

Teacher Responsibilities in preparation for IEPs

1) Describe how student's disability affects involvement and progress in general curriculum

(Info/Eligibility page) – Review and update as needed.

2) Update Present Levels:

- Strengths/Preferences/Interests – what do you see? What does the student think?
- Other Assessment Data – Current testing information – for triennials
 - i. Academic Testing – use Woodcock Johnson, 3rd Edition, Test of Achievement
 - ii. Give results to Melissa 2 weeks prior to the IEP
- Academic Skills** – How is the student doing academically?
- Communication** – How's student doing particularly in reading, writing, and speaking?
- Social Emotional/Behavioral** – Comment RE class participation, behavior, social interactions (Note: if behavior is an issue, it will need to be addressed with goals)
- Vocational** – Work habits? Motivation? Expressed interests? Attendance?

** Consult subject area teachers about the student's progress and needed goals in these areas. Include teacher comments in these sections.

Note: If your comments in these areas are similar to previous ones, date your additions so it's clear you've reviewed the information and added comments as needed. If no change, note who reviewed the record and the date. (e.g., reviewed by E. Bleezer, 10-15-2012)

4) Special Factors – Goals to address the student's areas of need must be based upon *Present Levels* and the description of the disability from page 1.

- Don't just add to the list of areas of need . . . include only those areas for which goals will be written. Typically, goals are written for Math, English, and Vocation.

5) Previous Goals – Update previous goals in SEIS indicating whether goals were met or not.

6) New Goals:

- All students (even “monitor” students) must have at least one goal in each area of need identified on the “Special Factors” page (see #4 above)
- *Baseline* must indicate the student's current level in the identified area of need. It “should be a quantifiable description of the classroom performance in the specified area.” (*State SELPA IEP Manual*, p.15)
- Number goals in the same order as listed in *Special Factors* using the following format: **student year in school.goal #** (ex. 9.1, 9.2, etc) to enable ease of tracking in SEIS.
- CAPA students require annual goals AND objectives.
- Goals should be easy to understand – if you use the goal bank, revise the goal to fit the student's specific need using language that communicates to the student and parents.
- Identify the state standard that each academic goal addresses.

7) Refer to the *State SELPA IEP Manual* in SEIS: Locate **Reference Materials** on the top bar

→Document Library →Resources → *IEP Manual, 7-10* for additional guidance.