



# IEP Meeting Agenda

1. Review Meeting Invitation – Review meeting purpose
2. Future Planning
3. Special Instructional Factors
4. Profile
5. Postsecondary Transition
6. Postsecondary Transition Services
7. Measurable Annual Goals

**7a. IEP Standards Alignment:** As part of the IEP team meeting and development, the IEP team will consider and or review:

- 7.1.** Applicable state academic grade-level content standards.
- 7.2.** How the student is performing with the state grade-level content standards for the grade in which the student is enrolled.
- 7.3.** The intent of the content standard.
- 7.4.** What the student must know or be able to do based on the content standard.
- 7.5.** The student's strengths and needs to develop goals focused on closing the gaps between the student's levels of academic achievement and grade-level standards.
- 7.6.** What is needed to provide the student with access to the general curriculum and enable the students to demonstrate academic achievement linked to grade-level content standards.

8. Description(s) of Specially Designed Services / Accommodations / Modifications

**8a. Specially Designed Instruction Alignment:** As part of the IEP team meeting and development, the team will consider and or review the following:

- 8.1.** If the specially designed instruction is aligned with the general education curriculum/grade-level standards.
- 8.2.** If the specially designed instruction utilizes researched-evidenced-based instructional strategies and or practices.
- 8.3.** If the specially designed instruction in any way changes the complexity of the general education content.
- 8.4.** The allowable accommodations/modifications needed to enable the student to access the general education curriculum/grade-level standards.
- 8.5.** The allowable accommodations/modifications that have been used and their alignment to the general education curriculum/grade level standards and effectiveness.
- 8.6.** If the accommodation/modifications will change/modify the complexity of the content standard.



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9. Transportation As A Related Service
10. Non Academic and ExtraCurricular Activities
11. General Factors
12. Least Restrictive Environment
13. State and District Wide Testing

**13a. State and District Assessment Alignment:** As part of the IEP meeting and development, the team will consider:

- 13.1.** The state and district level assessments the student will be expected to take.
- 13.2.** The administrative conditions of the assessment (i.e., setting, delivery of instruction, time allotment ...).
- 13.3.** The specific allowable assessment accommodations.
- 13.4.** If the student is allowed to use the specific allowable assessment accommodations during and across the instructions day.
- 13.5.** What can be learned from the student's previous state assessment results?
- 13.6.** If the student can demonstrate what he/she knows on the assessment option under consideration.

### 14. Meeting Participants

B. *Final Decision Phase – IEP Team Members* (parents of the child, regular education teacher of the child, if the child is or may be participating in the regular education environment, special education teacher of the child, where appropriate not less than one special education provider of the child, representative of the district, and an individual who can interpret the instructional implications of evaluation results)

15. Signatures
16. Copies of IEP
17. [A Guide to Parent Rights in Special Education](#)