IEP PLANNING & PLACEMENT DETERMINATION DAY AGENDA

Use this agenda on the day of the meeting for IEP Development and Placement Determination.
You may use this as the agenda for an annual review or you might use it for the second part of a meeting after a child is found eligible for services under IDEA (e.g. an initial or reevaluation meeting).

TEAM MEMBER NAME	PREFERRED PRONOUN(S)	ROLE

5 minutes: Welcome and Introductions (skip this part if you've already determined eligibility & did it earlier in the meeting)

- What is your name? Should we use your first name or last name and title to address you? Which pronouns do you use?
- What is your role on this team?
- What is one strength or accomplishment that you've seen the child achieve since we last met?
- What is one accomplishment that you hope to see the student achieve in the upcoming IEP period?
- If all required IEP team members are not present, discuss the plans for proceeding or obtaining permission to excuse absent team members from the parent.

10 minutes: Reviewing/Updating the Learner Profile

(HINT: You can post answers on a wall, a Jamboard, a Google Doc, or other visual so that team members can see and recall what others have said)

10 minutes: Identifying Criteria for Decision-making

(HINT: You can post answers on a wall, a Jamboard, a Google Doc, or other visual so that team members can see and recall what others have said)

20 minutes: Looking at Data Together

(HINT: You can post answers on a wall, a Jamboard, a Google Doc, or other visual so that team members can see and recall what others have said)

- Finding the Vision for the Future (postsecondary education, employment, independent living priorities).

- Listening to Parent/Student Concerns and Input. All conversations that follow should consider and, when possible, directly incorporate or address Parent/Student Concerns and Input.

- Identifying the Annual Goals that the student should accomplish within the upcoming IEP period

- Identifying the Present Levels of Academic and Functional Achievement associated with each Annual Goal

- Identifying the Outcomes and Data for Monitoring Progress for each Annual Goal

- Identifying Accommodations/Modifications and Supports required for the student to reach the Annual Goals

- Identifying Services and Supports required for the student to reach the Annual Goals (provider, frequency, duration)

- Identifying the Least Restrictive Environment in which the student can be educated in order to reach the Annual Goals. This is the placement determination.

- Additional Considerations (ex. Transition Services, Participation in Statewide Assessment, Extended School Year, State-specific requirements)

10 minutes: Making Decisions: Completing the Plan and Documenting Decisions

5 minutes: Concluding the Meeting

Consensus Scale:	1	2	3	4	5
	Not at all comfortable		OK		Very Comfortable