



TOOL

EAST COUNTY SELPA

The IEP Process: Guiding Questions

In order to assist IEP teams to have meaningful discussion during the development of each student's IEP team, the following questions have been developed as guidance. These guiding questions assist the IEP team in ensuring the IEP is reasonably calculated to provide educational benefit to the student.

Present Levels

- ✓ Do these descriptors provide a clear understanding of how the student is performing in each of these areas?
- ✓ What information in the assessment reports describes how this student learns best in the classroom?

Goals

- ✓ Do these goals align with the identified areas of need? Note: Each identified area of need needs to have a goal.
- ✓ Are the goals aligned to grade level standards? Are areas of need for the student identified? If not, are they aligned to identified functional or social/emotional/behavioral needs?
- ✓ Are the goals measurable?
- ✓ How will these goals be implemented? Who will work with the student on them?
- ✓ Do the goals make sense? If you were a non-special education person, do you know what the student is working on?

Placement

- ✓ Based on the student's goals and services, what placement does the student require in order to meet their needs? What placement is the most appropriate and least restrictive in which these services should be delivered?
- ✓ In which placement will the student have the most access to their typical peers and still be able to achieve their goals?

Assessment

- ✓ What do the assessments tell about the student's strengths? Areas of need?
- ✓ What information in the assessment reports describes how the students learn best in the classroom? What recommendations are provided for accommodations? Modifications? What would these look like in the classroom?

Areas of Need

- ✓ Are areas of need for the student identified? Are these areas of need based on data?
- ✓ Will focusing on these areas provide access for the student to grade level curriculum or appropriate functional skills?

Services

- ✓ Are service minutes uniquely designed to meet the needs of the students (rather than offered based on the program the school provides or the master schedule)?
- ✓ Are service minutes designed to ensure goals can be met?
- ✓ How will service minutes be delivered (Co-teaching, push-in, pull-out etc.)?
- ✓ How will the student benefit from these services?

When teams use these guiding questions throughout the IEP development, it results in an IEP that is designed to meet the student's unique needs.



East County SELPA
Supporting High Quality IEPs