

# 10

## Helpful Hints For Creating An Excellent IEP 2010/2011 Edition

10.

Make sure you reference the disability of the student in the present education levels. This information can be found on the student's evaluation report in the summary section.

9.

Academic IEP goals should reference the skills related to the PA Standards as well as the standard number.

8.

If a student has nursing services that are needed on an "as needed" basis, please indicate that in a separate sentence (**the first sentence**) under "functional performance" in the present education levels.

*Sample sentence: "Nursing services required to monitor medical condition."*

7.

Make sure that the SDI's for the PSSA or PSSA M assessments are correctly indicated. **You cannot use the "ALL" box on the SDI portion of IEP Online for the assessments.** If a student is at a grade level in which the PSSA is not given and it is before March of the year, please indicate that state assessments are not given at this grade level.

6.

Please spell everything correctly! Please use correct grammar!

5.

Please make sure that every indicated need is addressed through a goal or an SDI. This includes related services.

4.

ESY-

- **If a student is not in need of ESY, please use the following sentence:**  
*"IEP team reviewed data and progress for \_\_\_\_\_. This information indicates that \_\_\_\_\_ is not having difficulty in regression or recoupment of skills after an interruption in the educational program and is not in need of ESY at this time."*
- **If a student is newly identified, please use the following sentence:**  
*"\_\_\_\_\_ was just identified as in need of service. Data will be collected and reviewed prior to the end of the school year to determine eligibility for ESY."*
- **If a student requires extended school year, please use the following sentence:**  
*"\_\_\_\_\_ demonstrates regression or recoupment of skills after an interruption in the educational program in the areas of \_\_\_\_\_. He/She is eligible for ESY."*  
**(make sure you choose either he or she!!!)**

3.

Here are some sample statements for the LRE questions regarding regular education curriculum and regular education classrooms. The statements can be the same except for the words curriculum and classrooms.

**For a fully included student:**

*\_\_\_\_\_ will participate in the regular education **class/curriculum** for all subject areas because the IEP team believes that he/she will derive the most benefit for instruction in the regular setting with support and specially designed instruction listed in the IEP."*

**(make sure you choose either class or curriculum and he or she!!)**

**For a student who is receiving special education instruction for particular learning outcomes/classes:**

*\_\_\_\_\_ requires replacement instruction in the areas of \_\_\_\_\_ which will include direct, explicit teaching of skills that are not within the scope of grade level instruction. \_\_\_\_\_ will receive this instruction in the \_\_\_\_\_ classroom.*

\_\_\_\_\_ requires replacement instruction in the areas of \_\_\_\_\_ which will include direct, explicit teaching of skills that are not within the scope of grade level instruction. \_\_\_\_\_ will receive this instruction in the \_\_\_\_\_ classroom with **modified curriculum**.

2. If a student is 14 **(or will be turning 14 within the IEP year)**, you must complete the IEP section on transition and indicate a related goal in at least one of those transition areas. Please make sure you are listing specific classes for the students under course of study. If a student is in the high school, a credit review should be included with IEP paperwork.

1. Be a good IEP buddy. Read and give feedback. Work as a team. Be honest! Moving forward, when we email feedback to you, we will also cc the IEP buddy so we can all learn together. 😊

Everyone smiles when they are invited to an IEP meeting in a timely fashion: **please invite related service providers and WMCTC staff (if needed)!**

