



Considerations Guide



Section A

What system is in place to ensure that students 14 years and older are being invited to the IEP meeting using the most current invitation (effective July 1, 2015)? Who is monitoring the accuracy of these invitations?

If the team determines that an agency is not necessary to participate in the IEP, but it is not documented in the IEP – how might you address this during the meeting?

Section B

Of the four types of academic assessment is there any type that is strong and used on a consistent basis and an area that is weaker and is not being used? What steps might you take to include more types of assessments?

Is ALL assessment data interpreted and utilized in the IEP? If no, what steps can you take to improve interpretation and utilization of data?

Is there a plan for grade level assessment progression utilized in your district at this time? If no, what steps need to be put into place to develop one?

Section C

How do you help facilitate discussion to address goals that are unrealistic at the IEP meeting?

Section D

What activities are already occurring in the general education setting (academic classes, guidance, etc.) that would be appropriate to list in an IEP transition grid for a student with a disability?

Section E

After reviewing the goals of your IEP, did you observe any of the criteria that were consistently missing? What steps can you take to improve writing of MAGs?