

The IEP Process - Painting the Picture

Student	Needs	Supports in Gen Ed	Specialized Instruction	Programs/ Services	Notice
strengths	PLAAFP statements - data	supplementary aids/ accommodation	Goals/Objectives	special education instruction time	options talked about/considered/ requested
parent concerns	adverse impact statements - must be tied to disability	assessments state/district	must address each eligible disability area	ancillary staff time	reasons not provided/selected
latest assessment data	transition page				official offer of FAPE
disability area(s)					district signature
Not special education			special education		

Other Stuff:

- Specialized Transportation
- LRE statements
- Extended School Year (ESY)
- Anticipated Needs/Comments
- Course of Study (Secondary)

Question for IEP team: What is adversely impacting the student to the point he/she is not able to make progress or succeed?
 What are we going to do about it? NEEDS = SERVICES