

## SAMPLE IEP DEVELOPMENT AND PLACEMENT TEAM MEETING AGENDA

**Share this agenda well before the meeting occurs.** You might even pass it on when the consent to evaluate is signed, but if you do this, you will need to be clear that this part of the meeting only occurs if a child is found eligible. You may want to use a different color paper or background so that people have a visual reminder that this portion of the meeting will not occur for all students if you use this agenda during initial eligibility or reevaluation meetings. 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.

Before the meeting, be sure team members are aware that they should think about and come prepared to share:

- Current strengths of the child as a learner.
- Specific data (stories, work samples, test scores, observations, attendance or other school records) that support claims about the child's current strengths.
- Current disability-related needs of the child when learning or participating in school activities.
- Specific data (stories, work samples, test scores, observations, attendance or other school records) that support claims about the child's current disability-related needs.

TEAM MEMBER NAME	PREFERRED PRONOUN(S)	ROLE

### ***Agenda for IEP Development & Placement Team Meeting***

#### **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 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: Developing the Student Profile**

- *Strengths:* Strengths and areas of need from the Welcome and Introductions should already be posted and visible for everyone (on newsprint or in a shared document online). Invite team members to add to this list before moving on, however, as this discussion unfolds, emphasize the need for team members to identify data (evidence) from specific interactions, work samples, school-wide data (attendance, transcripts, benchmark assessments, etc.) or other evidence that supports claims about student strengths. Here is a protocol that team members could follow when reviewing the learner profile:
  - Taking turns, each team member will answer the following questions:
    - What is one data point that represents a strength of this child? (could be an observation of the child, could be a story about the something the child has done or said, could be part of a work sample or assessment)
  - 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?
- *Future vision:* Ask the student about the vision for the future: Dreams, hopes, ideas about life as a young adult including continuing to learn, working, transportation or travel, friendships or important connections, and living in a home and community. What are they wishing for? What do they hope happens? If the student is not present, the family can lead off this conversation, followed by additions from all members of the team.
- *Disability-related needs:* Review the disability definition(s) that describe categories of need for which the team will plan. Identify key words from the definition for the team to focus on when discussing disability-related needs (post these so everyone can see them).

Review the goal areas addressed in the most recent IEP if conducting an annual review or reevaluation. For the initial IEP, there won't be goal areas to review.

Invite the student/parents to share what they hope will change in the upcoming year related to the elements of the disability definition.

After the student and parents share, other team members can add information that is connected to data from specific interactions with the student, work samples or other sources of information. Team members should use the following protocol when identifying disability-related needs:

- Taking turns, each team member will answer the following questions:
  - What is one data point that represents a disability-related need of this child? (could be an observation of the child, could be a story about the something the child has done or said, could be part of a work sample or assessment)
- Repeat the process until a clear picture of the student's primary needs are identified
- Check in: Did we identify all important data points related to the major disability-related barriers to success in school?

## **5 minutes: Reviewing Additional Data: Present Levels of Academic and Functional Performance**

After reviewing the learning profile of the student, the team should have much of the data that is needed to make decisions sorted and organized under the following categories and visible for everyone to see: Student Strengths, Vision, Disability-related needs. It may be helpful to check in with the team about Present Levels of Academic and Functional Performance by pulling data points associated with each goal area from the most recent progress report or evaluations. To do this, the team should use the following protocol:

- Taking turns, each team member will answer the following questions:
  - What is one data point from the child's progress reports that demonstrates what the child is currently able to do in relation to a specific goal area?
  - Is there any other data (observations, parts of assessments or work samples, etc.) that the team should consider in order to understand what the student currently knows, understands and can do in relation to this goal area?
- Repeat the process until a clear picture of the student's present level of performance is developed
- Check in: Did we identify all important data points related to Present Levels of Academic and Functional Performance?

This process is useful for annual reviews and reevaluations. For initial eligibility meetings, there are no progress reports and data would be gathered from evaluations after the team completes the "making decisions" section below.

## **20 minutes: Making Decisions: IEP Development**

Team members should respond to the following questions and provide answers as well as data to support each answer.

- Regarding accommodations, modifications, and specialized instructional methodologies required by the child.
  - What accommodations are currently in use by the child? What data shows the child is using these?
  - Are any new accommodations required? What data supports the addition of these?
  - What modifications are currently made to support the child's progress or access? What data shows that these modifications are effective?
  - Are any new modifications needed? What data supports the addition of these?
  - What specialized instructional methodologies are currently provided to this child? What data shows that these methodologies are supporting progress or access?
  - Are any changes to specialized instructional methodologies needed? What data supports these changes?
- Regarding measurable annual goals,
  - Taking turns, each team member should answer the following:
    - Looking back at the current level of performance data collected during this meeting, what skill is the top priority for development? What data shows this skill is lagging? What data shows that this is a "top priority skill?"
    - Looking at the data that shows the skill is lagging, what will change about this data when the student is successful? What will GOOD DATA look like for this goal?
    - How, when, and who will collect the data to measure progress?
    - What do other team members think about this goal area? Any additional suggestions or considerations before moving on to a different goal area or to the next agenda item?
  - Continue this process until all team members agree that "top priority" goal areas have been identified.
- Regarding the description of service delivery.
  - Taking turns, team members will answer the following questions:
    - Choose one identified goal area and share:

- ❖ In your opinion, how could this goal be addressed in the general education setting? What services would you propose (type of service, provider, frequency & duration of service). What data supports this claim?
- ❖ In your opinion, are any additional aides or services needed to support effective progress or access? What aides or services would you propose? What data suggests the need for these aides and services?
- ❖ In your opinion, must the child be removed for any services in order to make effective progress or access the life of the school? What “pull out services” do you propose? What data suggests that removal is needed?
- ❖ Repeat until all identified goal areas have been discussed.
- Regarding participation in state- and district-wide assessments.
  - Taking turns, each team member should answer the following questions:
    - In your opinion, should this child participate in state- and district-wide assessments in the same way as non-disabled students do? Please answer yes or no and offer data to support your claim.
    - If no, in your opinion, should this child participate in state- and district-wide assessments with accommodations? Please answer yes or no and offer data to support your claim. If yes, please state the accommodations you feel are needed and share data points to support your claim.
    - If no, in your opinion, should this child be part of the 1% of students nation-wide who should participate in alternative forms of state- or district-wide assessments? Please answer yes or no and offer data to support your claim.
  - After each team member has shared their opinions, the district representative should describe what the district will offer. Parents/caregivers should indicate whether they will accept this offer or reject it when responding to the IEP.
- Regarding transition services (if appropriate),
  - Taking turns, each team member should answer the following questions:
    - In your opinion, what is one measurable postsecondary accomplishment you hope this child will attain after leaving high school (consider postsecondary education/training, employment, and independent living arrangements)?
    - In your opinion, what one service, support or learning experience that this child needs in order to move toward this postsecondary accomplishment? What data would show that this experience is preparing the child well for life after high school?
    - What do other team members think of this idea? Any additional suggestions or changes to recommend?
  - Once all team members have contributed, additional open conversation can be held to enhance the transition plan or postsecondary goals.
  - The district representative should share any age-specific elements of transition planning that are required and seek input from all team members related to age-specific decisions related to transition planning.

### **10 minutes: Making Decisions: Placement**

- Step #1: The team should review the service delivery decisions that were made and discuss any services that are not offered in the general education classroom. Each team member should answer the following questions:
  - Could any services that require removal of the child be offered in the general education setting?

Please answer “yes” or “no.” Identify specific data to support your answer.

- Based on the discussions of the team regarding the proposed IEP,, in which setting do you propose the child receive educational services for the upcoming IEP period:
  - Full inclusion in the general education setting
  - Partial inclusion in the general education setting
  - Substantially separate educational setting
  - Other setting: please describe
- Please identify 2-4 data points that support your proposal about the least restrictive environment in which this child can be educated.
- Step #2: After all team members have responded, the district representative should summarize the statement about the least restrictive environment and the placement that the district proposes for the IEP.
- Step #3: Parents should offer any additional input for the team.

### 5 minutes: Concluding the Meeting

- Step #1: The district representative should summarize important elements or changes to the educational program or placement that the district will offer as the result of this meeting. A summary of these elements should be available to all team members at the conclusion of the meeting. At a minimum, this summary should include proposed goal areas and service delivery descriptions. In some states, the entire IEP would be offered to the parents for review and signature.
- Step #2: The parents/caregivers should summarize their input.
  - If the district and parents are in agreement about the proposal, proceed to Step #3 below.
  - If the district and parents are not in agreement, both parties’ positions should be documented in writing with a shared summary that describes areas of anticipated agreement and disagreement, with supporting data recorded for both the district’s and the parents’ positions.
- Step #3: Regardless of the outcome, team members should take a moment to recognize what each team member contributed and summarize next steps.

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