



DEVELOPING AND REVISING THE IEP

The Process for Building an IEP. Each component of an IEP builds on another component. If any of the building blocks are missing, the entire IEP is weak.

PLAAFP statement. Drawing from the evaluation report and progress data, the PLAAFP statement in the IEP should, at a minimum:

- Give a meaningful picture of the student's present levels of performance and functioning in the educational environment, including how the student's disability affects the student's involvement and progress in the general curriculum;
- Establish a baseline for IEP goals and objectives.
- The PLAAFP statements in the IEP must be consistent with the statements in the evaluation report, progress reports, or other measures upon which they are based.

Needs. Drawing from the ER and the PLAAFP statement, the team must identify with student's individual educational needs.

Goals. The team must draft measurable goals that address the student's individual educational needs. The goals that are selected should reflect a prioritization of the student's needs by the IEP team.

- All goals and objectives, including post-secondary goals, must be measurable.
- Measurable goals are required by law; they protect the school district; and they provide verification of whether the program of education is successful for the student.

Objectives. The team must draft measurable objectives that implement a goal or serve as benchmarks for implementation.

Special Education and related services. The team must determine the type and amount of special education and related services that are needed to achieve the goals and objectives.

Supplementary aids and services. The team must identify supplementary aids and services that are necessary to enable the child to participate in the general education environment to the greatest extent appropriate and also achieve the goals and objectives.

Placement. The team must identify the setting that is necessary to enable the student to make progress on IEP goals and objectives in the least restrictive environment.

LRE explanation. The team must explain why the setting it selected is the LRE.

Accommodations and modifications. The team must identify accommodations, program modifications, and program supports that provide equal access to educational opportunity and are based on individual educational need.

- The IEP must identify the specific circumstances under which accommodations and program modifications will be provided.
- An IEP should *not* state that an accommodation, support, or service will be provided "as needed."

Individual Educational Needs. All parts of an IEP should tie back to a student's individual educational needs rather than potential benefits the student may realize.