

IEP GUIDELINES FOR SECONDARY 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 14 or older),
- evaluator
- transition coordinator (for 8th graders and HS)

☑ IEP components

- are in positive terms,
- use understandable language (e.g., avoid acronyms, abbreviations, jargon),
- include all of the 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 end-of-course test or VGLA or VSEP or VAAP but does **NOT** excuse the student from participation in one of the four assessment options listed above
- for any non-VAAP student, is explicit about the testing area (e.g., 3rd grade Reading, 7th grade Mathematics, US/VA History)

Note: Typical 9th grade SOLs are World History I, Earth Science; HS Literacy/Numeracy SOLs are 8th grade Reading, 8th grade Math

☑ 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 be conducted before age 14, if needed, and accommodations for that assessment
- does **not** identify a diploma status until after the 1st day of 9th grade
- includes a statement of student's goals related to post-school outcomes

☑ Parent signature (or evidence of contacts is attached)