

IEP NOTES TEMPLATE

The IEP meeting is convened as a _____.

WELCOME AND INTRODUCTIONS/ PARTICIPATION SIGN-IN:

Administrator:

Parent(s):

Special Education Teacher:

General Education Teacher:

School Psychologist:

Related Services: (OT, PT, APE, Speech etc.)

Student:

Other:

AGENDA REVIEW/TIME CONSTRAINTS AND PURPOSE OF MEETING:

The agenda was reviewed. Procedural Safeguards were offered. Parent (accepted/declined).

PARENT CONCERNS/COMMENTS/QUESTIONS:

The parent shared _____.

REVIEW OF ASSESSMENTS/REPORTS:

Assessment results were shared by (title) dated (?)

Report was shared by (title) dated (?)

ELIGIBILITY:

(Student name is/is not/continues to be) eligible for special education services under the eligibility category of (list eligibility). Address SLD Eligibility and/or Transition plans as appropriate.

PROGRESS ON GOALS: (Share progress monitoring portfolio to support)

(Annual/Triennial IEP only) Previous year's goals and objectives were reviewed. Progress was made in (#) goals.

(#) goal(s) were met/not met in the area(s) of _____.

PRESENT LEVELS AND AREAS OF NEED:

Present Levels were reviewed and updated with parent input. Special Factors were considered. Areas of unique needs were identified to include (List areas of unique need)

TRANSITION PLAN: (An ITP must be developed on or before the student turns 15 years of age)

STATE AND DISTRICT ASSESSMENTS/SPECIAL FACTORS:

Student will participate in the (SBAC, CAA...)

BASELINES AND DRAFT GOALS:

Baselines were reviewed. Draft goals and objectives were presented for the coming year in the areas of (list areas of need).

The IEP team agreed to adopt the goals.

CLASSROOM ACCOMMODATIONS/MODIFICATIONS:

Classroom accommodations/ modifications were discussed (See service page to complete)

ADDRESS CONTINUUM OF SUPPORT (LRE) AND SERVICES:

The continuum of supports and placements was discussed and the team determined the least restrictive environment. The team discussed possible harmful effects of recommended program including potential advantages and disadvantages.

DISTRICT OFFER OF FAPE:

The District's offer of Free Appropriate Public Education (FAPE) is (list services here- include frequency, duration and delivery model and educational setting).

EXTENDED SCHOOL YEAR (ESY):

The IEP team discussed ESY.

(If **not** eligible) The IEP team determined that (student) is not eligible for ESY at this time as there is no evidence (he/she) will regress or have difficulty recouping information following break.

(If **eligible**) Based on the evidence (list evidence of regression and evidence of difficulty recouping information following break) the IEP team determined that (student) is eligible for ESY.

EDUCATIONAL SETTING:

The team reviewed the educational setting, including Physical Education. (Student) will participate in (general education/ specially designed/adapted PE). He/She will promote to the next grade based on progress regarding (district and board approved standards/ IEP goals criteria). Parents/student will be informed of progress through progress reports every (quarterly/trimester/semester).

IEP notes were reviewed by team and accepted. Parents (agreed/ disagreed) with the offer of FAPE (**OR** would like to take IEP home and review). A copy of IEP was provided to parents.

Ask for day and date that the IEP will be returned or when you can call to follow up.

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Related Services:

Student:

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PARENT CONCERNS/COMMENTS/QUESTIONS:

REVIEW OF ASSESSMENTS/REPORTS:

ELIGIBILITY:

PROGRESS ON GOALS: (Share progress monitoring portfolio to support)

PRESENT LEVELS AND AREAS OF NEED:

TRANSITION PLAN: (An ITP must be developed on or before the student turns 15 years of age)

STATE AND DISTRICT ASSESSMENTS/SPECIAL FACTORS:

BASELINES AND DRAFT GOALS:

CLASSROOM ACCOMMODATIONS/MODIFICATIONS:

ADDRESS CONTINUUM OF SUPPORT (LRE) AND SERVICES:

DISTRICT OFFER OF FAPE:

EXTENDED SCHOOL YEAR (ESY):

EDUCATIONAL SETTING: