**Key**

## *IEP DEVELOPMENT SMART SHEET  3/22/06*

**Step 1      Discuss future planning.**
(Family and student preferences and interests)

1. What is the **family's vision** for the next few years, 5 yrs., 10 yrs., at graduation? (BP)

2. Have you considered: **Community Participation, Employment/Post Secondary, and Post school Adult Living**? (Transition Services page of IEP)

3. Did you document **family and student preferences** as part of the planning process? (OS – pg. 65)
   • Did you consider interests? (BP)

**Step 2      Discuss present levels of academic and functional performance.**
(What do we know about this child, and how does that relate in the context of content standards, or for preschool children, in the context of appropriate *activities and how the disability affects the student's involvement in the general education curriculum.*)

1. Did you provide specific **levels of:**
   a. **academic** and
   b. **functional performance** (the academic content area with the students skill level and peer grade level performance), with **multiple forms of evidence**, in **areas of need** within the general education curriculum? (IR - #614 (d)(1)(A)(i)(I))
   • Specifics in why student is reading below grade level, not just "reading below grade level" (IR - #614(d)(1)(A)(i)(I))
      ➢ *Level/Grade of words (IR - #614(d)(1)(A)(i)(I))*
      ➢ *Word analysis/Decoding skills  (IR - #614(d)(1)(A)(i)(I), #614(d)(1)(A)(i)(II))*
      ➢ *Impact on ability to ….read, fluency, comprehension (i.e. types of comprehension questions) (IR - #614(d)(1)(A)(i)(I))*
   • Baseline data must support an identified goal (IR - #614 (d)(1)(A)(i)(II)
   • Provides **peer comparison benchmark** (IR)

2. Did you provide the **foundation** (rationale) for identifying **needs**, developing **goals** and determining **services?**(IR-#614(d)(1)(A)(i)(I))
   • Support would be the justification/rationale for identifying needs. (BP)
      ➢ *"When given 115 word passage at the fifth grade level in April TJ reads only 29 words compared to an average of 109 words per minute by his peers" (IR #614(d)(1)(A)(i)(I))*

3. Did you consider **strengths** which form the basis for identifying needs, you must include enough information for the IEP team to build on strengths to establish goals with rigorous targets? (IR #614(d)(3)(A)(C)(i))