Principal/Teacher Help Sheet for the
Most Common EMIS - IEP Mistakes

Section 1 Cover page of IEP

Child’s Information: Pay particular attention to the grade – if the IEP crosses over school years this should be reflected.

1. Meeting Date: This must be the date the meeting was held, which must be no later than one year from the meeting date of the previous year.

1. IEP Timeline: a) The IEP Effective Dates must start on the day the IEP meeting is being held or the day after, not before the IEP meeting date; b) The IEP end date must be one day prior – to the year – from the IEP meeting date; c) the next IEP review date must be no later than one year from or before the date of the current IEP meeting date.

Section 2 of the IEP – Special Instructional Factors

1. If an item is checked “YES” the body of the IEP must address the section. That would mean you need a goal – this includes the behavior section.

Section 3 of the IEP Child’s Profile

This section is to be a snapshot of that child’s academic, which may include functional academics, and social emotional development. This section should discuss how the child’s performance compares to their same aged/grade level peers, and how their disability specifically impacts their performance in the classroom. The section would also include effective academic/social emotional strategies that work. This section should not simply be a recitation of OAA/OGT results, MFE scores or other scores. This section should be clear enough that any stranger looking at the IEP can review it and have a fairly good understanding about that child.

Section 6 of the Measurable Annual Goals
1. Present Levels of performance for this section are specific to the goal that has been written to and cite current data to support the goal and objective. The present levels should be specific to skill deficits, not broad statements. There should be a statement about where the students same aged/grade peers are performing specific to that content area.

2. Goals and objectives must be targeted and linked to the present levels of performance. They must be measurable.

3. The “Method” for measuring student progress towards the annual goal(s), must in fact be the tool that will be used to determine progress. You should be periodically checking the teachers collection of data to make sure it matches what is identified on the IEP.

4. Frequency of reporting progress – at a minimum it must be when all students receive an interim or report card. This is a document in addition to the aforementioned reporting periods.

Section 7 Description of Specially Designed Instruction
Specially Designed Instruction means to “modify the content, methodology or delivery of instruction in order to meet the unique needs of the student in order to have access to and make progress in the general education curriculum.” Therefore, the section should specify what is being modified: the content, methodology or delivery of instruction. This section should not have statements about accommodations, group size, classroom size, etc. it is specific to instruction.

1. The Begin/End date must be completed and must be in alignment with the dates on the cover page of the IEP.

2. The Amount of Time/Frequency must be clearly identified. Do not leave this section blank.

3. Related Services section means speech/language, occupational therapy, physical therapy, special transportation, aide services. Every service that the child receives, that is identified in the IEP, must be specified in this section. There are drop down boxes in Progress Book for all services. This includes amount of time/frequency, as well.
4. Accommodations are over used. Please make sure that what is identified has been determined to be effective for the student and must be provided during class time, which include tests, quizzes, assignments, and state-wide assessments.
5. Modifications are the reductions in the expectations of learning mastery towards the grade level content standards. The modifications must be specific – no broad statements – and should be reserved for students with cognitive disabilities.
6. Support for School Personnel would be things like training, weekly meetings, consultation with outside agencies, etc. Rarely used.
7. Services to Support Medical Needs are for any student that requires nursing services – must be cited if we are billing.

*** IF A STUDENT RECIEVES TRANSPORTATION TO AND FROM A BUILDING IN ORDER TO BE PROVIDED THE SPECIAL EDUCATION THEY NEED – THEY SHOULD HAVE SPECIAL TRANSPORTATION IDENTIFIED IN THE RELATED SERVICES SECTION.

Section 8 Transportation as a Related Service
Does a child have needs related to their identified disability that require special transportation? This section must be marked “yes” if the student needs a bus to get to the classroom that provides the services. For example any child attending one of our self contained classrooms, attends an ESC special ed classroom, or Pioneer. Rarely would a student need special transportation if they are receiving speech/language services or services from an IS in their home building.

1. Does the child need accommodations or modification to transportation? This section is not typically completed for students attending our buildings, other than a harness or talking to the driver. You must check the areas that apply.
2. Does the child need transportation to and from provider services? If the student requires a bus to get to and from the services, see the (1) of this section, the box must be marked “yes”.
Section 11 Least Restrictive Environment
There must be statements in these boxes to support a box that is marked “no”.

Section 12 Statewide and District Wide Testing
If an accommodation is being provided it must be identified in Section 7 of the IEP. The accommodation must be aligned to a goal and not just random accommodations. If the student doesn’t have a math goal they should not have accommodations.
1. Elementary and Middle School students do not need the section on the OGT completed.
2. If a child is participating in the Alternate Assessment there must be a justifying statement.

Section 13 Meeting Participants
1. IEP Effective Dates must match the cover page of the IEP.
2. The only signatures on this page are those individuals that are IN THE MEETING.
3. The required participants are the principal, the intervention specialist, a regular education teacher, the parent, and any other parties as invited.

Section 14 Signatures
Please review this page carefully annual reviews are the second section of the page.
1. If the parent doesn’t attend the meeting, and the timeline is up you must sign the IEP, provide the parent with a copy of the IEP and attach a Prior Written Notice explaining our intent to implement the IEP. Do not send the IEP home for the parent to sign and return.