



Fast Fact (April 2010)

Individualized Education Program (IEP): How the Standards of Learning can be used in IEPs.

The *Individuals with Disabilities Education Act* (IDEA) 2004 requires that IEPs include a statement of measurable goals, including academic and functional goals designed to meet the child's needs that result from the disability to enable the child to be involved in and progress in the general curriculum, or for preschool children, as appropriate, to participate in appropriate activities, as well as meet each of the other educational needs that result from the child's disability (8VAC-20-81-110G.2.). Instruction in Virginia's public schools, is guided by the Standards of Learning (SOL). The SOL describe the expectations for student learning and achievement in grades Kindergarten - 12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical education and driver education. The SOL provide the content that should be covered at different grade levels and in high school courses. For preschool age children, *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds* attempts to establish a measurable range of skills and knowledge essential for four-year-olds to be successful in kindergarten.

An IEP, which is standards-driven relates to the SOL, or Foundation Blocks Standards for preschool children. All IEPs in Virginia must contain a present level of performance, goal statements, list of accommodations and/or modifications, and service statements. Short-term objectives or benchmarks are required for goals of students with the most significant cognitive disabilities who are working toward alternate achievement standards (Aligned Standards of Learning "ASOL"), and who are participating in the Virginia Alternate Assessment Program (VAAP). It is permissible to include objectives or benchmarks for other students' IEP goals.

A standards-driven IEP contains:

- Curriculum based assessment information,
- Statements of educational performance related to classroom instruction and state and local assessments,
- Goal statements linked to content standards and their essential knowledge, skills, and processes required to access the content,
- Measurements of progress that include descriptions of classroom performance and classroom/district assessments,
- Accommodations and modifications that allow meaningful participation in content instruction, as needed and,
- Progress measures that are assessed and measured in relation to the general education curriculum.

The academic and functional goals should be based on the information in the IEP present level of performance section. Goal statements can be linked to the SOL by using the VDOE's *Curriculum Framework's* essential knowledge, skills, and processes and identifying what the student needs to do in order to learn the skills to access the content. When students need to learn age-appropriate functional skills as part of their educational program, the IEP team should identify goals. Some functional skills and behaviors across different classes/courses and settings include social interaction, communication, self-care, safety, self-determination, mobility, learning strategies, organization. All annual goals should be stated so that student progress can be measured.

For more information:

Virginia Department of Education Web site: www.doe.virginia.gov or contact the Division of Special Education and Student Services at 804-225-2932, 1-800-422-2083, Text users dial 711 (Virginia Relay)

Virginia's Curriculum Frameworks Web site: http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml