

ANNOTATED AGENDA—IEP ELIGIBILITY MEETING AGENDA

Share this agenda well before the meeting occurs. You might even pass it on when the consent to evaluate is signed. Be sure to invite other team members to make changes, ask questions, or sort out any confusion about the agenda before the time to convene arrives. Be open to suggestions to improve the agenda for everyone.

Be sure you have copies of the following available for the team to consult:

- Disability definitions from state or federal regulations
- Definition of “effective progress” and “access” from state or federal regulations or guidance
- Definition of “specialized instruction” and “related services” from state or federal regulations. It may be helpful to have specific examples and non-examples to ensure team member understanding of these terms.

Agenda for Initial Evaluation or 3-year Re-evaluation

TEAM MEMBER NAME	ROLE

5 minutes: Welcome and Introductions

- What is your name? Should we use your first name or last name and title to address you?
- What is your role on this team?
- What is your favorite thing about CHILD’S NAME?

10 minutes: Eligibility Determination Process Overview.

Before beginning this process, the team should review it to ensure that everyone understands what will happen and what definitions people need to know and understand to complete the process outlined below. **Do not answer the questions during this overview.** Just make sure everyone understands the process.

- Steps for the team to follow when answering each question:
 - Step #1: Review *important definitions*
 - Step #2: Answer the questions. Each team member should offer a response (usually yes/no) and 1-2 specific pieces of evidence from evaluations or input shared at the meeting to support their answer.

- Step #3: The team leader summarizes the team's responses.
- Step #4: The parent/caregiver offers any additional input or clarifications
- Questions the team will answer during eligibility determination
 - Question #1: Does the child have one or more of the following disabilities?
 - Suspected disability definitions from regulations should be reviewed before answering this question.
 - Question #2: If the above answer was yes, does the child's disability affect progress in the general curriculum or access to the life of the school?
 - Definition of "effective progress" from regulations or *Andrew* decision (2016) should be reviewed before answering this question.
 - Question #3: If yes, does the child require specialized instruction or related services in order to make effective progress in the general curriculum and/or access the life of the school?
 - Definition of special education, specialized instruction, and related services from regulations should be reviewed before answering this question.

20 minutes: Looking at Data Together: Developing the Student Profile

(HINT: Use Visual Notes to make information available to all team members)

- Summarizing Background/Cultural Factors
 - Taking turns, each team member will share the most important data points that the team should consider when identifying student strengths and areas of need.
 - Repeat the process until each team member has shared their most important consideration(s).
- Finding Student Strengths:
 - Taking turns, each team member will answer the following question:
 - What is one data point that represents a strength of this child (could be from an evaluation, could be an observation of the child, could be a story about something the child has done or said, could be part of a work sample)?
 - Repeat the process until a clear picture of the student's primary strengths is created.
 - Check in: Did we identify all important data points related to strengths?
- Finding Student Areas of Need
 - Taking turns, each team member will answer the following questions:
 - What is one data point that represents an area of need for this child?
 - Repeat the process until a clear picture of the student's primary areas of need is created.
 - Check in: Did we identify all important data points related to areas of need.
- Attempted Supports
 - Taking turns, each team member will share one important intervention/support that has already been tried to strengthen the fit between the child and schooling. Team members should briefly share what was offered and describe how the student responded.
 - Repeat the process until each team member has shared their most important consideration(s).

10 minutes: Making Decisions: Eligibility Determination

- Taking turns, each team member will answer the following questions:
 - Question #1: Does the child have one or more of the following disabilities?
 - Please answer "yes" or "no." If "yes," continue. If "no," stop and allow the next team member to respond.

- Please state the disability definition from our Key Indicators Sheet
- Please tell us 2-4 data points from the Student Areas of Need that support your answer.
- Question #2: If the above answer was yes, does the child’s disability affect progress in the general curriculum or access to the life of the school?
 - Please answer “yes” or “no.” If “yes,” continue. If “no,” stop and allow the next team member to respond.
 - Please state the primary Areas of Need that connect to the disability definition previously selected.
 - Please tell us 2-4 data points from the Student Areas of Need that support your answer.
- Question #3: If the above answer was yes, does the child require specialized instruction or related services in order to make effective progress in the general curriculum and/or access the life of the school?
 - Please answer “yes” or “no.” If “yes,” continue. If “no,” stop and allow the next team member to respond.
 - Please state the primary Areas of Need that require specialized instruction or related services.
 - Please tell us 2-4 data points from the Student Areas of Need that support your answer.

5 minutes: Concluding the Eligibility Determination

- The district representative should summarize the team’s decision about the student’s eligibility.
- The parents/caregivers should respond and share their input.
 - If the district and parents are in agreement about eligibility, proceed to IEP development and placement determination (see Agenda for this type of meeting in Appendix A).
 - If the district and parents are not in agreement about eligibility, the parent and district positions should be documented in writing with answers to eligibility questions and supporting data recorded.
 - If the district believes the child is eligible and the parents do not, the entire team is required to proceed with IEP development and placements. Parents should be made aware of their due process options as part of this conversation. The team would continue with IEP development and placement (including parents’ input) or would schedule an additional meeting to complete the process.
 - If the district believes the child is not eligible and the parents believe the child is eligible, the district is required to provide written notification to the parent including their reasons for the determination. Parents should be made aware of their due process options as part of this conversation. The team meeting would end at this time.
 - A third option in some states is the option to pursue additional evaluations if the team did not have sufficient information to make an eligibility determination.
- Regardless of the outcome, team members should take a moment to recognize what each team member contributed and summarize next steps. Even if you did not reach consensus, you are still a team and will continue to work together in the future, so recognizing your progress and doing what you can to preserve good faith relationships is important at the end of the meeting.

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