

**Fayette County School System
Exceptional Children's Services Department
IEP Meeting Sample Agenda with Explanations**

- **The Purpose(s) of the Meeting**

- The purpose(s) of the meeting will be stated. This should match the purpose(s) indicated on the meeting notification form.

- **Present Level of Academic Achievement and Functional Performance**

The team will discuss information in the following areas, and you will be encouraged to share information with the team regarding what you are seeing at home:

- Your child's strengths and interests
- Your child's cognitive functioning and processing strengths and deficits
- Your child's progress on previous IEP goals and objectives, if your child has already been served in special education
- Your child's communication development
- Your child's motor skill development
- Your child's health concerns, if any
- Your child's work skills
- Your child's self-help or self-advocacy skills
- Your child's social and emotional development
- Your child's academic skills, to include the following:
 - State and district assessment results
 - Updates from teachers regarding classroom performance
- Any other information regarding your child that you would like to share with the team
- The impact of your child's disability on his/her involvement and progress in the general education curriculum
- The needs to be addressed in the IEP (like reading comprehension, behavior, etc.)

- **Re-evaluation/Re-eligibility Determination**

- If your child has been served in special education, the team will look at current information regarding your child's performance and determine if any further information is needed to make a decision about his/her continued need for special education and related services.

- **Additional Factors to be Considered**

The following issues must be addressed each year:

- **Extended School Year Services** – The team will review your student's achievement data on the IEP goals and objectives to determine if your student requires special education services over breaks in the school year.
- **Individualized Transition Plan** – If your child will be at least 16 during the next year or if he/she will be entering high school, a transition plan will be developed.
- **Behavioral Interventions** – The team will determine if your child has behaviors which impede his/her learning or the learning of others. If so, the team will consider approaches to address those behaviors.
- **Assistive Technology (AT)** – If your child is using AT devices, those devices will be noted. In addition, the team will determine if your child needs alternative formats for instructional materials, like large type, Braille or electronic text.
- **Other Areas** – The team will note if your child has concerns in any of the following areas:
 - **Limited English Proficiency**
 - **Blind/Visual Impairment**
 - **Deaf/Hard of Hearing**
 - **Communication Needs (Speech/Language Concerns)**

- **Individualized Transition Plan**

- If your child will be at least 16 during the next year or if he/she will be entering high school, a transition plan will be developed. This plan will begin with your child's long-term goals for after graduation and will include short-term goals, activities, and services to help your child meet those long-term goals.
- Results from transition assessments (checklists, career aptitude or preference assessments, ASVAB, etc.) will be shared and will be used as the basis for goal development.

- **IEP Goals and Objectives**
 - The team will develop IEP Goals and Objectives based upon the needs identified in the discussion of present level of academic achievement and functional performance. Depending on your child's unique needs, goals and objectives may be developed in areas like the following:
 - Reading
 - Math
 - Written Expression
 - Learning Skills
 - Social/Interpersonal Skills
 - Behavior/Self-Management
 - Community Interaction
 - Daily Living/Self-help
 - Recreation/Leisure
 - Prevocational/Vocational Skills
 - Communication

- **Placement Options**
 - The continuum of placement options will be discussed, beginning with the least restrictive environment, which is the general education classroom. The team will discuss options along the continuum until the team reaches consensus on the option that is most appropriate for your child. Your requests and recommendations will be taken into consideration and discussed in the meeting.

- **Adaptations/Considerations**

The team will discuss the following issues:

 - **Supplementary Aids and Services** – The team will determine if any services need to be provided to the teacher or to the child in order for the IEP to be implemented. This could include training on assistive technology devices, interpreting services, or other types of services.
 - **Instructional Accommodations or Modifications** – The team will determine the accommodations and/or modifications that your child needs. The Georgia Rules Pertaining to Special Education define accommodations and modifications in the following way:
 - **Accommodations** – Changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/test setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a child's disability but do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.
 - **Modifications** – Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications could adversely affect students throughout their educational career. Modifications in statewide assessments may invalidate the results.
 - **Grading Modifications** – The team will determine if any grading modifications are needed.
 - **Accommodations/Modifications for Participation in Extracurricular/ Nonacademic Activities** – The team will determine if accommodations are needed for extracurricular participation. Your child must meet all eligibility requirements for participation in extracurricular/ nonacademic activities.
 - **Other Accommodations/Modifications** – Behavioral and scheduling accommodations will be considered for your child.
 - **Testing Accommodations for State, District, or Site-Based Tests**
 - The team will determine if your child will participate in regular state assessments or if the Georgia Alternate Assessment is appropriate.
 - If regular state and district assessments are appropriate for your child, the team will discuss any needed accommodations for those assessments.

- **Wrap Up/Closing**
 - The team will make a plan for any follow-up activities that need to take place as a result of the discussion.
 - The meeting will be adjourned.