**SpEd Eligibility Meeting**

**Sample Agenda**

* The Parents Rights booklet is offered to the parent if they have not yet been offered one that year. The offer of the booklet is documented in the student’s sped file. The parent is not required to take the booklet, but it should be documented as offered at least annually.
* The case manager opens the meeting by stating the purpose of the meeting (i.e.; “We are meeting today to review the results of (student name)’s sped eligibility evaluation and to determine their eligibility.”).
* The case manager guides the team through introductions of each member and what their role is.
* The case manager gives the floor to the school psychologist or evaluation specialist.
	+ If this is for just a Communication Disorder (CD) eligibility, the case manager is the SLP and the SLP also conducts most of the evaluation, so they will just continue speaking.
* The eval spec or school psych will then review the Psych-Educational Evaluation report.
* If there is another evaluator (SLP, OT, etc.) they will also review their evaluation reports.
* The eligibility forms are then reviewed and completed by the team.
	+ The case manager and/or psych/ eval specialist may complete parts of these forms ahead of time, but the parts that indicate team decisions should be completed via a team process during the meeting.

It is recommended that the case manager scan any forms that have signatures or other hand-written parts into their sped process software (Synergy, Tienet, etc.) for documentation. There are places for attachments where this can be done.

* The case manager is responsible for the completion of these forms, but sometimes the originator of the eligibility (school psych, eval spec, SLP, etc.) will complete the parts they assessed for.
* If your district is using Synergy, the eligibility forms are split into two parts- the “Eligibility Statement(s)” and the “Eligibility Summary”. An “Eligibility Statement” should be completed for each eligibility category that was assessed for (SLD, CD, OHI, etc.). An “Eligibility Summary” is also completed that includes all of the reviewed categories and offers a place for the team to sign.
* The team signs the eligibility form and indicates if they agree with the team’s decision or disagree with the team’s decision.
* If a team member disagrees, they should submit a Dissenting Opinion Statement (a letter describing their reasons for disagreement).
* Eligibility is determined by majority rule, so a dissenting opinion does not necessarily mean the eligibility cannot move forward. The parent does not have the power to determine eligibility unilaterally, but they do have the power to withdraw the student from sped eligibility and services altogether. The administrator (district rep) has power to determine eligibility in the event of a tie between agreeing and disagreeing team members.
* If the student is found eligible, an IEP meeting must occur within 30 calendar days (weekends and vacation days count).
	+ The IEP meeting can sometimes occur immediately after the eligibility meeting, if the case manager is able to draw up a draft IEP ahead of time.\* This may not always be possible and/or prudent, so case manager discretion is encouraged.
	+ The case manager may choose to schedule the IEP meeting before adjourning the eligibility meeting, while the team is all there.
* The meeting is adjourned.

\*This should be completed in a manner that ensures a team process is followed. Drafting an IEP before the eligibility has been established can appear as if the case manager determined eligibility unilaterally. Steps should be taken to clarify that this is not the case. If there is any anticipated controversy, separating the eligibility and IEP meetings by a few days might be prudent.