



Student Support Team Meeting Agenda and Notes

This document outlines a meeting agenda and form for Student Support Team meetings. It is an example that School Leadership Teams can use as a basis for contextualizing their own meeting agenda and form(s). It is adapted from templates provided by the National Center for Intensive Intervention (NCII).

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Agenda

Meeting Length: 30 minutes

Table 1. Team meeting roles and suggested participants.

Roles	Suggested Participants
<p>Facilitator: Explains the purpose of the meeting and keeps the participants on task.</p> <p>Referring Teacher: Completes pre-meeting process, describes the student, and shares student data during the meeting.</p> <p>Scribe: Takes informal notes and tracks brainstorming ideas in a visible space.</p> <p>Timekeeper: Times each section of the meeting and helps the team adhere to the allotted time.</p> <p>Note-Taker: Takes formal notes for documentation using a template.</p>	<p>Referring teacher</p> <p>Intervention provider</p> <p>Content specialist</p> <p>Administrator</p> <p>Coach</p> <p>School psychologist</p> <p>Social worker</p> <p>Special educator</p> <p>General educator/classroom teacher</p> <p>Parent(s) / Family Member(s) (as available and appropriate)</p>



Table 2. Meeting agenda with proposed times

Step	Who?	Time
<i>Complete the Premeeting Form and bring graphed progress-monitoring data, sample progress-monitoring probes, relevant work samples, and other available diagnostic data.</i>	<i>Referring teacher</i>	<i>Before meeting</i>
1. Introduction and purpose	Facilitator	2 min.
2. Describe the student and share data	Referring Teacher	5 min.
3. Ask clarifying questions to create hypothesis	Team	5 min.
4. Review intensification variables	Team	8-10 min.
5. Prioritize and plan	Team	5-7 min.
6. Wrap-up and next steps	Facilitator	3 min.



Meeting Date:

Meeting Roles and Participants

Table 3. Meeting Roles and Participants

Roles	Participants
Facilitator	
Teacher	
Timekeeper	
Scribe	
Note Taker	
Other Attendees	

Meeting Notes

Student:

Teacher:

1. Introduction and purpose
2. Describe the student and share data
Description of the student (strengths and area(s) of concern)
Current intervention and supports
Review of student data
3. Ask clarifying questions to create hypothesis
Summary of questions and responses
Hypothesized factors that are contributing to insufficient progress
4. Review intensification variables
Summary of application of intensification variables to address the student's need(s)
5. Prioritize and plan

Action Step	Who?	By When?	Status

6. Wrap up and next steps



The team will meet on _____ at _____ (suggested time frame is to meet within four weeks).

Where will the plan be documented?

How will the plan be distributed to the teachers?

Plan for teacher check-in with parent:

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