Planning Guide for Collaborative Design of Services and Supports

Student:

ESOL Level:

Grade:

IEP Status: ___existing; ___in development; ___no IEP

1. What personnel in the school, or outside the school, work with the student?

2. Of these personnel, do all work regularly with the student? Do some work with the student only occasionally?

3. What knowledge or insight can each staff member contribute about the student's performance, strengths, and needs?

Staff Member	Knowledge/Insights Potential Contributions

4. Are all staff members and family members available for face-to-face discussions?

5. If not, how will input be gathered from other staff or family members using alternative means (email, etc.)?

6. Are there specialized terms, pieces of knowledge, or information that all staff need to understand for effective communication and planning (i.e., ESOL levels, specific cultural terms, specific medical diagnoses, etc.)?

7. How often do updates and planning conversations need to occur for this student's optimal support?

8. What other considerations need to be addressed or discussed among team members, and how often?