

Student:

Case Manager:

Date:

<u>Introductions</u>	Attendees: • Parent • Student • Special Education Teacher/Case Manager • General Education Teacher • District Representative														
<u>Review Procedural Safeguards</u>	Key points to review: • Free and Appropriate Public Education (FAPE) • Least Restrictive Environment (LRE) • Participation - Parent/guardian is critical team member. • Prior Written Notice & Consent/Objection • Dispute Resolution Process • Access to School Records & Confidentiality Copy of safeguards taken? ☐ Yes ☐ No Questions?:														
<u>Purpose of the Meeting</u>	School-based purpose: Parental items for discussion:														
Student Information	Updates to first page of IEP?: Other services provided by public agencies (e.g., county case management, VRS, public health)?:														
<u>Classroom Performance</u>	Student strengths: Grade-level expectations: Academic engagement & grades: Concerns / student needs: [Information is typically not added to this section prior to the meeting. However, one notable example of when input may be summarized in advance is in secondary buildings when input is gathered from multiple teachers who will not be in attendance at the meeting.]														
Annual Goals & Service Plan															
Goal #1:															
<u>Present Level of Performance</u> & New Goal	Review available data, including graphs: Baseline (current performance): Target (end of IEP):														
Progress Monitoring	Evaluation tool/procedure: Frequency: Person Responsible:														
<u>Service Plan</u> for Goal in the <u>Least Restrictive Environment</u>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Service</th><th rowspan="2">Frequency</th><th colspan="2">Minutes per session</th><th rowspan="2">Location</th><th rowspan="2">Provider</th></tr> <tr> <th>Indirect</th><th>Direct</th></tr> </thead> <tbody> <tr> <td style="height: 30px;"></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> What the student will be missing:	Service	Frequency	Minutes per session		Location	Provider	Indirect	Direct						
Service	Frequency			Minutes per session				Location	Provider						
		Indirect	Direct												

		Why is this the student's LRE:																	
Goal #2:																			
<u>Present Level of Performance</u> & New Goal		Review available data, including graphs: Baseline (current performance): Target (end of IEP):																	
Progress Monitoring		Evaluation tool/procedure: Frequency: Person Responsible:																	
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<u>Extended School Year</u>		The student is eligible for ESY services if they meet any of the following criteria: — Regression/Recoupment — Identify the ongoing data collection that documents a problem with regression/recoupment): — Self Sufficiency — Identify the longitudinal data that indicates the student is not making reasonable progress toward self-sufficiency as identified in one or more goals from the current IEP: — Unique Need — Describe the student's unique need and explain why ESY services are needed: ESY needed?: ☐ Yes ☐ No																	
Supplementary Aids & Services																			
<u>Related Services</u>		<table border="1"> <tr> <th rowspan="2">Service</th> <th rowspan="2">Frequency</th> <th colspan="2">Minutes per session</th> <th rowspan="2">Location</th> <th rowspan="2">Provider</th> </tr> <tr> <th>Indirect</th> <th>Direct</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>				Service	Frequency	Minutes per session		Location	Provider	Indirect	Direct						
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<u>Assistive Technology</u>	AT tools must be <i>considered</i> whenever there are concerns regarding access to instruction (e.g., student is failing a course) or a student is not making adequate progress toward an IEP goal. <i>Is the student making adequate progress toward IEP Goals?</i> ☐ Yes ☐ No <i>Is the student participating appropriately in GenEd?</i> ☐ Yes ☐ No AT needed?: ☐ Yes ☐ No																												
<u>Accommodations and Modifications</u>	[It isn't necessary to include the adaptations text here, but many case managers find it is convenient to copy-and-paste this text from SpEd Forms into the agenda. The note taker(s) can edit the text during the meeting, and after the meeting the case manager can conveniently copy-and-paste the revised text back into SpEd Forms.] Removed: Added: Changed:																												
<u>Standardized Assessments</u>	What district, state, and/or graduation assessments will the student participate in while this IEP is effective?: What, if any, accommodations are needed (must reflect accommodations on classroom assessments)?:																												
<u>Behavior Support Plan</u>	Target & Replacement Behaviors: Prevention Strategies: Reinforcement Strategies: Response Strategies: Safety Plan:																												
<u>Paraprofessional Support</u>	<u>Program Para:</u> ☐ Yes ☐ No Where support is needed: When support is needed: What support is needed:																												

	Child-Specific: ☐ Yes ☐ No			
	Type	Frequency	Minutes	Location
<u>Special Transportation</u>	Needed?: ☐ Yes ☐ No			
<u>Nonacademic and Extracurricular Activities</u>	<u>Extracurricular and Nonacademic Support Decision Flowchart</u> Supplementary Aids and Services needed? If yes, what is needed:			
<u>Program Supports for School Personnel</u>				
<u>MA Billing Consent</u>				
<u>Additional Items</u>				