

Steps on Completing an IEP/Annual Review Using Goalview

Prior to the IEP or Annual review:

- ❑ Send a Notice of Meeting to parent and other team members regarding the upcoming IEP. Make a copy of the parent notice for the file.
- ❑ Gather baseline data, progress data, and other important information from all team participants, including the parent, in preparation for developing a draft IEP.

Now you are ready to log onto Goalview. Select the specific student's IEP.

A) You will enter information for each of the 10 steps under the edit menu on the IEP template.

Step	Tasks
Step 1: Student Information.	<ul style="list-style-type: none"> ❑ Enter upcoming IEP meeting date. ❑ Enter due date or date will be populated (Defaulted to 1 year from IEP meeting date).
Step 2: Present Levels	<ul style="list-style-type: none"> ❑ Enter data and statements in each applicable area that describe: <ul style="list-style-type: none"> ○ Baseline data (current level of performance) and ○ How the child's disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for non-disabled children); or ○ For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
Step 3: Special Factors	<ul style="list-style-type: none"> ❑ Consider each special factor. ❑ If the IEP Team determines that the student has a need, check "addressed in the IEP". ❑ If no needs in that area, check "not needed".
Step 4: Annual Goals.	<ul style="list-style-type: none"> ❑ Enter measurable annual goals, including objectives or benchmarks related to: <ul style="list-style-type: none"> ○ Baseline data in the PLEP, ○ Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum (i.e., the same curriculum as for non-disabled children), or for preschool children, as appropriate, to participate in appropriate activities; and ○ Meeting each of the child's other educational needs that result from the child's disability; ❑ Document how progress towards goals will be measured. ❑ Document how progress will be reported to parents.
Step 5: Services	<ul style="list-style-type: none"> ❑ Identify at least one special education service (specialized instruction). ❑ Identify related service(s) required to assist student to benefit from special education. ❑ Identify program modifications, supports for school personnel, and/or supplementary aids and services, etc. that help the student:

	<ul style="list-style-type: none"> ○ Advance appropriately toward attaining the annual goals. ○ Be involved and progress in the general curriculum, to participate in extracurricular, and other nonacademic activities. ○ Be educated and participate with other children with disabilities and non-disabled children.
Step 6: Assessments	<ul style="list-style-type: none"> □ Identify how the student will participate in district and statewide assessment(s). □ Identify accommodations, if any, that the student may need in order to participate in the assessment.
Step 7: Curriculum	<ul style="list-style-type: none"> □ Identify the extent to which student will participate with non-disabled peers in the general curriculum, extracurricular, and nonacademic activities.
Step 8: Transition	<ul style="list-style-type: none"> □ For each student beginning at age 14 (or younger, if determined appropriate by the IEP team), a statement of the transition service needs of the student, including the student's course of study. □ For each student, beginning at age 16 (or younger if determined appropriate by the IEP team), a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages. □ Age of majority statement, beginning at least one year before the student's 18th birthday.
Step 9: Graduation	<ul style="list-style-type: none"> □ Answer whether graduation requirements are or are not amended by the IEP. □ If amended, the IEP must document the nature and extent of modifications, substitutions and/or exemptions made to accommodate a student with disabilities.
Step 10: Participants	<ul style="list-style-type: none"> □ Determine ESY □ Determine placement in LRE: initial, maintain current, or change. □ List the participants of the IEP.

- B) Print a Draft IEP
- C) Hold the IEP meeting.
- D) If an annual review, review previous year's IEP.
- E) Make edits as recommended by IEP Team. If an annual review, indicate that you reviewed the previous year's IEP under Step 10: Participants.
- F) Print Final IEP
- G) Obtain signatures. One copy of the IEP goes to parents. Another copy is placed in the student's special education folder. Make copies as necessary for other IEP team members.