

Special Education Team meeting agenda and sequence (45 – 60 minute average)

1. Welcome, introductions and sign-in (Identify team chair, sign waiver of attendance)
** Student must be invited if 14/older, younger can attend but use caution**
2. Parent asked to report on positives, strengths, concerns – please document all.
** Many parents can be intimidated by number of staff at meeting**
3. Reports: (encourage **summary** of strengths, weaknesses, impact on learning, recommendations)
 - a. Student input if present
 - b. Service providers (speech, OT, PT)
 - c. General education teacher WITH WORK SAMPLES
 - d. Special education teacher WITH WORK SAMPLES
 - e. School Psychologist if present (usually for reevals and initials)
 - f. Principal, guidance, nursing, others
4. Eligibility – must be based on data (complete flowchart)
5. Determine key goal areas to target for the year
6. Complete team summary notes form – have parent initial and give them a copy
7. Positive closing statement and next steps - sometimes a Team will have to re-meet to gather more information, determine placement and/or consider additional services.

Copies of individual testing in all areas should be AVAILABLE two days prior to the meeting to the parent if they so request. Ideally the Principal should have a copy two days prior as well for distribution to staff.

WHO COMMITS RESOURCES AT A MEETING? The Principal can commit district resources however if not present someone has to be designated as the one to commit resources by regulation. This can be tricky if a parent is pushing for a one to one or special program that deviates from established best practice in a school. When in doubt the Team can schedule a follow up meeting a few weeks after providing the existing or proposed level of service noting progress. **Never say “we can't make a decision until we check with our Principal or Director”.**

When in doubt – focus on the student needs and not what the parent, teacher, principal or others want. We are to provide a Free and Appropriate Education in the Least Restrictive Environment. Access to the curriculum and effective progress is based on the student's cognitive level --- low, average, or even above average. **Effective progress is not just academic achievement but also social development and communication skills.**