freedom Valley and place it in a folder for future use.	*on 1 occasion*	*Check list, written documentation*	*Quarterly*

VI. SPECIAL EDUCATION/RELATED SERVICES/ SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (If any)

Modifications and SDI	*Frequency*	*Location*	*Projected Beginning Date*	*Anticipated Duration*
Books on tape	as needed	in all classes	05/28/2008	05/26/2009
Extra time to complete assignments No more than double the time	Daily	in school	05/28/2008	05/26/2009
Extra time to go between classes	Daily	in school	05/28/2008	05/26/2009
Computer use in the physical support resource room	Weekly	classroom	05/28/2008	05/26/2009
Small group instruction in Math	Daily	in school	05/28/2008	05/26/2009
lift on bus	Daily	To and from school	05/28/2008	05/26/2009
Opportunities to discuss frustration with staff	Daily, as needed	in counseling	05/28/2008	05/26/2009
Additional time to complete tests & quizzes No more than double the time, in the Physical Support Resource Room	Daily	classroom	05/28/2008	05/26/2009
Use of adapted equipment in the Physical Support Resource Room	Daily, as needed	classroom	05/28/2008	05/26/2009
Provide enlarged print text for independent reading	as needed	Across all environments in educational setting	05/28/2008	05/26/2009
Provide an extra set of textbooks for out of school use	at the beginning of each course	Residential	05/28/2008	05/26/2009
Provide the option of dictating written work, in the physical support resource room, as needed	Daily	classroom	05/28/2008	05/26/2009
Provide assistance with set-up, break down and manipulation of materials as requested by the student	Daily	Across all environments in educational setting	05/28/2008	05/26/2009
Scheduled rest periods for fatigue in the physical support resource room	Daily	classroom	05/28/2008	05/26/2009
Provide audio tapes or a "reader" for extended reading selections	Daily	in school	05/28/2008	05/26/2009
Provide support for Sarah's family to limit homework time to no more than two hours per night at home.	Daily	Residential	05/28/2008	05/26/2009
Provide teacher notes or adult scribe, as needed	Daily	classroom	05/28/2008	05/26/2009
Provide monitoring of positioning and equipment needs by the occupational therapist	weekly	in school	05/28/2008	05/26/2009
Slantboard	daily	classroom	05/28/2008	05/26/2009

The student will participate in group visual-motor activities under the direction of the occupational therapist.	weekly	in school	05/28/2008	05/26/2009
Provide cues for personal hygiene	daily as needed	classroom	05/28/2008	05/26/2009
Provide directions to RTM teachers to contact student via email with assignments and tests as teacher deems appropriate.	as Sarah starts a new class	in school	05/28/2008	05/26/2009
The student Will recieve passive range of motion and stretching to her lower and upper extremities during physical therapy.	1 day/week	classroom	05/28/2008	05/26/2009
The student ***will attend Variety Club Camp during the summer of 2008 as per the agreement between the Chichester School District and Ms. Stalnaker. The district will pay for camp and the parent will pay for transportation. In addition, the district will provide OT & PT Services over the summer.***	*** two weeks over the summer of 2008	In the community	05/28/2008	05/26/2009
Provide name stamp to be used during occupational therapy sessions.	as needed	classroom	05/28/2008	05/26/2009
The student will be provided with upper extremity range of motion exercises to be performed by the occupational therapist.	weekly	classroom	05/28/2008	05/26/2009

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

Services	Grp/ Indiv	Days/ Cycl	Mins/ Day	Location/Building	Anticipated Dates
Material Adaptations - Vision Secondary	I	1/Y	120	Penncrest High School	05/28/08 05/26/09
OT Consult Secondary	I	1/W	10	classroom Penncrest High School	05/28/08 05/26/09
OT Equipment Management Secondary	I	1/W	5	in school Penncrest High School	05/28/08 05/26/09
OT Individual Secondary	I	1/W	30	in school Penncrest High School	05/28/08 05/26/09
OT Large Group (5+) Secondary	G	1/W	30	in school Penncrest High School	05/28/08 05/26/09
PT Consult Secondary	I	1/W	10	Penncrest High School	05/28/08 05/26/09
PT Equipment Management Secondary	I	1/W	5	Penncrest High School	05/28/08 05/26/09
PT Individual Secondary	I	1/W	30	Penncrest High School	05/28/08 05/26/09
PT Large Group (5+)	G	1/W	30	Penncrest High School	05/28/08

Secondary					05/26/09
Transportation to and from school	G	5/W	0	Penncrest High School	05/28/08 05/26/09

C. SUPPORTS FOR SCHOOL PERSONNEL RELATED TO STUDENT'S NEEDS (If any):

Support(s)	*Frequency*	*Location*	*Projected Beginning Date*	*Anticipated Duration*
Special Education Teacher will consult with special subject area teachers to communicate student's need for modifications and adaptations within the classroom to access the provided curriculum. Patricia Wolf	Bi-weekly	in school	05/28/2008	05/26/2009
Teacher consult with counselor Patricia Wolf	Quarterly	in school	05/28/2008	05/26/2009
Inservicing of regular education teachers Assistance with Penncrest sanctioned field trips which occur during the regular school day Patricia Wolf	As trips are scheduled	To Be Determined	05/28/2008	05/26/2009
Consultation with Physical therapist Jane Bunting	weekly	Across all environments in educational setting	05/28/2008	05/26/2009
Consultation with Occupational Therapist Suzanne Lucas	weekly	in school	05/28/2008	05/26/2009

D. EXTENDED SCHOOL YEAR: The IEP Team has considered and discussed ESY services and has determined that this Student is NOT eligible for ESY based on: ***Sarah does not exhibit significant regression of functioning after extended school breaks. She easily recoups any skills which she may have forgotten over breaks. She does not have severe disabilities as defined for ESY services. Nevertheless, Sarah's parent and Chichester School District have an agreement that Sarah will attend Variety Club Camp for 2 weeks. In addition, the district will provide OT & PT Services over the summer. See specially designed instruction and starred. ***

If the IEP Team has determined ESY is necessary for the provision of FAPE, complete the following. The Annual Goals and, when appropriate, Short Term Objectives from this IEP that are to be addressed in the child's ESY Program are listed in section III above and are identified by an astericks (*).

ESY SERVICES (If any)

Services	Grp/ Indv	Days/ Wk.	Mins/ Day	Location/Building

VII. EDUCATIONAL PLACEMENT

Type of Service: Supplemental Intervention - Resource Room
Type of Support: Physical Support Secondary