

# INSTRUCTIONS FOR COMPLETING IEP FORM

- II. - Student's Strengths** Describe/list the areas in which the student shows his/her strengths (e.g., academic, behavioral, sports). This is a great place to elicit parent input.
- III. - Student and Parent Comments, Needs, or Concerns** List information provided by the student and parents regarding concerns and priorities, as well as other relevant information.
- IV. - Other Agency Comments** Relevant or important comments, concerns, or additional information that does not logically fit in other sections.
- V. - Present Levels of Academic Achievement and Functional Performance** Concise written descriptions of the affect of the student's disability on the student's performance in any area of education that is affected. The following guidelines should be followed in developing the present levels of academic achievement and functional performance:
- A narrative description of the student's current functioning.
  - Statements should be written in easy to understand language that is free of educational jargon.
  - Information must be current.
  - Statements should reflect the results of the assessment data. Test scores should be accompanied by statements that relate scores to the student's level of functioning.
  - There should be a direct relation between the present levels of academic achievement and functional performance and the other components of the IEP. If the statement describes a problem with a child's reading, this problem should be addressed under both the goals and objectives or benchmarks and the specific special education and related services to be provided.
  - Transition must be addressed beginning at age 16, but can be addressed earlier.
- Note:**
- \* Labels such as cognitively impaired or deafness may not be used as a substitute for describing functioning levels.
  - \* An explanation is required when presenting standard scores as a result of an assessment.
- VI. - Post-School Goals for Students Age 16-21 / Secondary Transition Domains** Identify for each area the student's desired goals based on age appropriate transition assessments. This information should then be used to help create IEP goals and objectives that support attaining these goals. Describe the student's current progress or functioning for each of the secondary transition domains listed, as well as how the information was obtained.