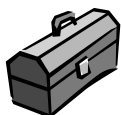


## Ten Steps to Creating a Standards-referenced IEP for Students with Significant Cognitive Impairments (*Developmental and Developmental Transition Programs*)

1. Conduct/review the student's most current special education evaluations and performance data.
2. Write IEP goals and objectives based on needs determined through the special education evaluation process.
3. At an IEP team meeting, discuss the Individuals with Disabilities Education Act—1997 (IDEA 97) mandate to consider the student's involvement with the general education curriculum and Minnesota's practice of including all students in the graduation standards process.
4. At an IEP team meeting, discuss and define the term exemption (Glossary of Terms, page 7-1).
5. Use the Profile of Learning forms for IEP planning to review the learning areas and content standards in the student's age/grade appropriate educational placement (primary school, intermediate school, middle school, or high school).



"Appendix F" and Profile of Learning IEP Planning Forms, Appendix 2.

6. Align IEP goals with appropriate learning areas (in bold print on the Profile of Learning IEP Planning Forms.)
7. Use the content standard for IEP planning worksheet, page 8-20, to review the components of the specific standards.
8. Align IEP goals with appropriate content standards (in italics on the Profile of Learning IEP Planning Forms.)
9. Mark the number of the goal being paired with the learning area and content standard under number three of the area titled "exempt" on the content standard for IEP planning worksheet.
10. Check exempt in the box next to the appropriate content standard on the Profile of Learning IEP Planning Forms.