

The IEP team will review all the evaluation material and will determine how your child is performing in school now. The IEP team will write measurable, annual goals that are designed to meet the needs of your child.

The IEP team will determine:

- The types of special education supports and services to be provided to your child that will be used to meet the individual needs of your child.
- Where, what kind, how much, and how often special education and related services will be provided. For example, the IEP may specify, “individual speech therapy, 30-minute periods, three times per week, in the speech room.” Special transportation, which is different from the mode of transportation utilized by other children in the neighborhood, also falls under this category. For example, the IEP may specify, “a bus that will lift a wheelchair from the curb taking Jimmy from his home to school with a ride no longer than 30 minutes.”
- The date services and programs will begin and how long they will last.
- The tests or other methods of evaluation that will be used to decide if the student is meeting the annual goals and how and when this progress will be reported to you. Progress on meeting annual goals must be reported periodically, such as through the use of quarterly reports.
- How much, if any, the student will **not** participate in the general class or in the general education curriculum, and the amount of time your child will spend inside the general classroom.
- The accommodations and modifications and supplementary aids and services in the general education setting, if any, for your child to succeed in a general education class. This could include, for example, giving the child untimed tests or having someone help the child take class notes.

- The accommodations needed, if any, for the child to participate in statewide or districtwide tests. If the child is not able to participate, even with accommodations, another assessment will be done that will show the child's skills. Participation in this alternate assessment will be documented in the IEP. This may include a modified PSSA or PASA test instead of the regular PSSA.
- Supports that school personnel may need to implement the IEP, such as resource materials, training, or equipment.

In developing the IEP, the team must consider:

- Your concerns.
- Whether a child exhibits behavior that interferes with the child's learning or the learning of others and therefore needs a behavior management plan.
- The needs of children with limited English language skills.
- The use of Braille for children with visual problems.
- The communication needs of students, including students who are deaf or hard of hearing.
- Whether the child needs assistive technology devices or services to communicate or participate in the activities that are going on around the child.

When a student requires additional time beyond the school year to benefit from the special education program described in the IEP, extended school year (ESY) services may be necessary. In some cases, for example, interruptions in the school schedule, such as summer break, will result in children with disabilities losing many of their basic skills and taking a long time to get those skills back once school begins again. ESY services are to be provided during breaks in the educational schedule to prevent this loss as part of a free appropriate public education. At each IEP meeting, the team will determine if the student is eligible for ESY. If found eligible, a description of ESY services will be included in the IEP.