

Individualized Education Program

IEP Meeting Agenda for Parents

The Individualized Education Program (IEP) is a written plan that describes the special education and related services specifically designed to meet the unique needs of a student with a disability. A team composed of school staff members and the parent of the student develop the IEP. The team works together to identify the student's needs, what special education services, classroom accommodations, state assessment participation, and placement will be provided to meet those needs. Parents receive a copy of this IEP Meeting Agenda for Parents document as well as a document called Your Family's Special Education Rights prior to the IEP meeting when invited to the IEP meeting.

The agenda items listed below will be discussed at your student's initial or annual review IEP meeting.

1. INTRODUCE IEP TEAM MEMBERS

At the beginning of the meeting, team members are introduced. Along with each member's name, the person's position or relationship to the student should be explained. As the parent or guardian of the student, you are a member of the IEP team. The student who is in eighth grade or 14 years of age or older is invited to attend and be a member of the IEP team. Each team member should sign the front page of the IEP to indicate that they are present at the IEP meeting.

2. EXPLAIN THE PURPOSE OF THE IEP TEAM MEETING

There are several reasons that an IEP team meeting might be scheduled. For instance, the IEP team must develop an initial IEP, meet and revise an IEP at least once a year, or at any time the parent or school staff thinks a change to the student's IEP might be appropriate.

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 special 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.
 - If the student's behavior is impeding his/her progress or that of others, specific goals, a functional behavior assessment (FBA) and behavior intervention plan (BIP) may be necessary.
 - An FBA focuses on identification of the function of the behavior(s) that are impeding the student's progress or the progress of others, and the BIP is the plan of action to respond to and teach replacement behavior.
- The student has language needs, due to limited English proficiency.
- The student requires accessible, alternative format versions of printed text 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 or services.

4. DETERMINE AREAS OF NEED AND DEVELOP THE PRESENT LEVEL OF EDUCATIONAL PERFORMANCE

After information about the student has been discussed, the IEP team will determine the academic, developmental, and functional needs of the student. For each area of need, on page IEP 306, the IEP team will write a statement about how the student is currently functioning and indicate how this area of need affects the student's participation and progress in the general education curriculum. If the student is a preschool-aged child, the IEP team will indicate how the student's disability affects his/her participation in age appropriate activities.

5. DETERMINE GOALS, OBJECTIVES, ACCOMMODATIONS

The IEP team will develop measurable goals, and objectives if necessary, designed to meet the student's needs, to enable the student to be involved in and progress in the general education curriculum, or for preschool children, as appropriate, to participate in age-appropriate activities. If the student is 14 years of age or in eighth grade, the IEP team, including the student, must create a transition plan for the student, to include goals, objectives, and services.

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After determining the goals and objectives for the current IEP, the IEP team will decide how progress toward the goals will be measured. Parents will receive an *IEP Progress Report* related to each goal quarterly, at the same time report cards are distributed to all students.

6. DISCUSS THE STATE ASSESSMENT PROGRAM AND DIPLOMA OPTIONS

The team will discuss the state assessment options and the parent will be given a written document that explains the diploma options and graduation requirements for students with disabilities.

7. DETERMINE PARTICIPATION IN STATE AND FCPS ASSESSMENT PROGRAMS

The state assessment program consists of the Standards of Learning (SOL) assessments and alternative assessments. The IEP team will decide which assessments the student will participate in and what accommodations the student will require, as a result of his/her disability, in order to participate in the assessments.

There are several district wide assessments that are given to students at certain grade levels in Fairfax County Public Schools (FCPS). If the student is in a grade for which there is a district wide assessment, the IEP team will decide whether the student will participate and, if so, whether the student requires accommodations for the assessment.

8. CONSIDER THE LEAST RESTRICTIVE ENVIRONMENT (LRE)

The IEP team must consider the factors below when determining the LRE for each student:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- Special classes, separate schooling, or other removal of the student from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability shall be served in a program with age-appropriate peers, unless it can be shown that for a particular student with a disability, the alternative placement is appropriate as documented by the IEP.

9. DETERMINE SPECIAL EDUCATION AND RELATED SERVICES AND PLACEMENT

The IEP team will determine which special education services are required to meet the student's areas of need. After consideration of the above factors in #8, the IEP team will discuss and document the services the student will receive that would be appropriate to meet his or her needs.

The IEP team will discuss the continuum of placement alternatives and indicate all that were considered along with the one selected and proposed.

The IEP team will determine whether the student requires special transportation and any accommodations he or she needs.

In addition, the parent will receive a copy of the *Extended School Year* (ESY) information sheet and an explanation of whether this program is appropriate for the student, or if the IEP team needs to convene at a later date to make this determination.

10. PARENT CONSENT

Parental consent is required prior to the initial provision of special education and related services, and for any revisions to the student's IEP. The parent is to indicate whether he/she agrees with the contents of the IEP by signing the *Prior Notice and Consent* page. The parent will be provided with a *Prior Written Notice*, within a reasonable time, when FCPS proposes or refuses to initiate or change the identification, evaluation, or educational placement or the provision of a free appropriate public education for the child.