

IEP Notes

CONTACT ATTEMPT-

- Log includes 2 contact attempts
- Detailed summary of conversation to schedule a meeting is complete for the following: Contact Attempt, Alternative attendance, and/or Contact Response.

COVER PAGE-

- Date parent notified of meeting is 10 or more school days before the date of the meeting
- Signatures of all team members
- Excusal notes of team members not present

TEAM CONSIDERATIONS-describe who the student is an important characteristic of student and IEP

- Strengths are specific to domains within each academic and behavior area (see goal book domains)
- The strengths listed are observable.
- The description lists student's likes and interests or hobbies.
- If a new case manager reads this statement, would they have enough information to communicate with, engage with, and begin to build a relationship with the student?
- Parent concerns listed

PRESENT LEVELS -establish a baseline of performance for areas of need established in the evaluation.

1. General Education teacher report:

- Includes details on student participation in GE activities.
- Demonstrates that the teacher knows the student and student needs within the GE environment.

2. Adverse impact summary:

- Lists all areas of need determined in the evaluation/goal areas
- Explains the impact of each area of need on progress in the general education curriculum.

3. For all present level areas:

- The present levels align with an area of need defined by evaluation and have an aligned goal listed later in the IEP.

*It is ok to add present level information for non-goal areas, but you will want to clarify it is not a Goal area and explain how that non-goal area is impacted by a goal area that aligned with the evaluation.

** Infor for present levels can be found in the Summary of Qualifications and Functioning section,

Recommendations to IEP (Individual Education Program) committee section, and the evaluation's Significant Findings section.

- Data determine the baseline. Data collected is listed/described.
- Data used describes visible behavior/skills and is
Qualitative data _____
Quantitative data _____
- The baseline matches the baseline in the corresponding IEP goal.

Goal Book & resources for developing present levels:

- Goal books will craft present levels and adverse impact statements for you and provide data collection tools to establish a baseline in alignment with the present level.
- If this is an initial IEP, you can draft present levels with probes and assessments straight from the Goal Book and have them ready to go with a data sheet for progress monitoring.
- If this is an annual IEP, you can input the last Progress monitoring update in the previous IEP and use that in addition to the goal book.
- Avoid rolling over present levels from the previous year.

IEP GOALS:

- Each goal area listed is aligned with a present level and a qualifying area of need from the evaluation.
- The criterion relates to current student data performance described in present levels of performance
- The baseline for each goal area matches the baseline listed in the present levels.
- All Goals are specific and observable
- Measurement for each goal is quantifiable (can be compared to previous data points) and clear (understood by non-educators).

If a student is taking alternative assessments:

- Academic goals include objectives

*Goal book will help you craft objectives and provide PM materials

*bonus: goals supports students in developing or increasing independence in the behavior/skill area.

ACCOMMODATIONS/MODIFICATIONS:

- Testing accommodations are listed in both sections
 1. progress monitoring/curriculum based
 2. district/state testing
- Accommodations/Modifications match areas of need previously discussed in team considerations and/or present levels AND support student in accessing/participating in GE activities.
- Locations of where accommodations are to take place are listed
- The rate of occurrence AND/ OR the conditions in which accommodation/modifications should take place are specific (“as needed”, “When student asks” are NOT considered specific)

STATE/DISTRICT ASSESSMENTS:

If a student is taking alternative assessments:

- Team discussion/agreement and rationale for alternative assessment is included in the testing section of the IEP.

TRANSITION PLANNING (16years+)

- Post secondary goals are developed in collaboration with student and family
- Use of multiple age appropriate transition assessments used to determine transition plan/post secondary goal
- The statement of transition services relates to students anticipated post secondary goals
- Transition plan addresses all of the following areas:
 - education/training
 - career
 - independent living (if applicable)
 - leisure
- Adult service providers invited/included in IEP transition service planning meetings
- IEP goals, HSBP, and transition planning support and relate to each other.
- Plan supports students in developing decision making, self-determination, and self advocacy skills.

Additional comments:

GoalBooks lists the following domains within each area.

READING: Concepts of print, phonics & decoding, Fluency, Comprehension: Literature, Comprehension: Informational Text, vocabulary

MATH: Number systems, number operations, Measurement and Data, Geometry, Expression & equations, Ratios & proportions, statistics & probability, Functions, Vectors, and Matrices.

WRITING: Informative & explanatory, Narrative, Opinion & argument, Writing Conventions.

SOCIAL/EMOTIONAL: Self-Awareness, Emotional Regulation, Social Awareness, Play-based Skills, Relationship Skills, responsible Decision Making.

Quick Check

Measurable Annual Goals	Measurement Characteristics	Types of Criteria		
<p>Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> addresses individual student need <input type="checkbox"/> describes observable behavior <input type="checkbox"/> relates to needs identified in student data <p>Conditions</p> <ul style="list-style-type: none"> <input type="checkbox"/> describes circumstances or assistance needed to perform skill or behavior <ul style="list-style-type: none"> ▪ clarifies what the performance of the skill should look like ▪ circumstances <ul style="list-style-type: none"> ○ context ○ format ○ time ○ tools <p>Criterion</p> <ul style="list-style-type: none"> <input type="checkbox"/> sets mastery or proficiency level for attainment of goal <input type="checkbox"/> describes progress in a way that can be measured <input type="checkbox"/> describes criterion to reflect grade level, rate, time, percentage or descriptive statement that is understood by all participants <input type="checkbox"/> relates criterion to current student performance data <input type="checkbox"/> describes progress expected within a year <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Do's</p> <ul style="list-style-type: none"> • use specific, clear information • target to student need • focus on student behavior • use quantifiable or descriptive information </td> <td style="width: 50%; vertical-align: top;"> <p>Don'ts</p> <ul style="list-style-type: none"> • use vague information • copy curriculum without individualization • describe staff activities • use incomplete information </td> </tr> </table>	<p>Do's</p> <ul style="list-style-type: none"> • use specific, clear information • target to student need • focus on student behavior • use quantifiable or descriptive information 	<p>Don'ts</p> <ul style="list-style-type: none"> • use vague information • copy curriculum without individualization • describe staff activities • use incomplete information 	<p>Specific</p> <ul style="list-style-type: none"> • the action, behavior, or skill to be measured • tells what to measure and how to measure it <p>Objective</p> <ul style="list-style-type: none"> • yields same result regardless of who measures it <p>Quantifiable</p> <ul style="list-style-type: none"> • numerical or descriptive information that can be compared to previous data point <p>Clear</p> <ul style="list-style-type: none"> • understandable by all involved, especially non-educators <p>(Bateman, B. D. & Herr, C. M. (2003). <i>Writing Measurable IEP Goals and Objectives</i>. Verona, WI: Attainment.)</p>	<p>Grade or Age Level</p> <ul style="list-style-type: none"> • an assigned numerical value to student performance • must reference the source (test, etc.) and describe the skill it measures or the numerical value will not meet measurement requirements <p>Rate</p> <ul style="list-style-type: none"> • the expected accuracy or frequency of a performance • rate compares the number of correct behaviors, trials, or units of time with the total number <p>Time</p> <ul style="list-style-type: none"> • time segment in which the behavior must be performed • sets parameters for completing the performance • used when speed of performance is important <p>Percentage</p> <ul style="list-style-type: none"> • the number of correct responses compared to the total number of possible responses • must define and be able to measure the whole <p>Descriptive Statement</p> <ul style="list-style-type: none"> • description of the expected characteristics or quality of the final product/behavior in clear, objective language
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