

West Virginia's Standards-Based IEPs



"The IEP is the cornerstone of a quality education for each child with a disability."

OSEP, 2000

Steps for Developing Standards-Based IEPs

Step 1: Determine general education curriculum expectations.

Step 2: Identify current skills, knowledge and area(s) of instructional need.

Step 3: Conduct data/gap analysis and develop impact statement.

Step 4: Develop Present Levels of Academic Achievement and Functional Performance.

Step 5: Choose standard(s).

Step 6: Write measurable goals and objectives.

The Individuals with Disabilities Education Act (IDEA) of 2004 ensures students with disabilities have access to the general education curriculum and receive a free appropriate public education (FAPE) in the least restrictive environment. Special education in WVBE Policy 2419: Regulations for the Education of Students with Exceptionalities is defined as specially designed instruction, at no cost to the parent, based on peer-reviewed research to the extent practicable, to meet the unique needs of a student with a disability or giftedness including instruction in the classroom, the home, hospitals, institutions and other settings. The definition of special education also includes instruction in physical education, speech/language therapy, transition services, travel training, assistive technology services and vocational education. Specially designed instruction means adapting the content, methodology or delivery instruction to:

1. Address the unique needs of the student that result from his or her disability or giftedness; and
2. Ensure access to the general education curriculum so that the student can meet the education standards that apply to all students.

The IEP is a product of collaboration between a parent or adult student and educators who, through full and equal participation, identify the unique needs of a student with a disability or giftedness and plan the special education and related services to meet those needs. It sets forth in writing a commitment of resources necessary to enable the student to receive needed special education and related services. In addition, the IEP is a management tool that is used to ensure that each eligible student is provided special education and related services appropriate to the student's special learning needs. It serves as an evaluation device for use in determining the extent of the student's progress toward meeting the projected outcomes.

The IEP is a compliance/monitoring document that may be used by authorized monitoring personnel from each governmental level to determine whether an eligible student is actually receiving the free appropriate public education agreed to by the parents and the school.

The standards-based IEP began in the 1997 reauthorization of the Individuals with Disabilities Education Act. Access to the general curriculum was a mandated goal for students with disabilities, though the law did not say that access had to be at the student's enrolled grade level.

The Every Student Succeeds Act (ESSA), signed into law in 2015, and the 2004 reauthorization of the IDEA provided reinforcement that children with disabilities should be exposed to the general education curriculum on their grade level to the greatest extent possible.

The Office of Special Education (OSE) has developed the:

- Standards-Based IEP online learning and training modules, which are designed for learning about the IEP process. <http://wvde.state.wv.us/osp/>
- Supports for Standards-Based IEPs, ELA and Math, which provide scaffolds for the West Virginia College- and Career- Readiness Standards. <http://wvde.state.wv.us/osp/>



Developing Standards-Based IEPs

What steps do IEP Teams need to follow to develop effective standards-based IEPs?

Step 1: Determine general education curriculum expectations

- WV College- and Career- Readiness Standards
- WV Essential and Community Elements
- Early Learning Standards Framework
- Career and Technical Education Content Skill Sets
- Support for Standards-Based Individualized Education Programs: English Language Arts K-12
- Support for Standards-Based Individualized Education Programs: Mathematics K-8, Math 9
- Career and Technical Education for Students with Disabilities
- WV Learning Skills and Technology Tools
- Community Readiness
- Learning Progressions
- Process for unwrapping content standards and objectives
- Emphases
- Academic Vocabulary
- Digital Literacy
- Learning Style (UDL)
- Project-Based Learning
- English Language Proficiency (ELP) Standards
- Expanded Core Curriculum for VI
- Expanded Core Curriculum for D/HH

Step 2: Identify current skills, knowledge and area (s) of instructional need

Develop student data profile which is an overview of student's functioning in all areas relevant to the IEP.

The profile should include general information regarding:

- Strengths
- Needs
- How the exceptionality affects involvement/progress in the general education curriculum including Career and Technical Education
- Assessment/Evaluation
- Status of prior IEP goals
- Teacher/Parent/Student input
- Transition needs (at least by age 16)
- Learning Style (UDL)

Step 3: Conduct data/gap analysis and develop impact statement

- Review student data profile
- Review grade-level standard(s)
- Determine gap between current skills/knowledge and grade-level expectations
- Determine where student is and where student needs to go

For more information, contact

**Division of Teaching and Learning
Office of Special Education**

Mike Knighton at mknighton@k12.wv.us

Pat Homberg at phomberg@k12.wv.us

<http://wvde.state.wv.us/osp/>

Step 4: Develop Present Levels of Academic Achievement and Functional Performance

The present level provides a summary of baseline information that indicates the student's academic achievement on specific standards or skills. The present level must be data-based. Components of Present Levels:

- Grade-level expectations
- Strengths
- Needs
- How the student's exceptionality affects involvement/progress in the general education curriculum (for preschool children, how the disability affects the child's participation in age-appropriate activities).
- Impact Statement

DO NOT use the student's eligibility to explain how the exceptionality affects involvement/progress in the general education curriculum!

Remember: the present levels of academic achievement and functional performance set the stage for developing IEP goals!

Step 5: Choose content standard(s) and objective(s)

- Determine which WV College- and Career- Readiness Standards are most important for each student (based on progress in the general education curriculum)
- Compare standard(s) with student's areas of need and the impact of the exceptionality
- Use data to determine the areas the student will find difficult without additional supports
- Backward/forward map using learning progressions

Step 6: Write measurable goals and objectives

Annual goals describe what a student can reasonably expect to accomplish in one school year.

Components of Annual Goals:

- Timeframe
- Conditions
- Who/Behavior
- Evaluation/Criterion

If a large number of needs are identified, the IEP Team must consider how each need impacts the student's progress in the general education curriculum. Select the needs that have the greatest impact on progress and develop goals to address those needs.

Utilize Support for Standards-Based Individualized Education Programs: English Language Arts K-12, Mathematics K-8, Math 9 to provide:

- Accommodations/Modifications/Specially Designed Instruction
- Scaffolding