

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

School Age

Student's Name: _____

IEP Team Meeting Date (mm/dd/yy): _____

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

Anticipated Duration of Services and Programs: _____

Date of Birth: _____

Age: _____

Grade: _____

Anticipated Year of Graduation: _____

Local Education Agency (LEA): _____

County of Residence: _____

Name and Address of Parent/Guardian/Surrogate: _____ Phone (Home): _____

_____ Phone (Work): _____

Other Information: _____

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

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

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IEP TEAM/SIGNATURES

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

Role	Printed Name	Signature
Parent/Guardian/Surrogate		
Parent/Guardian/Surrogate		
Student*		
Regular Education Teacher**		
Special Education Teacher		
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.

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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.

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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

No

Does the student have communication needs?

Yes

Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction (SDI), annual goals, etc.)

No

Does the student need assistive technology devices and/or services?

Yes

Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction, annual goals, etc.)

No

Does the student have limited English proficiency?

Yes

The IEP team must address the student's language needs and how those needs relate to the IEP.

No

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Does the student exhibit behaviors that impede his/her learning or that of others?

Yes

The IEP team must develop a Positive Behavior Support Plan that is based on a functional assessment of behavior and that utilizes positive behavior techniques. Results of the functional assessment of behavior may be listed in the Present Levels section of the IEP with a clear measurable plan to address the behavior in the Goals and Specially Designed Instruction sections of the IEP or in the Positive Behavior Support Plan if this is a separate document that is attached to the IEP. A Positive Behavior Support Plan and a Functional Behavioral Assessment form are available at www.pattan.net

No

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)
- 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

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.

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POST SCHOOL GOALS - Based on age appropriate assessment, define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of study that support that goal. Include for each service/activity the location, frequency, projected beginning date, anticipated duration, and person/agency responsible.

For students in Career and Technology Centers, CIP Code:

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

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

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.pa.gov

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 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			
Science			
ELA			

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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			

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 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 English Language Arts (ELA) 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.

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Student's Name:

Student will participate in the PASA.

Explain why the student cannot participate in the PSSA or the 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):

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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ACCESS for ELs (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 ELs (Administered in grades 1-12)

Student will participate in the Alternate ACCESS for ELs.

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

Explain why the Alternate ACCESS for ELs 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
- Student will participate in local assessments with the following accommodations; OR

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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:

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

SHORT-TERM OBJECTIVES - Required for students with disabilities who take an alternate assessment aligned to alternate achievement standards (PASA).

Short-term objectives / Benchmarks

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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>

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>

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>

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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

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

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

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

<i>ESY Service to be Provided</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>

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Student's Name:

VII. EDUCATIONAL PLACEMENT

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

It is the responsibility of each public agency to ensure that, to the maximum extent appropriate, students with disabilities, including those in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, **EVEN WITH** the use of supplementary aids and services, cannot be achieved satisfactorily.

- What supplementary aids and services were considered? What supplementary aids and services were rejected? Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education class.
- What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class?
- What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?
- To what extent, if any, will the student participate with nondisabled peers in extracurricular activities or other nonacademic activities?

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

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

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B. Type of Support

1. Amount of special education supports

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

2. Type of special education supports

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: _____

C. Location of student's program

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

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

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

Yes

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

Special education supports and services required in the student's IEP cannot be provided in the neighborhood school

Other. Please explain:

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

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

SECTION A: For Students Educated in Regular School Buildings with Non Disabled Peers - Indicate the Percentage of time INSIDE the regular classroom for this student:

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

Calculation for this Student:

Column 1	Column 2	Calculation	Indicate Percentage	Percentage Category
Total hours the student spends in the regular classroom per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom:	Using the calculation result - select the appropriate percentage category
			_____ % of the day	<input type="checkbox"/> INSIDE the Regular Classroom 80% or More of the Day <input type="checkbox"/> INSIDE the Regular Classroom 79-40% of the Day <input type="checkbox"/> INSIDE the Regular Classroom Less Than 40% of the Day

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

- | | |
|--|--|
| <input type="checkbox"/> Approved Private School (Non Residential) _____ | <input type="checkbox"/> Other Public Facility (Non Residential) _____ |
| <input type="checkbox"/> Approved Private School (Residential) _____ | <input type="checkbox"/> Hospital/Homebound _____ |
| <input type="checkbox"/> Other Private Facility (Non Residential) _____ | <input type="checkbox"/> Correctional Facility _____ |
| <input type="checkbox"/> Other Private Facility (Residential) _____ | <input type="checkbox"/> Out of State Facility _____ |
| <input type="checkbox"/> Other Public Facility (Residential) _____ | <input type="checkbox"/> Instruction Conducted in the Home _____ |

EXAMPLES for Section A: How to Calculate PennData-Educational Environment Percentages

	Column 1	Column 2	Calculation	Indicate Percentage
	Total hours the student spends in the regular classroom-per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom:
Example 1	5.5	6.5	(5.5 ÷ 6.5) x 100 = 85%	85% of the day (Inside 80% or More of Day)
Example 2	3	5	(3 ÷ 5) x 100 = 60%	60% of the day (Inside 79-40% of Day)
Example 3	1	5	(1 ÷ 5) x 100 = 20%	20% of the day (Inside less than 40% of Day)

For help in understanding this form, an annotated IEP is available on the PaTTAN website at www.pattan.net Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.

MPANGO ULIOBINAFSISHWA WA ELIMU (IEP)

Jina la Mwanafunzi:

MPANGO ULIOBINAFSISHWA WA ELIMU (IEP)

Mwaka wa Shule

Jina la Mwanafunzi: _____

Tarehe ya Mkutano wa Timu ya IEP (mm/dd/yy): _____

Tarehe ya Utekelezaji wa IEP (Tarehe Iliyopangwa Wakati Huduma na Mipango Itaanza): _____

Muda Unaotarajiwa wa Huduma na Mpango: _____

Tarehe ya Kuzaliwa: _____

Umri: _____

Gredi: _____

Mwaka Unaotarajiwa wa Kuhitimu: _____

Shirika la Mtaa la Elimu (LEA): _____

Kaunti ya Makazi: _____

Jina na Anwani ya Mzazi/Mlezi/Mzazi Mbadala: _____ Simu (Nyumbani): _____

Simu (Kazini): _____

Maelezo Mengine: _____

LEA na mzazi wamekubali kufanya mabadiliko yafuatayo kwa IEP bila kufanya mkutano wa IEP, kama ilivyorekodiwa na:

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Tarehe ya Masahihisho	Washiriki/Majukumu	Sehemu ya IEP Iliyorekebishwa

MPANGO ULIOBINAFSISHWA WA ELIMU (IEP)

Jina la Mwanafunzi:

TIMU/SAINI ZA IEP

Timu ya Mpango Uliobinafsishwa wa Elimu hufanya maamuzi kuhusu mpango na uwekaji wa mwanafunzi. Mzazi wa mwanafunzi, mwalimu wa mwanafunzi wa elimu maalum, na mwakilishi kutoka Shirika la mtaa la Elimu ni wanachama wanaohitajika wa timu hii. Saini kwenye hati za IEP za mahudhurio, sio makubaliano.

Jukumu	Jina Lililoandikwa	Saini
Mzazi/Mlezi/Mzazi mbadala		
Mzazi/Mlezi/Mzazi mbadala		
Mwanafunzi*		
Mwalimu wa Elimu ya Kawaida**		
Mwalimu wa Elimu Maalum		
Mwakilishi wa Shirika la Elimu ya Kawaida		
Mwakilishi wa Elimu ya Kazi/Ufundi***		
Mwakilishi wa Shirika la Jamii		
Mwalimu wa Wenye Vipawa****		

* Timu ya IEP lazima imwalike mwanafunzi ikiwa huduma za mpito zinapangwa au ikiwa wazazi watachagua mwanafunzi kushiriki.

** Ikiwa mwanafunzi anashiriki, au anaweza kuwa anashiriki katika mazingira ya kawaida ya elimu.

*** Kama ilivyoamuliwa na LEA na kama inavyohitajika kwa huduma za mpito na huduma zingine za jumuiya.

**** Mwalimu wa wenye vipawa anahitajika wakati wa kuandika IEP kwa mwanafunzi mwenye ulemavu ambaye pia ana kipawa.

Lazima mtu mmoja aliyeorodheshwa hapa juu aweze kutafsiri athari za mafundisho ya matokeo yoyote ya tathmini.

Mchango ulioandikwa kutoka kwa wanachama wafuatao:

Uhamisho wa Haki Katika Umri wa Wengi

Kwa madhumuni ya elimu, umri wa wengi hufikiwa huko Pennsylvania mtu anapofikisha umri wa miaka 21. Kadhalika, kwa madhumuni ya Sheria ya Elimu ya Watu Wenye Ulemavu, umri wa watu wengi hufikiwa kwa wanafunzi wenye ulemavu wanapofikisha miaka 21.

MPANGO ULIOBINAFSISHWA WA ELIMU (IEP)

Jina la Mwanafunzi:

TAARIFA YA ULINZI WA UTARATIBU

Nimepokea nakala ya Taarifa ya Ulinzi Utaratibu katika mwaka huu wa shule. Taarifa ya Ulinzi Utaratibu hutoa maelezo kuhusu haki zangu, ikijumuisha mchakato wa kutokubaliana na IEP. Shule imenifahamisha ni nani ninaweza kuwasiliana naye nikihitaji maelezo zaidi.

Saini ya Mzazi/Mlezi/Mzazi Mbadala: _____

TAARIFA YA BILI YA MPANGO WA USAIDIZI WA MATIBABU

(Inatumika tu kwa wazazi ambao wamekubali utoaji wa maelezo ya bili kwa mipango ya Usaidizi wa Matibabu)

Ninaelewa kuwa shule inaweza kutoza Mpango wa Ufikiaji Msingi wa Shule (“SBAP”)—au mpango wowote unaochukua nafasi au kuongeza SBAP—gharama ya elimu fulani maalum na huduma husika zilizofafanuliwa katika IEP ya mtoto wangu. Ili kutoza SBAP, shule itatoa kwa msimamizi wa mpango huo jina, umri, na anwani ya mtoto wangu, uthibitishaji wa ustahiki wa Medicaid wa mtoto wangu, nakala ya IEP ya mtoto wangu, maelezo ya huduma zinazotolewa na nyakati na tarehe ambazo huduma hizo zilitolewa kwa mtoto wangu, na utambulisho wa mtoaji wa huduma hizo. *Ninaelewa kuwa maelezo kama haya hayatafichuliwa, na gharama kama hizo hazitatozwa, isipokuwa nikubali ufichuzi huo.* Ninakubali kwamba nimetoa idhini iliyoandikwa ili kufichua maelezo kama hayo.

Ninaelewa kuwa idhini yangu inaendelea mwaka hadi mwaka isipokuwa hadi nitakapoiondoa. Ninaweza kuondoa idhini yangu kwa maandishi, au kwa kusema ikiwa siwezi kuandika, wakati wowote. Kukataa au kuondoa idhini yangu hakutaondolea shule wajibu wa kutoa, bila gharama kwangu au kwa familia yangu, huduma au mpango wowote ambao mtoto wangu anayo haki chini ya Sheria ya Elimu ya Watu Wenye Ulemavu (“IDEA”) au ambao ni muhimu ili kumwezesha mtoto wangu kupata elimu ya umma inayofaa bila malipo kama ilivyoelezwa katika IEP ya mtoto wangu.

Ninaelewa kuwa shule haiwezi—

Kuhitaji mimi au familia yangu kujisajili au kujiandikisha katika manufaa ya umma au mpango wowote wa bima, kama vile Medicaid, kama sharti la kupokea elimu ya umma ifaayo bila malipo kwa mtoto wangu;

Kuhitaji mimi au familia yangu kutumia gharama yoyote kwa ajili ya utoaji wa elimu ya umma inayofaa bila malipo kwa mtoto wangu, ikijumuisha malipo ya pamoja na vipunguzio, isipokuwa ikiwa inakubali kulipa gharama hizo kwa niaba yangu au ya familia yangu;

Kusababisha kupungua kwa bima inayopatikana ya maisha yote au faida nyingine yoyote yenye bima;

Kusababisha mimi au familia yangu kulipia huduma ambazo vinginevyo zingegharamiwa na manufaa ya umma au mpango wa bima na ambazo zinahitajika kwa mtoto wangu nje ya muda anapokuwa shuleni;

Kuhatarisha kupoteza ustahiki wa ruhusa ya nyumbani na jumuiya, kulingana na matumizi ya jumla yanayohusiana na afya.

MPANGO ULIOBINAFSISHWA WA ELIMU (IEP)

Jina la Mwanafunzi:

I. MAMBO MAALUM AMBAYO LAZIMA TIMU YA IEP IZINGATIE KABLA YA KUUNDA IEP. VIPENGELE VYOVOYOTE VILIVYOWEKWA ALAMA KAMA “NDIYO” LAZIMA VISHUGHULIKIWE KATIKA IEP.

Je, mwanafunzi ni kipofu au ana matatizo ya macho?

Ndiyo

Lazima IEP ijumuishe maelezo ya maagizo katika Breli na matumizi ya Breli isipokuwa timu ya IEP itaamua, baada ya tathmini ya ujuzi wa mwanafunzi wa kusoma na kuandika, mahitaji, na vifaa vinavyofaa vya kusoma na kuandika (pamoja na tathmini ya mahitaji ya baadaye ya mwanafunzi ya kufundishwa katika Breli au matumizi ya Breli), mafundisho hayo katika Breli au matumizi ya Breli hayamfai mwanafunzi.

La

Je, mwanafunzi ni kiziwi au ana ugumu wa kusikia?

Ndiyo

Lazima IEP ijumuishe mpango wa mawasiliano ili kushughulikia yafuatayo: mahitaji ya lugha na mawasiliano; fursa za mawasiliano ya moja kwa moja na wenzao na wafanyakazi wa kitaalamu katika lugha na hali ya mawasiliano ya mwanafunzi; kiwango cha kitaaluma; mahitaji mbalimbali kamili, ikiwemo fursa za mafundisho ya moja kwa moja katika lugha ya mwanafunzi na hali ya mawasiliano ya mwanafunzi; na vifaa na huduma za teknolojia saidizi. Onyesha ni sehemu gani ya IEP mambo haya yanashughulikiwa. Lazima mpango wa Mawasiliano ukamilike na unapatikana katika www.pattan.net

La

Je, mwanafunzi ana mahitaji ya mawasiliano?

Ndiyo

Lazima mahitaji ya mwanafunzi yashughulikiwe katika IEP (yaani, viwango vya sasa, mafundisho maalum yaliyoundwa (SDI), malengo ya kila mwaka, n.k.)

La

Je, mwanafunzi anahitaji vifaa na/au huduma za teknolojia saidizi?

Ndiyo

Lazima mahitaji ya mwanafunzi yashughulikiwe katika IEP (yaani, viwango vya sasa, mafundisho maalum yaliyoundwa, malengo ya kila mwaka, n.k.)

La

Je, mwanafunzi ana ujuzi mdogo wa Kiingereza?

Ndiyo

Lazima timu ya IEP ishughulikie mahitaji ya lugha ya mwanafunzi na jinsi mahitaji hayo yanahusiana na IEP.

La

MPANGO ULIOBINAFAISHWA WA ELIMU (IEP)

Jina la Mwanafunzi:

Je, mwanafunzi anaonyesha mienendo ambayo inazuia masomo yake au ya wengine?

Ndiyo

Lazima timu ya IEP itengeneze Mpango wa Usaidizi wa Tabia Nzuri ambao unatokana na tathmini ya utendaji tabia na unaotumia mbinu chanya za tabia. Matokeo ya tathmini ya utendaji wa tabia yanaweza kuorodheshwa katika sehemu ya Viwango vya Sasa vya IEP na mpango wazi unaoweza kupimika wa kushughulikia tabia katika sehemu ya IEP ya Malengo au Mafundisho Maalum Yaliyoundwa na katika Mpango wa Usaidizi wa Tabia Nzuri ikiwa hii ni hati tofauti ambayo imeambatanishwa na IEP. Fomu za Mpango wa Usaidizi wa Tabia Nzuri na fomu ya Tathmini ya Utendaji wa Tabia zinapatikana katika www.pattan.net

La

Nyingine (elezea):

II. VIWANGO VYA SASA VYA MAFANIKIO YA KIELIMU NA UTENDAJI KAZI

Jumuisha maelezo yafuatayo yanayohusiana na mwanafunzi:

- Viwango vya sasa vya mafanikio ya kitaaluma (k.m., tathmini ya hivi majuzi ya mwanafunzi, matokeo ya tathmini ya utengenezaji, tathmini zinazotokana na mtaala, tathmini za mpito, maendeleo kuelekea malengo ya sasa)
- Viwango vya vilivyopo vya utendaji (k.m., matokeo ya tathmini ya utendaji wa tabia, matokeo ya tathmini ya ikolojia, maendeleo kuelekea malengo ya sasa)
- Viwango vya vilivyopo vinavyohusiana na malengo ya sasa ya mpito wa baada ya sekondari ikiwa umri wa mwanafunzi ni 14 au mdogo ikiwa itabainishwa kuwa anafaa na timu ya IEP (k.m., matokeo ya tathmini za utengenezaji, tathmini zinazotokana na mtaala, maendeleo kufikia malengo ya sasa)
- Wasiwasi wa wazazi wa kuboresha elimu ya mwanafunzi
- Jinsi ulemavu wa mwanafunzi unavyoathiri ushiriki na maendeleo katika mtaala wa elimu ya jumla
- Uwezo
- Mahitaji ya kitaaluma, maendeleo na utendaji yanayohusiana na ulemavu wa mwanafunzi

III. HUDUMA ZA MPITO - Hii inahitajika kwa wanafunzi walio na umri wa miaka 14 au chini ikiwa itaamuliwa kuwa inafaa na timu ya IEP. Ikiwa mwanafunzi hatahudhuria mkutano wa IEP, lazima shule ichukue hatua nyingine ili kuhakikisha kwamba mapendeleo ya mwanafunzi yanazingatiwa. Huduma za mpito ni seti iliyoratibiwa ya shughuli za mwanafunzi mwenye ulemavu ambayo imeundwa kuwa ndani ya mchakato unaozingatia matokeo, ambayo inalenga kuboresha mafanikio ya kitaaluma na utendaji wa mwanafunzi mwenye ulemavu ili kurahisisha mwendo wa mwanafunzi kutoka shule hadi shughuli za baada ya shule, ikijumuisha elimu ya baada ya sekondari, elimu ya kiufundi, ajira iliyojumuishwa (ikiwemo ajira inayokubaliwa), elimu ya kuendelea na ya watu wazima, huduma za watu wazima, maisha ya kujitegemea, au ushiriki wa jamii unatokana na mahitaji ya mwanafunzi binafsi kwa kuzingatia uwezo na mapendeleo ya mwanafunzi.

MPANGO ULIOBINAFSISHWA WA ELIMU (IEP)

Jina la Mwanafunzi:

MALENGO YA BAADA YA SHULE - Kulingana na tathmini ifaayo ya umri, fafania na uonyeshe malengo yanayoweza kupimika ya baada ya sekondari ambayo yanashughulikia elimu na mafunzo, ajira, na inapohitajika, maisha ya kujitegemea. Chini ya kila eneo, orodhesha huduma/shughuli na kozi za masomo zinazosaidia lengo hilo. Jumuisha kwa kila huduma/shughuli eneo, marudio, tarehe inayotarajiwa ya kuanza, muda unaotarajiwa na mtu/shirika linalowajibika.

Kwa wanafunzi katika Vituo vya Kazi na Teknolojia, Msimbo wa CIP:

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Lengo ya Elimu ya Baada ya Sekondari na Mafunzo:					Lengo Linaloweza kupimwa la Kila Mwaka Ndiyo/La (Andika katika Sehemu ya V)
Kozi za Mafunzo:					
Huduma/Shughuli	Eneo	Marudio	Tarehe Inayotarajiwa ya Kuanza	Muda Unaotarajiwa	Mtu/Shirika Linalowajibika
Lengo la Ajira:					Lengo Linaloweza kupimwa la Kila Mwaka Ndiyo/La (Andika katika Sehemu ya V)
Kozi za Mafunzo:					
Huduma/Shughuli	Eneo	Marudio	Tarehe Inayotarajiwa ya Kuanza	Muda Unaotarajiwa	Mtu/Shirika Linalowajibika

MPANGO ULIOBINAFSISHWA WA ELIMU (IEP)

Jina la Mwanafunzi:

Lengo la Maisha ya Kujitegemea, ikiwa inahitajika:					Lengo Linaloweza kupimwa la Kila Mwaka Ndiyo/La (Andika katika Sehemu ya V)
Kozi za Mafunzo:					
Huduma/Shughuli	Eneo	Marudio	Tarehe Inayotarajiwa ya Kuanza	Muda Unaotarajiwa	Mtu/Shirika Linalowajibika

IV. USHIRIKI KATIKA TATHMINI ZA JIMBO NA MTAA**Maagizo kwa Timu za IEP:**

Tafadhali teua chaguo linalofaa la tathmini. Maelezo kuhusu marekebisho ya majaribio yanayopatikana yanaweza kupatikana katika Miongozo ya Marekebisho inayopatikana kwenye www.education.pa.gov

Tathmini za Serikali**Hajatathminiwa**

	Hakuna tathmini ya jimbo lote inayosimamiwa katika kiwango cha darasa la mwanafunzi huyu.
	Hakuna tathmini ya ujuzi wa Kiingereza inayosimamiwa kwa sababu mwanafunzi si Mwanafunzi wa Kiingereza.

PSSA (Hisabati na Sanaa ya Lugha ya Kiingereza (ELA) kusimamiwa katika darasa la 3-8; Sayansi iliyosimamiwa katika darasa la 4 na 8)

Somo Lililojaribiwa	Bila Marekebisho	Na Marekebisho	Marekebisho Yatatolewa
Hisabati			
Sayansi			
ELA			

MPANGO ULIOBINAFSISHWA WA ELIMU (IEP)

Jina la Mwanafunzi:

Mtihani wa Keystone (Inachukua nafasi ya PSSA ya darasa la 11 katika shule ya upili; Mwanafunzi lazima ashiriki wakifika darasa la 11)

Somo Lילוjaribiwa	Bila Marekebicho	Na Marekebicho	Marekebicho Yatatolewa
Algebra 1			
Fasihi			
Biolojia			

Tathmini ya Msingi ya Mradi wa Keystone (Inapatikana wakati mwanafunzi hawezi kuonyesha ujuzi kwenye Mtihani wa Keystone au moduli ya Mtihani wa Keystone.)

Somo Lילוjaribiwa	Bila Marekebicho	Na Marekebicho	Marekebicho Yatatolewa
Algebra 1			
Fasihi			
Biolojia			

Tathmini Ya Mtaa Iliyoidhinishwa (Inapatikana inapoteuliwa kama chaguo na LEA)

Somo Lילוjaribiwa	Bila Marekebicho	Na Marekebicho	Marekebicho Yatatolewa
Algebra 1			
Fasihi			
Biolojia			

PASA (Inasimamiwa katika darasa la 3-8, 11 kwa Sanaa ya Lugha ya Kiingereza (ELA) na Hisabati; Madarasa ya 4, 8, 11 kwa Sayansi)

Mwanafunzi atashiriki katika PASA:

Lazima timu ya IEP ikague kila mojawapo ya vigezo 6 vya ustahiki vya Pennsylvania ili kubaini ushiriki katika PASA. Lazima timu ya IEP ijibu “NDIYO” kwa vigezo VYOTE sita ili mwanafunzi aweze kushiriki katika PASA. Ikiwa jibu ni “La” kwa swali lolote, lazima mwanafunzi ashiriki katika PSSA/Keystones akiwa na au bila marekebicho, kama inavyoamuliwa na timu ya IEP.

1. Je, mwanafunzi atakuwa katika darasa la 3,4,5,6,7,8, au 11 ifikapo tarehe 1 Septemba mwaka wa shule ambapo IEP itakuwa ikifanya kazi?
2. Je, mwanafunzi ana ulemavu mkubwa wa utambuzi? Pennsylvania inafafanua ulemavu mkubwa wa utambuzi kama unaoenea na wa kimataifa katika asili, unaoathiri masomo ya wanafunzi katika maeneo yote ya maudhui ya kitaaluma, pamoja na tabia zinazobadilika na ujuzi wa utendaji katika nyanja zote za maisha.

MPANGO ULIOBINAFSISHWA WA ELIMU (IEP)

Jina la Mwanafunzi:

3. Je, mwanafunzi anahitaji mafundisho ya kina, ya moja kwa moja na yanayorudiwa mara kwa mara ili kujifunza na kujumlisha ujuzi wa tabia wa kitaaluma, utendakazi na ufaao katika mazingira anuwai?
4. Je, mwanafunzi anahitaji marekebishi ya kina na usaidizi ili kufanya na/au kushiriki kikamilifu na kwa tija katika shughuli za maisha ya kila siku za mazingira jumuiishi ya shule, nyumbani, jumuiya na kazini?
5. Je, mwanafunzi anahitaji marekebishi makubwa kwenye mtaala wa elimu ya jumla?
6. Je, ushiriki wa mwanafunzi katika mtaala wa elimu ya jumla hutofautiana pakubwa katika muundo na/au nyenzo na ule wa wanafunzi wengine wengi? Wanafunzi wanaopatikana kuwa wanastahiki kuchukua PASA lazima wawe na malengo ya kila mwaka NA malengo ya muda mfupi yanayoweza kupimika yaliyoonyeshwa katika IEP.

Mwanafunzi atashiriki katika PASA.

Eleza kwa nini mwanafunzi hawezi kushiriki katika PSSA au Mitihani wa Keystone, hata akiwa na marekebishi.

Eleza kwa nini PASA inafaa kwa kuzingatia vigezo sita vya kustahiki:

Eleza marekebishi yoyote maalum ambayo mwanafunzi anaweza kuhitaji kwenye PASA (yaani, Teknolojia Saidizi, Kutia saina):

MPANGO ULIOBINAFSISHWA WA ELIMU (IEP)

Jina la Mwanafunzi:

ACCESS ya EL (Inasimamiwa katika darasa la K-12)

Vikoa	Bila Marekebisho	Na Marekebisho	Hawezi Kushiriki	Marekebisho Yatatolewa au Sababu za Kutoweza Kushiriki katika Vikoa Vilivyochaguliwa
Kusikiliza				
Kusoma				
Kuandika				
Kuongea				

ACCESS Mbadala ya EL (Inasimamiwa katika darasa la 1-12)

Mwanafunzi atashiriki katika ACCESS Mbadala kwa EL.

Eleza kwa nini mwanafunzi hawezi kushiriki katika ACCESS ya EL:

Eleza kwa nini ACCESS ya EL inafaa:

Vikoa	Bila Marekebisho	Na Marekebisho	Hawezi Kushiriki	Marekebisho Yatatolewa au Sababu za Kutoweza Kushiriki katika Vikoa Vilivyochaguliwa
Kusikiliza				
Kusoma				
Kuandika				
Kuongea				

Tathmini za Jimbo

Tathmini ya jimbo haisimamiwi katika kiwango cha darasa la mwanafunzi huyu; AU

Mwanafunzi atashiriki katika tathmini za jimbo bila marekebisho; AU

Mwanafunzi atashiriki katika tathmini za mtaa na marekebisho yafuatayo; AU

MPANGO ULIOBINAFSISHWA WA ELIMU (IEP)

Jina la Mwanafunzi:

Mwanafunzi atachukua tathmini mbadala ya jimbo.

Eleza kwa nini mwanafunzi hawezi kushiriki katika tathmini ya kawaida ya jimbo:

Eleza kwa nini tathmini mbadala ya jimbo inafaa:

MPANGO ULIOBINAFAISHWA WA ELIMU (IEP)

Jina la Mwanafunzi:

V. MALENGO NA MADHUMUNI - Jumuisha, kama inafaa, malengo ya kitaaluma na ya utendaji. Tumia nakala nyingi za ukurasa huu kadiri inavyohitajika kupanga ipasavyo. Maagizo yaliyoundwa mahususi yanaweza kuorodheshwa kwa kila lengo/madhumuni au kuorodheshwa katika Sehemu ya VI.

Matokeo ya muda mfupi ya kujifunza yanahitajika kwa wanafunzi wenye vipawa. Matokeo ya muda mfupi ya kujifunza yanayohusiana na mpango wa mwanafunzi wenye vipawa yanaweza kuorodheshwa chini ya Malengo au Madhumuni ya Muda Mfupi.

LENGO LINALOWEZA KUPIMWA LA KILA MWAKA Jumuisha: Hali, Jina, Tabia, na Vigezo (Rejelea IEP Iliyofafanuliwa kupata maelezo ya vipengele hivi)	Eleza JINSI maendeleo ya mwanafunzi kuelekea kufikia lengo hili yatakavyopimwa	Eleza WAKATI ripoti za mara kwa mara kuhusu maendeleo zitatolewa kwa wazazi	Ripoti ya Maendeleo

MALENGO YA MUDA MFUPI - Yanahitajika kwa wanafunzi wenye ulemavu wanaofanya tathmini mbadala iliyolinganishwa na viwango mbadala vya mafanikio (PASA).

Malengo ya muda mfupi / Vigezo

MPANGO ULIOBINAFSISHWA WA ELIMU (IEP)

Jina la Mwanafunzi:

VI. ELIMU MAALUMU / HUDUMA HUSIKA / MISAADA NA HUDUMA ZA ZIADA / MABADILIKO YA MPANGO - Jumuishwa, inavyofaa, kwa huduma na shughuli zisizo za kitaaluma na za ziada.

A. MAREKEBISHO YA PROGRAMU NA MAAGIZO MAALUM YALIYOUNDWA (SDI)

- SDI inaweza kuorodheshwa pamoja na kila lengo au kama sehemu ya jedwali hapa chini.
- Jumuishwa misaada na huduma za ziada inavyofaa.
- Kwa mwanafunzi aliye na ulemavu na ana kipawa, SDI pia inafaa kujumuisha matumizi au marekebisho ya mtaala wa elimu ya jumla, kama inavyofaa kwa mwanafunzi mwenye ulemavu.

<i>Marekebisho na SDI</i>	<i>Eneo</i>	<i>Marudio</i>	<i>Tarehe Inayotarajiwa ya Kuanza</i>	<i>Muda Unaotarajiwa</i>

B. HUDUMA HUSIKA - Orodhesha huduma ambazo mwanafunzi anahitaji ili kufaidika na mpango wake wa elimu maalum.

<i>Huduma</i>	<i>Eneo</i>	<i>Marudio</i>	<i>Tarehe Inayotarajiwa ya Kuanza</i>	<i>Muda Unaotarajiwa</i>

C. USAIDIZI WA WAFANYAKAZI WA SHULE- Orodhesha wafanyakazi wa kupokea usaidizi na usaidizi unaohitajika ili kutekeleza IEP ya mwanafunzi.

<i>Wafanyakazi wa Shule wa Kupokea Usaidizi</i>	<i>Usaidizi</i>	<i>Eneo</i>	<i>Marudio</i>	<i>Tarehe Inayotarajiwa ya Kuanza</i>	<i>Muda Unaotarajiwa</i>

MPANGO ULIOBINAFAISHWA WA ELIMU (IEP)

Jina la Mwanafunzi:

D. HUDUMA ZA USAIDIZI WA WENYE VIPAWA KWA MWANAFUNZI ANAYETAMBULIWA KUWA NA KIPAWA AMBAYE PIA AMETAMBULIWA KAMA MWANAFUNZI MWENYE ULEMAVU - Huduma za usaidizi zinahitajika ili kumsaidia mwanafunzi mwenye vipawa kufaidika na elimu ya wenye vipawa (k.m., huduma za kisaikolojia, ushauri na elimu kwa wazazi, huduma za ushauri, usafiri wa kwenda na kutoka kwa mpango wa wenye vipawa hadi madarasa katika majengo yanayoendeshwa na wilaya ya shule).

<i>Huduma ya Usaidizi</i>	
<i>Huduma ya Usaidizi</i>	
<i>Huduma ya Usaidizi</i>	

E. MWAKA WA SHULE ULIOONGEZWA (ESY) - Timu ya IEP imezingatia na kujadili huduma za ESY, na kuamua kuwa:

Mwanafunzi ANASTAHIKI ESY kulingana na maelezo au data ifuatayo iliyokaguliwa na timu ya IEP:

AU

Kuanzia tarehe ya IEP hii, mwanafunzi HASTAHIKI ESY kulingana na maelezo au data ifuatayo iliyokaguliwa na timu ya IEP:

Malengo ya Mwaka na, inapofaa, Malengo ya Muda Mfupi kutoka kwa IEP hii ambayo yanafaa kushughulikiwa katika Mpango wa ESY wa mwanafunzi ni:

Iwapo timu ya IEP imeamua ESY inafaa, kamilisha yafuatayo:

<i>Huduma ya ESY Kutolewa</i>	<i>Eneo</i>	<i>Marudio</i>	<i>Tarehe Inayotarajiwa ya Kuanza</i>	<i>Muda Unaotarajiwa</i>

MPANGO ULIOBINAFSISHWA WA ELIMU (IEP)

Jina la Mwanafunzi:

VII. UWEKAJI WA KIELIMU

A. MASWALI YA TIMU YA IEP - Lazima maswali yafuatayo yapitiwe na kujadiliwa na timu ya IEP kabla ya kutoa maelezo kuhusu kushiriki wa wanafunzi wasio na ulemavu.

Ni wajibu wa kila shirika la umma kuhakikisha kuwa, kwa kiwango cha juu kinachofaa, wanafunzi wenye ulemavu, ikiwemo wale walio katika taasisi za umma au binafsi au vituo vingine vya utunzaji, wanasomesywa pamoja na wanafunzi ambao si walemavu. Madarasa maalum, shule tofauti au uondoaji mwingine wa wanafunzi wenye ulemavu kutoka kwa mazingira ya jumla ya elimu hutokea tu wakati asili au ukali wa ulemavu ni kwamba elimu katika madarasa ya elimu ya jumla, HATA kwa matumizi ya misaada na huduma za ziada, haiwezi kufikiwa vizuri.

- Ni misaada na huduma zipi za ziada zilizingatiwa? Ni misaada na huduma zipi za ziada zilikataliwa? Eleza kwa nini misaada na huduma za ziada zitamwezesha au hazitamwezesha mwanafunzi kuwa na maendeleo kwenye malengo (ikiwa zinahitajika) kwa IEP hii katika darasa la elimu ya jumla.
- Ni faida gani zinazotolewa katika darasa la elimu ya jumla kwa usaidizi na huduma za ziada dhidi ya manufaa zinazotolewa katika darasa la elimu maalum?
- Je, ni madhara gani yanayoweza kunufaisha na/au madhara mabaya yanaweza kutarajiwa kwa mwanafunzi mwenye ulemavu au wanafunzi wengine darasani, hata wakiwa na msaada na huduma za ziada?
- Je, ni kwa kiasi gani, ikiwa ipo, mwanafunzi atashiriki na wenzake wasio na ulemavu katika shughuli za nje ya masomo au shughuli zingine zisizo za kitaaluma?

Maelezo ya kiwango, ikiwa kipo, ambacho mwanafunzi hatashiriki na wanafunzi wasiokuwa na ulemavu katika darasa la elimu ya kawaida:

Maelezo ya kiwango, ikiwa kipo, ambacho mwanafunzi hatashiriki na wanafunzi wasiokuwa na ulemavu katika mtaala wa elimu ya jumla:

MPANGO ULIOBINAFSISHWA WA ELIMU (IEP)

Jina la Mwanafunzi:

B. Aina ya Usaidizi

1. Kiasi cha misaada ya elimu maalum

- Kvinjari: Usaidizi wa elimu maalum na huduma zinazotolewa na wafanyakazi wa elimu maalum kwa 20% au chini ya siku ya shule
- Ziada: Usaidizi wa elimu maalum na huduma zinazotolewa na wafanyakazi wa elimu maalum kwa zaidi ya 20% ya siku lakini chini ya 80% ya siku ya shule.
- Muda Wote: Usaidizi wa elimu maalum na huduma zinazotolewa na wafanyakazi wa elimu maalum kwa 80% au zaidi ya siku ya shule

2. Aina za usaidizi wa elimu maalum

- Usaidizi wa Wagonjwa wa Akili
- Usaidizi wa Walemavu wa Kuona-Kipofu.
- Usaidizi wa Kiziwi na Ugumu wa Kusikia
- Usaidizi wa Kihisia
- Usaidizi wa Kusoma
- Usaidizi wa Ujuzi wa Maisha
- Usaidizi wa Ulemavu Anuwai
- Usaidizi wa Kimwili
- Usaidizi Matamshi na Lugha

MPANGO ULIOBINAFSISHWA WA ELIMU (IEP)

Jina la Mwanafunzi:

C. Eneo la mpango wa mwanafunzi

Jina la Wilaya ya Shule ambapo IEP itatekelezwa:

Jina la Jengo la Shule ambapo IEP itatekelezwa:

Je, hii ni shule ya mtaa ya mwanafunzi (yaani, shule ambayo mwanafunzi angesoma ikiwa hakuwa na IEP)?

Ndiyo

Hapana. Ikiwa jibu ni “hapana,” chagua sababu ya kutofanya hivyo.

Usaidizi na huduma za elimu maalum zinazohitajika katika IEP ya mwanafunzi haziwezi kutolewa katika shule ya mtaa

Nyingine. Tafadhali fafania:

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Jina la Mwanafunzi:

VIII. KURIPOTI PENDATA: Mazingira ya Kielimu (Jaza Sehemu A au B; Chagua Mazingira Moja tu ya Kielimu)

Ili kukokotoa asilimia ya muda ndani ya darasa la kawaida, gawanya idadi ya saa ambazo mwanafunzi hutumia ndani ya darasa la kawaida kwa jumla ya saa katika siku ya shule (ikiwemo chakula cha mchana, mapumziko, vipindi vya kusoma). Kisha matokeo huzidishwa na 100.

SEHEMU A: Kwa Wanafunzi Walioelimishwa Katika Majengo ya Shule ya Kawaida na Wenzake Wasio Walemavu - Onyesha Asilimia ya muda NDANI ya darasa la kawaida la mwanafunzi huyu:

Muda unaotumika nje ya darasa la kawaida kupokea huduma zisizohusiana na ulemavu wa mwanafunzi (k.m., wakati wa kupokea huduma za ESL) unapaswa kuzingatiwa kuwa wakati ndani ya darasa la kawaida. Muda wa elimu unaotumika katika mipangilio ya kijamii inayofaa umri inayojumuisha watu walio na ulemavu na wasio na ulemavu, kama vile vyuo vikuu au vituo vya ufundi, unapaswa kuhesabiwa kuwa muda unaotumika ndani ya darasa la kawaida.

Hesabu ya Mwanafunzi huyu:

Safu ya 1	Safu ya 2	Ukokotaji	Onyesha Asilimia	Kategoria ya Asilimia
Jumla ya saa ambazo mwanafunzi hutumia katika darasa la kawaida kwa siku	Jumla ya saa katika siku ya kawaida ya shule (ikiwemo chakula cha mchana, mapumziko na vipindi vya masomo)	(Saa ndani ya darasa la kawaida ÷ saa katika siku ya shule) x 100 = % (Safu ya 1 ÷ Safu ya 2) x 100 = %	Sehemu A: Asilimia ya muda ambao mwanafunzi hutumia ndani ya darasa la kawaida:	Kwa kutumia matokeo ya hesabu - chagua kategoria ya asilimia sahihi
			____% ya siku	<input type="checkbox"/> NDANI ya Darasa la Kawaida 80% au Zaidi ya Siku <input type="checkbox"/> NDANI ya Darasa la Kawaida 79-40% ya Siku <input type="checkbox"/> NDANI ya Darasa la Kawaida Chini ya 40% ya Siku

SEHEMU YA B: Sehemu hii inahitajika kwa Wanafunzi Walioelimishwa NJE ya Majengo ya Shule ya Kawaida kwa zaidi ya 50% ya siku - chagua na uonyeshe Jina la Shule au Kituo kwenye mstari unaolingana na uteuzi unaofaa: (Iwapo mwanafunzi anatumia chini ya 50% ya siku katika mojawapo ya maeneo haya, lazima timu ya IEP ifanye hesabu katika Sehemu A)

- Shule ya Kibinafsi Iliyoidhinishwa (Isiyo na Makazi) _____
- Shule ya Kibinafsi Iliyoidhinishwa (yenye Makazi) _____
- Kituo Kingine cha Kibinafsi (Kisicho na Makazi) _____
- Kituo Kingine cha Kibinafsi (chenye Makazi) _____
- Kituo Kingine cha Umma (chenye Makazi) _____

- Kituo Kingine cha Umma (Kisicho na Makazi) _____
- Hospitali/Nyumbani _____
- Kituo cha Kurekebisha Tabia _____
- Kituo Nje ya Jimbo _____
- Maelekezo Yanayoendeshwa Nyumbani _____

MIFANO ya Sehemu A: Jinsi ya Kukokotoa PennData-Asilimia za Mazingira ya Kielimu

	Safu ya 1	Safu ya 2	Ukokotaji	Onyesha Asilimia
	Jumla ya saa ambazo mwanafunzi hutumia katika darasa la kawaida kwa siku	Jumla ya saa katika siku ya kawaida ya shule (pamoja na chakula cha mchana, mapumziko na vipindi vya kusoma)	(Saa ndani ya darasa la kawaida ÷ saa katika siku ya shule) x 100 = % (Safu ya 1 ÷ Safu ya 2) x 100 = %	Sehemu A: Asilimia ya muda ambao mwanafunzi hutumia ndani ya darasa la kawaida:
Mfano wa 1:	5.5	6.5	$(5.5 \div 6.5) \times 100 = 85\%$	85% ya siku (Ndani ya 80% au Zaidi ya Siku)
Mfano wa 2:	3	5	$(3 \div 5) \times 100 = 60\%$	60% ya siku (Ndani ya 79-40% ya Siku)
Mfano wa 3:	1	5	$(1 \div 5) \times 100 = 20\%$	20% ya siku (Ndani ya chini ya 40% ya Siku)

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Jina la Mwanafunzi:

Kwa usaidizi wa kuelewa fomu hii, IEP iliyofafanuliwa inapatikana kwenye tovuti ya PaTTAN katika www.pattan.net Andika “Fomu Zilizofafanuliwa” katika kipengele cha Utafutaji kwenye tovuti. Ikiwa hauna ufikiaji wa Intaneti, unaweza kuomba fomu iliyofafanuliwa kwa kupigia PaTTAN katika 800-441-3215.