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. This team works together to identify the student's needs, what special education services, classroom accommodations and/or curriculum modifications will be provided to meet those needs, and the likely outcome of those steps.

The agenda items listed below will be discussed at your student’s first 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.

   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 meet before special education services can begin, at least once a year, or at any time that the parent or school staff thinks that a change to the student's IEP might be appropriate.

3. **REVIEW OF RIGHTS AND PROCEDURAL SAFEGUARDS IN SPECIAL EDUCATION**
   The parent is given a copy of a document that explains their due process rights during the special education process. This document is also included with the IEP notice letter and this IEP Agenda for Parents.

4. **DISCUSS THE STUDENT’S CURRENT EDUCATIONAL PERFORMANCE AND CONSIDER SPECIAL FACTORS**
   The team will discuss the following factors that may be affecting the student’s education. The IEP team will consider each of these factors in making decisions about the student’s educational program.
   - The student's strengths
   - Parent input about the child’s educational needs and learning style
   - The results of the student's initial or most recent evaluations
   - The results of any state or FCPS assessment program in which the student may have participated

   The IEP team will also consider the following questions. If the answer to a question is yes, the IEP team will determine and document which supports or strategies are appropriate for the student.
   - Does this student's behavior impede his/her learning or that of others?
     - If the student’s behavior is impeding his/her progress or that of others, a functional behavior assessment (FBA) and behavior intervention plan (BIP) may be necessary. An FBA focuses on the identification of a behavior(s) that is impeding the student’s progress or the progress of others, and the BIP is the plan of action to address the problematic behavior.
   - Does this student require instruction in or use of Braille?
   - Does this student have communication and/or language needs?
   - Does this student require assistive technology devices and services?
   - Is the student deaf or hard of hearing and have language and other communication needs?

5. **DETERMINE AREAS OF NEED AND DEVELOP THE PRESENT LEVEL OF EDUCATIONAL PERFORMANCE**
   After information about the student has been discussed, the IEP team will decide which areas the student will need to work on. For each area of need, the IEP team will write a statement about how the student is currently functioning. They will also write a statement that tells 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 should indicate how the student's disability affects his/her participation in age appropriate activities.
6. DETERMINE GOALS, OBJECTIVES, ACCOMMODATIONS, AND SUPPORTS
   Discuss how much progress has been made on goals since the last IEP was written: which goals will need to be continued and which will need to be modified. Determine which accommodations and other support the student requires for each area of need. If this is the first IEP for a student, goals and objectives will be determined.

   After determining the goals and objectives for the current IEP, the IEP team should decide how progress toward the goals will be measured and when and how the parents will be informed of that progress.

7. DISCUSS THE STATE ASSESSMENT PROGRAM AND DIPLOMA OPTIONS
   The parent will be given a written document that explains the diploma options and graduation requirements for students with disabilities.

8. DETERMINE PARTICIPATION IN STATE AND FCPS ASSESSMENT PROGRAMS
   The State Assessment Program consists of the Standards of Learning Assessments and The Alternate Assessment Program. 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 assessment.

   There are several assessments that are given to students at certain grade levels in Fairfax County Public Schools. These are called district wide assessments. 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.

9. CONSIDER THE LEAST RESTRICTIVE ENVIRONMENT
   To the maximum extent appropriate, students with disabilities must be educated with students without disabilities. This is called the least restrictive environment. The IEP team must consider the factors below when determining the least restrictive environment for each student. The factors are:
   - The educational needs of the student as reflected in the IEP.
   - Education with age appropriate peers, unless the IEP requires some other arrangement.
   - Education in the school the child would attend if not disabled, unless the IEP requires some other arrangement.
   - Any harmful effect on the child or the quality of services the child needs.
   - The student is not removed from the general education classroom solely because of needed modifications in the general curriculum.
   - Removal of the student from the general education environment only if the nature and severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

10. DETERMINE SPECIAL EDUCATION AND RELATED SERVICES
    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 # 9, the IEP team will discuss the level of service alternatives that might be appropriate to meet the needs of the student. Level of service alternatives describes where the special education services will be provided. All of the level of service alternatives that are discussed in the meeting are marked on the IEP. The IEP team will decide the most appropriate alternative(s) to meet the student’s areas of need, and indicate them on the document.

    The IEP team will decide whether the student needs special education transportation.

    In addition, the parent will receive a copy of the Extended School Year (ESY) information form and an explanation of whether this program is appropriate for the student.

11. PARENT CONSENT
    At the end of the IEP meeting the parent is to indicate whether he/she agrees with the contents of the IEP by signing the Prior Notice and Consent form. There is also a place for the parent to sign if he/she disagrees with the IEP.