

- Present levels** should include a complete description of the child's academic and functional performance including assessment results, academic and/or behavioral strengths and needs, parent's concerns, and the impact of the disability on the child's participation in the general education curriculum. The present levels are the starting point of the IEP development.
- Special factors** must be considered for all students in each IEP. If needs are identified, they must be addressed in the IEP.
- Transition service plans** must be developed for each child prior to starting high school. The plan details the student's needs based on an age appropriate assessments and the course of study (diploma type) the child plans to earn. This should be updated at least annually and is the road map to post secondary outcome goals (what the student plans to do after high school). When students turn 18, all due process rights transfer to them and they must be informed at age 17.
- Annual goals/objectives** are developed to address specific deficits as described in the present levels of academic and functional performance and secondary transition needs. Goals are measurable targets predicted to be met by the completion of the IEP and objectives are smaller steps designed to enable students to reach the ultimate goal(s). Objectives are only required for students who will be assessed on the Georgia Alternate Assessment (GAA) but may also be developed for any student.
- A report of student progress** toward meeting the goals and objectives in the IEP will be provided to parents throughout the school year. The schedule of reports is included in the IEP.
- Student Supports** are the accommodations, supplemental aids and services, and modifications that the student needs to advance toward meeting annual goals and making progress in the general education curriculum are specifically listed here. Accommodations do not change what a student is taught but are provided to enable the child to progress in the curriculum (e.g. using a word processor for lengthy written assignments due to deficits in written expression).

- Assessment determination** is made on an individual basis according to whether the student is taught grade level standards, modified achievement standards, or alternate standards. Only students taught alternate standards are eligible for assessment through the Georgia Alternate Assessment (GAA) which is a portfolio of student achievement submitted each spring.
- General education** classes are those that the child will attend without the need for special education services. Students' accommodations and behavior intervention plans may be provided and implemented but specialized instruction is not needed.
- Special education instruction/related services** may be provided in the general education setting ranging from minimal support (consultation from a special education teacher) to maximum support (co-teaching class which includes full time special education and general education teachers). This section of the IEP specifies the amount of time students will receive special education services in the general education classroom.
- Special education instruction/related services** may also be provided outside of the general education setting from the least restrictive setting (separate class) to the most restrictive setting (hospital/homebound or residential setting). Decisions are made on an individual basis according to students' needs. There must also be an explanation of the extent to which the child will not participate with nondisabled children in the regular class and in the nonacademic and extracurricular activities.
- Transportation** may be provided through special education as a related service if the child is unable to ride the bus with regular education peers or if regular transportation is not available.
- Extended School Year (ESY)** is recommended for some students and it extends goals and/or objectives from the current IEP for additional time so that the student is provided a free appropriate public education. Transportation may be provided as a related service to enable the child to receive ESY.
- Documentation of notice** lists the dates and methods used to notify parents of the IEP meeting and proposed changes in placement or services.
- Parent participation in the IEP process** is documented here. Parents may attend IEP meetings in person or via conference calls. If parents are unable to attend, sufficient time to review the IEP must be provided prior to the start of implementation.