1. What skills/behaviors (academic or functional) is the student able/unable to perform?
2. What other needs, such as functional, organizational, and social skills impact the student involvement and progress in the general curriculum?
3. What strategies, accommodations, and/or interventions have been successful in helping the student make progress in the general curriculum?
4. How does the identified disability affect involvement and progress in the general curriculum?
5. What are the parent concerns?
6. What are the student’s interests, preferences, and goals? Include post-secondary aspirations based on age appropriate transition assessments.
7. Is the student on track to achieve grade-level proficiency within the year?