

# GUIDELINES FOR WRITING IEPs: ELEMENTARY SCHOOLS

## ☑ IEP Committee Members include:

- general and special education teacher,
- administrator or designee,
- parent and invited guest if desired,
- related service provider (if applicable),
- student (if appropriate),
- evaluator

## ☑ IEP components

- are in positive terms,
- use understandable language (e.g., avoid acronyms, abbreviations, jargon),
- include the 13 parts listed below

## ☑ Evidence of parent notification occurs when

- IEP meeting is scheduled after considering time preferences of family/guardian
- Notification is given that updates are being made (including updates to IEP Online)

## ☑ Present Levels of Performance, which addresses all of the following:

- information collected within the past year
- names and dates of instruments used to collect/document information
  - formal and informal testing results
  - observation(s) and samples of the student's work
  - case history/current educational records
  - parent observations/information
  - feedback from student—required at age 14 and beyond
  - scores and ratings are explained
- statements on instructional needs and learning style
- statements on instructional material(s) that have/haven't been used successfully with the student
- instructionally relevant information
- student's strengths for each performance area listed first, followed by student's weaknesses related to each problem area
- how the student's disability affects involvement and progress in the general education curriculum

## ☑ Annual Goals are:

- measurable
- included for each area of need as stated in the present level
- justified on the basis of the information in the present level
- practical/relevant to the student's academic, social and vocational needs
- practical/relevant considering the student's age and remaining school years
- attainable within one year
- enable the student to be involved in and progress in the general education curriculum
- meet the student's other educational needs that result from the student's disability

## ☑ Short-term Objectives are:

- measurable and address who, what, when, where, and how
- sequenced so that each objective leads to mastery of skills at a functional level
- include all objectives necessary to reach the goal (and include at least two per goal)

## ☑ Objective criteria and evaluation procedures

## ☑ Services (special education and related):

- relate to areas of need in the present level and may include ways to address:
  - Reading Comprehension
  - Written Expression
  - Math Computation
  - Math Application
  - Work Behaviors
  - Social Behaviors
  - Physical Assistance
  - Related Services

## ☑ Frequency of Services:

- identify how often services will be given (but does not specify who or where)

## ☑ Location(s) of Services:

- identify where supports will be given (but does not specify by who or when)
- either specify **general education or special education setting only**

## ☑ Provider(s) of Services:

- identifies who provides direct support to the student (but does not specify where, when, or how) (e.g., general educator, special educator, or related service provider)

## ☑ Accommodations and Modifications

- connect to weaknesses/need areas identified in the present level
- accommodations and modifications used in testing are the same used on all daily classwork assignments (e.g., if tests are read aloud, all classwork is also read aloud)

## ☑ Participation in Assessments

- describes SOL test or VGLA or VAAP but does **NOT** excuse the student from participation in one of the assessment options
- for any non-VAAP student, is explicit about the testing area (e.g., 3<sup>rd</sup> or 5<sup>th</sup> grade English, Math, Plain English Math, History and Social Science, Science)

## ☑ Projected date of initiation and duration of services

## ☑ Extent of participation in general education program

## ☑ Placement

- refers to general or special education only
- does **not** refer to the type of program within special education

## ☑ Transition plan (use addendums as needed)

- is created for all students age 14 and older, including plans for instruction, related services, community services, development of employment skills, post-school adult living objectives, daily living skills
- includes a statement that a career assessment (Career Scope) will be conducted before age 14, if needed, and accommodations for that assessment
- does **not** identify a diploma status until after the 1<sup>st</sup> day of 9<sup>th</sup> grade
- includes a statement of student's goals related to post-school outcomes

## ☑ Parent signature (or evidence of contacts is attached)