

EVALUATION MEETING AGENDA GUIDING DOCUMENT

Student Name:

Meeting Date:

- 1. Introductions** *It is very important to establish a positive meeting mood early by doing introductions. Don't assume all members know each other. Be friendly, be welcoming, and indicate that you are glad everyone was able to attend in order to work together for the student.*

(Note: If you plan to include this agenda in the special ed. file as documentation, you can ask team members to sign in below, and you would not need another formal sign-in sheet.)

Parent		General Ed.	
Parent		Other	
SPED		Other	
School Rep.		Home District Rep.	

- 2. Evaluation Results** *Review the Comprehensive Summary, which should have all of the critical information for each area of the Evaluation Report. You do not need to review the entire Evaluation Report or all assessments. The basic outline should be covered in the Comprehensive Summary.*
- 3. Determine Eligibility** *The district team should offer parents the chance to share any other information that is important in considering eligibility. The team should discuss the results of the evaluation and determine if the student meets MN criteria for a disability area.*

IEP MEETING AGENDA

- 4. Overview of Current Services Offered/Student Strengths** *Review the services that are listed on the student's current IEP. Highlight some things the student is doing well. You may even consider going around the table and asking each team member to share a positive remark about the student.*
- 5. Parent/Guardian Comments, Questions, Educational Concerns.** *The IEP MUST include input from parents! This is a great way to help them feel a part of the meeting and decisions. Start by addressing the parents with something like, "Before we get too far into the meeting, I want to ask if you have any questions or concerns*

that you want to make sure we address during the meeting.” Encourage them to stop and ask any additional questions they may have during the meeting. You can seek their input throughout the rest of the meeting by using phrases such as, “Is there anything else you’d like us to consider?”

6. **Goals and Objectives** *Share DATA to report progress on how the student is doing on his/her current goals/objectives. As a team, discuss this progress and determine the future areas of development that will be targeted for the new IEP. This data should be the guide for the rest of the meeting to determine goals, services, and accommodations to address the student’s special education needs. (NOTE: This section can be omitted if the meeting is for an initial IEP.)*
7. **Progress in Mainstream Curriculum** *Ask the general ed. teacher(s) to share how the student is doing in his/her class. Ideally, this summary would include specific information as it relates to IEP goals, as well as grades, attendance, participation, social interaction, etc.*
8. **Student’s Educational Needs and New Goal Areas** *Based on what you’ve heard so far, what are the goal areas that will need to be listed in the next IEP? Do you need to increase the rate/accuracy of current objectives? Do you need to add new objective areas? As a team, come up with these areas. Remember the skills should help the student make progress toward meeting grade level standards. This is why it is important for general ed. teachers to be a part of these discussions.*
9. **Accommodations and Modifications** *What accommodations and modifications are currently in place? Which ones should be added? Make sure to address all of the following items.*
 - Adaptations needed to access general ed. instruction and extracurricular activities *Again, the general ed. teacher will be very instrumental in coming up with these ideas because they see firsthand what the student needs in order to have access to grade level curriculum. Ask the teachers what seems to be working and what isn’t necessarily needed. If the student participates in extracurricular activities, are any supports needed during that time?*
 - Transportation (special) *Does the student’s disability require supports or accommodations in order for the student to safely travel to school? (NOTE: Don’t forget to complete the Special Education Transportation Request Form to document any special transportation.)*
 - Program modifications or support for school personnel *How are paras, general ed. teachers, and other school staff going to be supported in working with the student?*
 - Assistive Technology *Is AT needed? Keep in mind that assistive technology*

can be high tech (iPad for communication) or low tech (pencil grips).

10. Behavior Plan/School Discipline Policy (as needed) *Does the student require a Behavior Intervention Plan or Positive Behavioral Support Plan? Will the student be expected to follow the standard school discipline policy, including consequences? Is the student able to understand the standard discipline plan? The team should discuss components of the plan, including what skills will be taught to reduce disruptive behavior.*

11. State- and district-wide testing (ex. NWEA, MCA, alternative assessments, etc.) *What testing (standard or alternative) is most appropriate for the student to take in order to meet requirements for district- and state-wide testing? If alternative testing (MTAS) is being considered, have you determined that the student meets eligibility to take this? What accommodations are necessary? Be sure the accommodations are included in the plan of accommodations to use all year long.*

12. Extended School Year (ESY) *Do you have DATA to show that there is a regression and recoupment problem over any breaks (summer, winter, long weekend, etc.)? Did they qualify in the area of self-sufficiency for functional skills? How will you address the goal area(s)? What time is needed and what goal(s) will you be working on? Be sure you have documented this decision-making process to include in the student's file, with evidence to show which of the three areas the student met criteria.*

13. Transition Planning (when appropriate) *Transition components must be in the IEP for any student who has had the area of transition addressed in his/her ER, possibly as early as 6th grade, but no later than 9th grade. Discuss the student's goals related to each area below. How can the annual goals help address the student's needs in transition areas? Who will be responsible for helping students with these areas (ex. parents, county worker, Vocational Rehab, special ed. teacher, etc.)? Prior to the student's 17th birthday, you must also address the Transfer of Rights that will take place when a student turns 18.*

- **Daily Living Skills** *Will the student be able to live independently? What skills does he/she still need?*
- **Community Participation** *How is the student using community resources? With or without support? Does the student need his/her driver's license?*
- **Recreation and Leisure** *Participation w/ peers? Extracurricular activities? Hobbies?*
- **Post-Secondary Training** *Educational plans after high school? Are the plans reasonable for the student to accomplish?*
- **Employment** *Does the student currently have a job? Are they a candidate for supported work? Do these things need to get started while they are still in high school?*

(NOTE: This section can be omitted if the student is not yet of transition age.)

14. Altered School Day (as needed) *Do significant needs warrant an altered school day? What is the plan to progress back to a full school day?*

(Note: This section can be omitted if there is no need for an altered school day.)

15. Services to be included in IEP *What services are needed to provide specialized instruction for the goals/objectives discussed earlier? Are there additional needs that cannot be met with services from the special ed. teacher that need to be addressed with related services? Remember, services should be based on what the STUDENT needs, not necessarily what fits into your or the general ed. schedule.*

16. Summary

- **Review Decisions Made** *Briefly state the goal areas and services that will be included on the new IEP, just to ensure that all team members understand the decisions.*
- **Review Responsibilities** *Inform parents what you will be doing in the coming days. They should receive the IEP within 10 days and will be given 14 days to sign to indicate their agreement with the plan. It is sometimes helpful to tell them what they can expect to get from you and what they need to do. For example, "I'll be sending the IEP along with the form you will need to sign to show your agreement or objection to the IEP. I will clearly mark the areas you need to sign." Also, ask if they prefer it to be sent home with the student or in the mail.*
- **Set Future Meeting Date (if needed)** *If the meeting is getting lengthy (with little sight of an ending point) or if agreements seem difficult, it is a good idea to wrap up the meeting and schedule a time to continue.*
- **Thank Parents for Coming**