

## Guidelines for Creating Quality IEPs Individual Education Program

This document is a reference for creating and documenting an Individual Education Program. In each section, there is a description of the content area, the process utilized, the documentation or product, and referenced examples, including the names of related GUI forms. The standards in the areas of Reading, Math, Oral Language, Inquiry, Research, Writing and Early Learning are in the SPSR.

### Present Level of Academic Achievement and Functional Performance (PLAAFP)

Description	Process	Product	Examples
Student's strengths and functional performance	There was thorough discussion, probing questions, and documentation re: the student's strengths and functional performance.	The <i>PLAAFP</i> contains detailed information relative to the student's strengths and functional performance.	See the <i>Present Level of Academic Achievement and Functional Performance (PLAAFP)</i> in Examples: EC (Margret) Elementary – (Bucky) Middle – (Kim) High – (Calvin)
Parent concerns re: the student's education and long-term plans for post-high school life	There was thorough discussion, probing questions, and documentation re: the parents' concerns about the student's education, including long-term plans for post-high school life.	The <i>PLAAFP</i> contains specific information relative to concerns of the parents about the student's education, including long-term plans for post-high school life.	
Standards-based information relative to academic and functional performance aligned with district achievement and Early Learning Standards contained in the SPSR	There was thorough discussion, probing questions, and documentation re: specific standards-based information relative to academic and functional performance aligned with district achievement Standards in the following areas: Reading, Math, Writing, Oral Language, Inquire/Research, and/or Early Learning Standards.	The <i>PLAAFP</i> contains specific standards-based information relative to academic and functional performance aligned with district achievement and in the following areas: Reading, Writing, Oral Language, Math, and/or Early Learning Standards.	
Related services correspond to and assist the student in achieving his/her annual goals	There was thorough discussion, probing questions, and documentation regarding the need for related services to assist the student in achieving his/her annual goals.	If the student requires related services, there is clear evidence or a description of the relevancy, purpose, and necessity of the related service(s) and how the related service(s) correspond to and assist the student in achieving their annual goals	
Baseline data given in MMSD standards that correspond to each annual goal	There was thorough discussion, probing questions, and documentation re: baseline data given in MMSD standards corresponding to each annual goal.	The <i>PLAAFP</i> contains specific and extensive baseline data given in MMSD standards corresponding to each annual goal.	
Time involved in the general <b>curriculum</b>	There was thorough discussion, probing questions, and documentation re: involvement in the general <b>curriculum</b> , and if it is not full-time, the evidence explaining the extent not involved in each curricular area.	If the student will not be involved full-time in the general <b>curriculum</b> , there is standards-based evidence explaining the extent not involved in each curricular area. <i>Remember <u>this is the curriculum not the environment.</u></i>	

Description	Process	Product	Examples
Special factors	There was thorough discussion, probing questions, and documentation re: any special factors that apply.	If special factors apply, there is extensive evidence the IEP team fully described them in at least one section and a statement is listed in the IEP Summary (for example, behavior, communication needs, limited English proficiency).	See the <i>PLAAFP</i> in the examples; EC (Margret) Elementary – (Bucky) Middle – (Kim) High – (Calvin)

### Annual Goals

Description	Process	Product	Examples
Determine need for annual goal development for an identified standard	If the standard selected was reasonable for the student to work toward during the timeframe of the IEP without special education interventions, the IEP team consistently determined no annual goal development was necessary for that standard.	Use Student Performance Summary Report (SPSR) or Early Learning Standards to develop appropriate annual goal(s) which reflects one year's growth in targeted standard(s) based upon data collected and functional performance	See <i>Annual Goals</i> Examples in: EC (Margret) Elementary – (Bucky) Middle – (Kim) High – (Calvin)
Academic annual goals are developed around MMSD grade level achievement standards	There was thorough discussion, probing questions, and documentation re: academic annual goals in relation to MMSD grade level achievement standards (e.g., reading, language arts, and math, and/or early learning).	There is extensive evidence that each academic <i>Annual Goal</i> is developed around MMSD grade level achievement standards (for example, reading, language arts, and math, and/or early learning).	
For each grade/age level standard identified <b>that was not reasonable to attain during the timeframe of the IEP</b> , an appropriate proficiency level was identified from an earlier grading period of same grade/age peers or a preceding grade/age level, and measurable goals were written using data from multiple areas	For each grade/age level standard identified that was not reasonable to attain during the timeframe of the IEP, an attainable level of proficiency was consistently identified and discussed from an earlier grading period of same grade/age peers or a preceding grade/age level	In the event that preceding levels of proficiency were used, measurable, attainable goals were written using data from 3 or more of the following: a) compensatory skills, b) future learning environments, c) long-term plans, d) past performance and/or e) support options available to the student from community-based options.	
Progress toward all annual goals in reference to MMSD achievement standards	There was thorough discussion, probing questions, and documentation re: progress toward all annual goals in reference to MMSD achievement/early learning standards.	There is extensive evidence that progress toward all annual goals is measured in reference to MMSD achievement/early learning standards using consistent data collection systems or criteria.	

### Behavior Intervention Plan (BIP)

Description	Process	Product	Examples
If there is a Behavior Intervention Plan (BIP), positive strategies and/or interventions are developed, based upon information provided by a functional assessment of the student's behavior	If a Behavior Intervention Plan (BIP) is required, there was thorough discussion, probing questions, and documentation re: positive strategies, cultural implications and/or interventions which were based upon a functional assessment of the student's behavior(s).	If a <i>Behavior Intervention Plan</i> (BIP) is developed, there is extensive evidence of positive strategies, cultural implications and/or interventions which was based on a functional assessment of the student's behavior(s).	See <i>Behavior Intervention Plan(BIP) and Functional Assessment (FBA)</i> in "Calvin" example

### IEP Summary

Description	Process	Product	Examples
Specially designed instruction and how it corresponds to each annual goal	There was thorough discussion, probing questions, and documentation re: specially designed instruction and how it corresponds to each annual goal.	In the <i>IEP Summary</i> section, there is extensive evidence the specially designed instruction corresponds to each Annual Goal.	See <i>IEP Summary Examples</i> in: EC (Margret) Elementary – (Bucky) Middle – (Kim) High – (Calvin)
Specially designed instruction includes frequency, amount and location of services	There was thorough discussion, probing questions, and documentation re: specially designed instruction, including frequency, amount and location of services.	In the <i>IEP Summary</i> section, there is evidence specially designed instructional services are listed (in a clearly and easy to understand manner) with frequency, amount and location of services (provided by regular and or special education).	
Information re: the type, frequency/amount and location(s) of related services	There was thorough discussion, probing questions, and documentation re: the type, frequency/amount, and location(s) of the related services.	In the <i>IEP Summary</i> section, there is clear and easy to understand information regarding the type, frequency/amount, and location(s) of the related services.	
Information/evidence that the supplementary aids and services correspond to annual goals	There was thorough discussion, probing questions, and documentation re: supplementary aids and services and how they correspond to and assist the student in achieving the annual goals by allowing access to the general education curriculum and/or environment, and enabling students to make progress towards identified grade level standards.	In the <i>IEP Summary</i> section, there is clear and easy to understand information / evidence that the Supplementary Aids and Services correspond to and allow student access to the general education curriculum, and/or environment, enable them to make progress towards identified grade level standards, and assist the student in achieving annual goals.	
Information re: the type, frequency/amount and location(s) of supplementary aids and	There was thorough discussion, probing questions, and documentation re: the type, frequency/amount, and location(s) of the supplementary aids and services that provide the student access to general	In the <i>IEP Summary</i> section, there is clear and easy to understand information regarding the type, frequency/amount, and location(s) of the Supplementary Aids and Services.	

services	education curriculum and/or environment, and enabling students to make progress towards identified grade level standards.		
Student participation with non-disabled peers in the regular education environment (or for preschool, in age appropriate settings)	There was thorough discussion, probing questions, and documentation as to whether or not the student participates full-time with non-disabled peers in the regular education environment (or for preschool, in age appropriate settings).	If the student is not participating full-time with non-disabled peers in the regular education environment (or for preschool, in age appropriate settings), there is a clear student-centered explanation for why full-time participation is not appropriate.	
Student participation with non-disabled peers in non-academic activities	There was thorough discussion, probing questions, and documentation as to whether or not the student participates full-time with non-disabled peers in non-academic activities.	If the student is not participating full-time with non-disabled peers in non-academic activities, there is a clear student-centered explanation or statement describing the extent to which the student will not be involved.	
Student participation with non-disabled peers in extra-curricular activities	There was thorough discussion, probing questions, and documentation as to whether or not the student participates full-time with non-disabled peers in extra-curricular activities.	If the student is not participating full-time with non-disabled peers in extra-curricular activities, there is a clear student-centered explanation or statement describing the extent to which the student will not be involved.	

**Transition (for students who turn 14 years old during the timeframe of the IEP)**

Description	Process	Product	Examples
Purpose of the IEP meeting and student invitation to the meeting	The IEP chairperson invited the student to the IEP meeting via the written invitation form. The IEP chairperson contacted the student to explain the purpose of the meeting (transition services).	The purpose of the IEP meeting was to consider transition services. There is clear and descriptive evidence the student was invited to the IEP meeting.	See <i>Transition Services</i> in the "Calvin" example
Student attendance and participation at the IEP meeting	The student attended the IEP meeting and participated in relevant/appropriate sections.	Student attended the IEP meeting is documented and descriptive evidence indicates that he/she participated in development of relevant/appropriate sections.	
Postsecondary goal in Employment, based on strengths, interests and aptitude based upon a discussion of student and/or parent or guardian	There was thorough discussion, probing questions, and documentation re: a postsecondary goal in Employment. Results of transition assessment(s) are thoroughly embedded in the discussion & decision making process	There is a measurable postsecondary employment goal based upon his/her strengths, interests and assessment(s) of aptitude.	

Description	Process	Product	Examples
vision for adulthood & transition assessment			
Postsecondary goal in Training or Education, based upon student strengths, interests and aptitude(s) and team discussion of student vision for adulthood & transition assessment	There was thorough discussion, probing questions, and documentation re: a postsecondary goal in Training or Education. Results of transition assessment are thoroughly embedded in the discussion & decision making process	There is a measurable postsecondary goal in Training or Education, based upon student strengths, interests and aptitudes.	
Consideration of a postsecondary goal in Independent Living, based upon strengths, interests and aptitude(s) obtained from a discussion of student vision for adulthood & transition assessment	There was thorough discussion, probing questions, and documentation re: the need for a postsecondary goal in Independent Living. Results of transition assessment are thoroughly embedded in the discussion & decision making process	The IEP team considered the need for a postsecondary goal in Independent Living and either rejected the area of need or wrote a measurable postsecondary goal, based on strengths, interests and aptitudes.	
At least one annual goal created to enable the student to meet the post secondary goals based upon a discussion of student vision for adulthood & transition assessment	There was thorough discussion, probing questions, and documentation re: at least one annual goal that enables the student to meet the post secondary goals. Results of transition assessment are thoroughly embedded in the discussion & decision making process	There is at least one annual goal that is specifically created to enable the student to meet identified post secondary goals.	
Transition services that focus on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school life	There was thorough discussion, probing questions, and documentation re: transition services that focus on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school. Results of transition assessment are thoroughly embedded in the discussion & decision making process	There are transition services in the IEP that focus on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school life.	
Appropriate outside agency representatives invited to IEP meeting	The IEP chairperson invited the appropriate outside agency representatives to the IEP meeting (with parent consent) when it is likely transition services	For transition services that are likely to be paid for by other agencies, there is evidence that representatives were invited to the IEP meeting	

Description	Process	Product	Examples
(with parent consent) when it is likely transition services will be paid by other agencies	will be paid by other agencies.	(with parent/legal guardian consent).	
Development of multi-year plan of courses aligned to the student's transitional goals, interests, strengths and aptitudes	There was a through discussion of the courses or experiences necessary for the student to achieve identified post-secondary goals.	The multi-year plan clearly documents and outlines the "course of study" aligned to the student's identified post-secondary goals. This plan denotes the sequence of classes the student must take in order to achieve their post-secondary goals.	See <i>Transition Services</i> in the "Calvin" example

Updated 8/07/09