

QUESTION-DRIVEN AGENDA

(Items identified based on regulations [34 CFR 104.33-37](#), [20 U.S.C. 1414\(d\)\(1\)\(A\)](#); [34 C.F.R. 300.320](#))

TOPIC	QUESTION(S)	PRIORITY (1 = HIGHEST; 10 = LOWEST)	ESTIMATED TIME FOR THIS ITEM
WELCOME			
Introductions	Who is here?		
Roles	What is your role?		
Responsibilities	How will you help us get a better fit between STUDENT and schooling today?		
PLAN DEVELOPMENT: WHAT DECISIONS DO WE NEED TO MAKE TO STRENGTHEN THE FIT BETWEEN STUDENT AND SCHOOLING?			
Current Level of Performance	What are things this child does well at school? How do we know (cite specific data)?		
	What characteristics from the qualifying disability definition are a barrier to academic success in the general curriculum? How do we know (cite specific data)?		
	What characteristics from the qualifying disability definition are a barrier to other activities at school? How do we know (cite specific data)?		
Instruction that works	What happens that works to allow this child to succeed in school?		
	How do we know success is happening? What does success look like, sound like, feel like?		
Outcomes (504-outcomes; IEP-goals)	Related to the disability-related characteristics the team identified, what will the child do differently next year?		
	How will we know this has happened?		
Adaptations (to curriculum, instruction and assessment)	What accommodations and modifications will support a better fit between the child and schooling?		
	How do we know that these adaptations will work?		
	If we don't know, what do we agree will happen if adaptations are successful?		
Implementation (of adaptations and services)	What adaptations (accommodations/modifications) or services will be provided to allow changes described in each annual goal statement (FAPE)?		

	When, where & how will each adaptation or service be provided?		
	For services, what is the frequency and duration needed to support progress in the general curriculum and access to the life of the school?		
	For services, who is the qualified provider for each service?		
	Does the child require transportation services to get to and from school due to a disability-related need?		
	For children with IEPs, does the child require services to prevent substantial regression?		
Progress reporting	How will we know that the child is doing something differently?		
	What data will we collect that the team agrees will show us that the fit between the child and schooling is improving and the child can do something new that they couldn't do before (e.g. making progress)?		
	What matters most to the team? What are the "big ticket changes" that will help team members feel confident that success at school is happening?		

PLACEMENT DETERMINATION
HOW WILL WE PROTECT STUDENT'S RIGHT TO BE EDUCATED AND PARTICIPATE WITH OTHER CHILDREN WITH DISABILITIES AND NONDISABLED CHILDREN IN THE ACTIVITIES?

Least Restrictive Environment (LRE)	How will the team "ensure that STUDENT participates with nonhandicapped children in education, school activities and services to the maximum extent appropriate to their needs?		
	If STUDENT is separated from nondisabled children, when and why will they not participate with children in the regular class and in other regular school activities?		
Placement	What percent of the school day/week will this child be educated with nondisabled children?		

Additional Questions for the Team to Consider (use additional sheets if necessary)

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