



1

Students with disabilities are general education students first.

- IEP teams should consider Least Restrictive Environment in general education first, for all students, regardless of disability category.
- How can the student be provided supports in the general education classroom to be successful (i.e. supplementary aids, services, accommodations)?

2

Keep the end in mind.

- IEP teams should plan to provide supports that will allow the student to reach postsecondary goals.
- Regardless of age, the team should keep student outcomes in mind when developing the student's IEP.

3

Work as a team.

- All decisions made should be done by the team, not by any one member of the team.
- Efforts should be made to give student and parents equal opportunity for meaningful participation on the IEP team.
- Avoid use of education jargon to ensure understanding.

4

Consider all proposals.

- The team should consider all proposals brought by any team member.
- The team may determine that additional data is necessary in order to make decisions concerning the proposal.
- Document considerations, proposals and decisions in the written notice

5

Follow the process.

- Follow the IEP process from where the student is currently to where the team wants to be in order to determine how to get there.
- Do not get ahead of yourself.
- Work as a team to make decisions. No one team member should predetermine decisions.





Build the foundation.

6

- Strong foundations are built when the team examines the data to ensure all members have an adequate knowledge of the student in order to make individualized, student-focused decisions.
- Present Levels of Academic Achievement and Functional Performance (PLAAFP) provide the foundation to generate goals, supports, accommodations, and services for the individual student.

Keep the “I” in the IEP.

7

- All decisions regarding the student’s needs must be individualized, not based on eligibility, age, scheduling, staffing or assessment decision.
- Avoid blanket statements like “we don’t do _____” or “all students with IEPs...”.

Provide equity, not equality.

8

- Accommodations are changes in the “how a student learns” and can be implemented to provide access to the general education curriculum for students with disabilities.
- Modifications are changes in the “what a student learns” and should be used with caution, due to their restrictive nature.
- Strive to meet the student’s needs through specially designed instruction

Respond to the data.

9

- Examine the data and make appropriate decisions.
- If it is not working, change it.
- Use the data to make decisions regarding goals, services and supports.

Collaborate.

10

- The team should work together to plan, implement and evaluate the educational program of the individual student.
- Teams should work together to ensure that the IEP implemented as written.
- Teams must reconvene at least annually to determine what and if changes need to be made to support the student.

The contents of this handout were developed under a grant from the U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

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