

Sample template to use for developing Standards Based IEP's

Student: _____ Grade: _____ Date: _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

- **STRENGTHS:**

- **NEEDS:**

- **HOW DISABILITY AFFECTS PERFORMANCE IN GENERAL EDUCATION CURRICULUM:**

ANNUAL GOAL:

- **WHO (The Student):**

- **BEHAVIOR (will do what):**

- **CONDITIONS (under what conditions):**

- **CRITERION (to what level):**

- **TIME FRAME (in what length of time):**



MEETING MINUTES CHECKLIST

1. POINTS FOR INITIAL REFERRAL MEETING MINUTES

- Reason for referral - Be very specific.
- Academic history - Retention, grades, STAR reports, EQT scores, DIBELS, etc.
- PST interventions and outcomes - Review 360 documentation, PST forms
- Health concerns - Attention difficulties, medical/mental health disorders, medications
- Developmental history - Prenatal history, birth weight, problems at birth, age walked, age talked, family history of learning disabilities, mental illness, etc. * Childhood History Questionnaire
- Parental input
- Results of previous psychological testing /medical evaluations - Students previously dismissed, out-of-state transfers

2. POINTS FOR REEVALUATION MEETING MINUTES

- Provide current exceptionality - SLD, SLI, ID, OHI-ADD, etc.
- Previous test results - located under name and identifying information
- Health concerns - attention problems, medical diagnosis, and ALL medications
- Present Level of Performance - academic/social/behavior - LIST grades
- Current LRE - modified curriculum / grading scale if applicable
- Progress in the general education environment - resource room, testing accommodations, etc.
- Parental concerns
- Exit information and documentation

3. POINTS FOR ELIGIBILITY / IEP MEETING MINUTES

- Present level of academic achievement - strengths and weaknesses, psych report test scores
- Annual goals - progress made or not made
- Related services - currently receiving or discontinuing
- Success in the general education setting - time in resource, testing accommodations, etc.
- Program modifications or supports - modifications and accommodations provided
- Transition - if applicable
- Behavior - problems or concerns
- Need for ESY
- Parent input



The IEP Development Process

