

**Elementary (Gr. K-6) IEP Meeting Notes for LEA**

Student: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

☐ A required **Release of Information** form (M-13) must be obtained for any person(s) attending this IEP meeting that were invited by the parent(s)/guardian(s).

☐ **1. Introduction of all Participants and their Roles in the meeting**

Name	Role	Name	Role
	LEA ( <i>required</i> )		
	Case Manager ( <i>required</i> )		
	Reg Ed Teacher ( <i>required</i> )		
	Parent/Guardian		

**Parents Attended:** ☐ *in person* ☐ *by phone* ☐ *permission to proceed* ☐ *2nd attempt (not in attendance)*

**Permission to Proceed received by:** \_\_\_\_\_

☐ **2. Purpose of Meeting:** ☐ *Initial* ☐ *Annual* ☐ *Revision:* \_\_\_\_\_

☐ **3. Present Level:**

**a. Background Information:**

- ☐ *Transfer Information (within 2 years)*
- ☐ *Medical information*
- ☐ *Hospitalizations*
- ☐ *Manifestations*
- ☐ *Foster placement or relevant guardian information*
- ☐ *District Center Placement*
- ☐ *Assistive Tech*

***Discussions:***

**b. How disability affects involvement and progress in general education.**

***Discussions:***

**c. Strengths of the Child:*****Discussions:*****d. Concerns of the parents/guardians:*****Discussions:*****e. Changes in functioning from previous IEP**

1. Does the child receive adult support? ☐ Yes ☐ No

If "Yes" How is the student supported?

***Discussions:***

2. Last IEP's goals and percentages attained are reported.

**f. Summary of the most recent evaluations/ re-evaluations:*****Discussions:*****g. Summary of district and state test results*****Discussions:***

**h. Statement of Formal or Informal age appropriate transition assessments.*****Discussions:*****i. Statement of Alternative Assessments*****Discussions:*****j. Other:*****Discussions:***☐ **4. Special Considerations: State/Federal Requirements**☐ *All areas of this page were read as questions for the team to answer.*☐ *ESY must be discussed and if he or she qualifies an ESY Planning Worksheet must be filled out.****Discussions:***

☐ **5. Goals:**

- ☐ *Is there a goal for each area of eligibility?*
- ☐ *Are the goals measurable?*
- ☐ *Are the goals achievable in one year?*
- ☐ *Has the goal changed from the previous IEP?*

**Discussions:**☐ **6. Reporting Progress** (only IEP goal pages and quarterly should be marked)☐ **7. Services** (always consider the least restrictive environment, especially with initials)

- *Does the child require the service on a daily basis to make progress?*
- *How far behind is the child compared to grade level expectation in their area of eligibility?*
- *How often is this skill taught in the regular education setting?*
- *Does the amount of progress that has been made reflect the change or need for change?*
  - ☐ *Explanation of services under notes section.*
  - ☐ *Adult Support **cannot** exceed 2100 minutes per week.*

**Discussions:**☐ **8. Transportation:**

- ☐ *Special Education*
- ☐ *Regular*
- ☐ *Regular with Accommodations*

*Accommodations Needed:* \_\_\_\_\_**Discussions:**

☐ **9. Regular Education Participation:**a. ☐ **Physical Education**

- ☐ *Regular*
- ☐ *Regular with Accommodations*
- ☐ *Excused*
- ☐ *Adapted PE*

b. ☐ **Participation in Program Options, Nonacademic, and Extracurricular Activities**

*If applicable, discuss camp and the possibility of Chautauqua*

**Discussions:**

☐ **12. Placement Considerations:**

- ☐ *If minutes in Special Education setting total up to 420 minutes, placement is at least 80%.*
- ☐ *If minutes in Special Education setting total 421-1260 minutes, placement is 40-79%.*
- ☐ *If minutes in Special Education setting total 1261 or more, placement is less than 40%.*
- ☐ *Private Separate Day facility*
- ☐ *Home/Hospital*

*If the student is not attending a full day, divide total weekly Special Education minutes by total number of minutes in the student's week.*

**Discussions:**

☐ **13. Form B ESY (This form is only presented when the student qualifies)**

1. *Remember this is a maintenance program and minutes are NOT to exceed 720 minutes.*
2. *Make sure ESY Planning Worksheet has been completed.*

**Discussions:**

☐ **14. Form D: State Assessments and Accommodations**

- ☐ Accommodations being proposed are utilized on a daily basis and are related to student's eligibility.
- ☐ 2nd grade students whose IEP falls in March, April or May, MAP must be addressed.
- ☐ 4th grade student, NAEP was addressed (or 3rd grade and in NAEP time cycle).
- ☐ MAP-A eligibility is IQ of 55 or below or Student has been approved by Process Coordinator.
- ☐ If ELL student, ACCESS accommodations are denoted (all grade levels).

***Discussions:***

☐ **15. Form E: District-Wide Assessments and Accommodations**

- ☐ *Accommodations being proposed are utilized on a daily basis and are related to student's eligibility*

***Discussions:***

☐ **16. Alternate Form F: Modifications/Accommodations/Supports for School Personnel**

- ☐ *Accommodations and modifications are above and beyond grade level expectations.*
- ☐ *Accommodations and modifications are related to student's eligibility.*
- ☐ *All student staff training needs are addressed as needed and documented due to disability.*

***Discussions:***

☐ **17. Multipurpose Page**

- ☐ *Statement for extracurricular/nonacademic activities support (including Chautauqua & Camp).*
- ☐ *Explanation of support minutes (if applicable).*
- ☐ *Behavior Support Plan (if applicable).*
- ☐ *Pass/Fail contract (if applicable)*

***Discussions:*****Additional Notice of Actions Needed:**

Proposed/Refused: \_\_\_\_\_

Proposed/Refused: \_\_\_\_\_

Proposed/Refused: \_\_\_\_\_

Proposed/Refused: \_\_\_\_\_

Proposed/Refused: \_\_\_\_\_

**\*\*\*\*\*When to Write a Notice of Action\*\*\*\*\***

- Any change in service: Type, Amount, Location
- Deleting an existing goal/adding a goal in an area where there had not been one before.
- Development of a BIP
- Rewriting a BIP that focuses on a completely new behavior.
- Qualifies for ESY
- Does not qualify for ESY but parent requested it.
- If a parent requests a service and it is refused by the District.

***Additional Discussions:***