Key

B&H - Bateman & Herr, Writing Measurable IEP goals and Objectives, (2003)
B&L - Bateman & Linden, Better IEP's, Sopris West, Available through CEC (1996)

GLARRC - Standards Based Ed. in Ohio CD (2004) - IEP Inter-Rater Tool (ODE 9/06) Ohio's Model Procedures (2003)

ODE - Ohio Department of Education

Ohio's Operating Standards for Schools (2002) OTRB - Ohio Testing Rules Book (1/13/05)

Q&A II - ODE's Frequently Asked Questions

= clarifying point

> examples provided in this font

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 toread, 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))

Original work by McGraw & Demmler HCESC '04 - Revised by SWO Regional Work Group October 2006 See IEP Checklist 3/22/06 for simplified version.