



IEP Meeting Agenda

To be used at initial or annual IEP meetings

Student Name: _____ ID #: _____ Date of Meeting: _____

Check each item after discussed:

1. Introduce IEP team members
2. Explain the purpose of the IEP team meeting
3. Discuss the student's current educational performance and consider special factors
 - A. The team will discuss and consider the following factors that may be affecting the student's education:
 - The student's strengths
 - Parent input about the student's educational needs and learning style
 - The results of the student's initial or most recent evaluations
 - The academic, developmental, and functional needs of the student
 - B. The IEP team will also consider the following factors. If these factors are relevant, the IEP team will determine and document which services, supports, or strategies are appropriate for the student.
 - The student's behavior impedes his/her learning or that of others.
 - The student has language needs, due to limited English proficiency.
 - The student requires accessible, alternative format versions of printed text book and printed core instructional materials (Braille, audio text, electronic text, and/or large print) due to a documented visual, physical, or print disability.
 - The student has communication and/or language needs.
 - The student requires short-term objectives (required for students participating on adapted curriculum).
 - Due to the student being deaf or hard of hearing, the student requires opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.
 - The student requires assistive technology support.
4. Determine areas of need and develop the present level of educational performance
5. Determine goals, objectives, accommodations
6. Discuss the state assessment program and diploma options
7. Determine participation in state and FCPS assessment programs
8. Consider the least restrictive environment (LRE)
9. Determine special education and related services and placement
10. Parent consent