

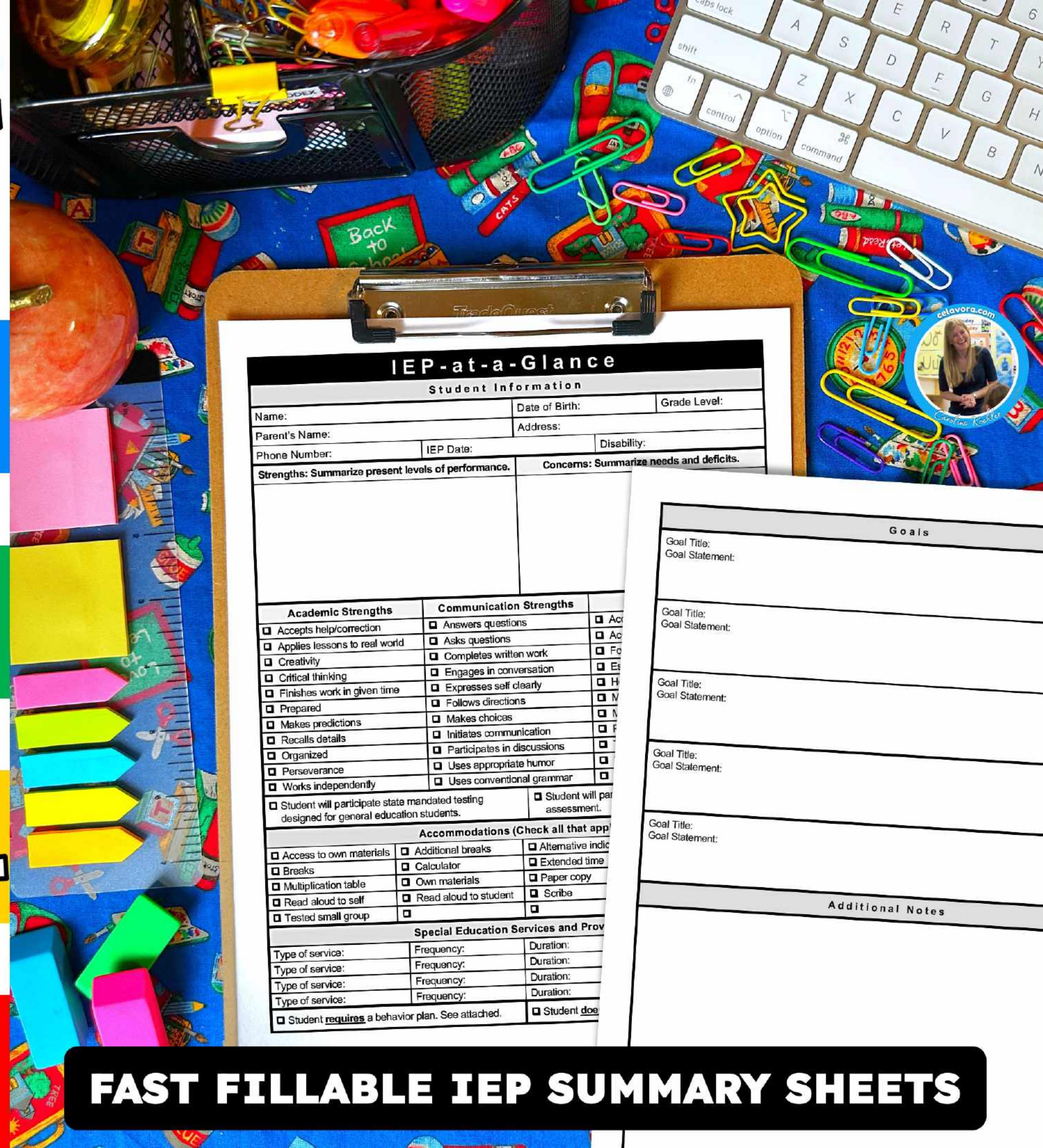
IEP-AT-A-GLANCE SNAPSHOT PAGES

➤ TWO TEMPLATES

➤ FILLABLE PDFS

➤ CUSTOMIZABLE TOOL

➤ SIMPLIFIED IEPs



FAST FILLABLE IEP SUMMARY SHEETS

FAST-EASY-STUDENT SPECIFIC

NO OVERWHELM IEP SUMMARY

Goals
Goal Title: Reading Comprehension Goal Statement: When given a reading passage at Caroline's current grade level, she will identify the central idea of the passage when given four central ideas to choose from with 80% accuracy.
Goal Title: Production of the /p/ phoneme in the initial word position Goal Statement: Given a picture or object to describe, Caroline will correctly produce the initial /p/ sound in words such as 'pa, po, pu' with 80% accuracy during structured activities.

Goal Title: Goal Statement:
Goal Title: Goal Statement:
Goal Title: Goal Statement:

IEP-at-a-Glance			
Student Information			
Name: Caroline Koehler		Date of Birth: 01/18/2019	Grade Level: K
Parent's Name: Jane Koehler		Address: 123 Anywhere USA	
Phone Number: (123) 456-7890	IEP Date: 1/1/26	Disability: ASD	
Strengths: Summarize present levels of performance.		Concerns: Summarize needs and deficits.	
Caroline is a 6 year old in kindergarten. According to assessment data, her academic strengths exist in the area(s) of math. Additional strengths noted for Caroline include attempting all work. When compared to same aged peers, Caroline demonstrates academic weaknesses include reading comprehension. In the classroom, she is exhibiting signs of underachievement in ELA.		Caroline lack of phonemic awareness and phonics prevents fluent reading & comprehension abilities. Her poor decoding abilities in reading negatively impact academic performance throughout all subjects. Her reading fluency is affected by substitutions & omitted words. Poor reading comprehension strategies negatively impact academics.	
Academic Strengths	Communication Strengths	Social Strengths	
☒ Accepts help/correction	☒ Answers questions	☒ Accepting of others	
☒ Applies lessons to real world	☒ Asks questions	☒ Accepts responsibility	
☒ Creativity	☒ Completes written work	☒ Follow rules and routines	
☒ Critical thinking	☒ Engages in conversation	☒ Establishes eye contact	
☒ Finishes work in given time	☒ Expresses self clearly	☒ Honest	
☒ Prepared	☒ Follows directions	☒ Makes and maintains friends	
☒ Makes predictions	☒ Makes choices	☒ Makes good choices	
☒ Details details	☒ Initiates communication	☒ Responds to social cues	
☒ Organized	☒ Participates in discussions	☒ Takes turns/shares	
☒ Perseverance	☒ Uses appropriate humor	☒ Understands personal boundaries	
☒ Works independently	☒ Uses conventional grammar	☒ Works well with others	
☒ Student will participate state mandated testing designed for general education students.		☒ Student will participate in an alternative assessment.	
Accommodations (Check all that apply.)			
☒ Additional breaks	☒ Alternative indicating	☒ Assistive technology	
☒ Calculator	☒ Extended time	☒ Modified work	
☒ Own materials	☒ Paper copy	☒ Preferential seating	
☒ Read aloud to student	☒ Scribe	☒ Tested individually	
☒	☒	☒	
Special Education Services and Provisions			
Type of service: Speech	Frequency: 3x/week	Duration: 45 minutes	Setting: General
Type of service:	Frequency: 1x/week	Duration: 30 minutes	Setting:
Type of service:	Frequency:	Duration:	Setting:
Type of service:	Frequency:	Duration:	Setting:
☒ Student requires a behavior plan. See attached.		☒ Student does not require a	

1 PAGE FUN OVERVIEW

2 PAGE DETAILED SNAPSHOTS

IEP-at-a-Glance

Name: Suzie Q. Date of Birth: 1/1/18 Grade Level: 2nd
Parent's Name: John & Jane Q. Address: 123 Anywhere, USA
Phone Number: 123-456-7890 IEP Date: 8/31 Disability: SLD

Student Overview

Great kiddo! Supportive parents. Older sister in 5th grade. Needs help in math but excels in ELA. Hard worker.

Health Info

Gluten allergy
Brings lunch daily and can't typically join in on class snacks and parties.

Classroom Accommodations

- extra examples
- visual support
- lots of repetition

Goals

Given 20 addition or subtraction problems with Suzie will answer 80% of problems within two minutes in two out of three opportunities.

Services

Direct support in general education 3x/week for 30 minutes each

Testing Accommodations

- extra time
- multiplication chart
- small group

Strengths

Asks for help and uses supports & accommodations appropriately.

Concerns

Large amount of repetition needed so extra work and time needed. Parents expect additional work sent home for more practice.

GREAT FOR TEACHERS & PARAEDUCATORS

QUICK EDITING AND SHARING

IEP-at-a-Glance			
Student Information			
Name: Caroline Koehler		Date of Birth: 01/22/1980	Grade Level: K
Parent's Name: Jane Koehler		Address: 123 Anywhere USA	
Phone Number: (123) 456-7890	IEP Date: 1/1/28	Disability: ASD	
Strengths: Summarize present levels of performance.		Concerns: Summarize needs and deficits.	
Caroline has an extensive vocabulary and is able to communicate her wants and needs.			
Academic Strengths	Communication Strengths	Social Strengths	
☐ Accepts help/correction	☐ Answers questions	☐ Accepting of others	
☐ Applies lessons to real world	☐ Asks questions	☐ Accepts responsibility	
☐ Creativity	☐ Completes written work	☐ Follow rules and routines	
☐ Critical thinking	☐ Engages in conversation	☐ Establishes eye contact	
☐ Finishes work in given time	☐ Expresses self clearly	☐ Honest	
☐ Prepared	☐ Follows directions	☐ Makes and maintains friends	
☐ Makes predictions	☐ Makes choices	☐ Makes good choices	
☐ Recalls details	☐ Initiates communication	☐ Responds to social cues	
☐ Organized	☐ Participates in discussions	☐ Takes turns/shares	
☐ Perseverance	☐ Uses appropriate humor	☐ Understands personal boundaries	
☐ Works independently	☐ Uses conventional grammar	☐ Works well with others	
☐ Student will participate state mandated testing designed for general education students.		☐ Student will participate in an alternative assessment.	
Accommodations (Check all that apply.)			
☐ Access to own materials	☐ Additional breaks	☐ Alternative indicating	☐ Assistive technology
☐ Breaks	☐ Calculator	☐ Extended time	☐ Modified work
☐ Multiplication table	☐ Own materials	☐ Paper copy	☐ Preferential seating
☐ Read aloud to self	☐ Read aloud to student	☐ Scribe	☐ Tested individually
☐ Tested small group	☐	☐	☐
Special Education Services and Provisions			
Type of service:	Frequency:	Duration:	Setting:
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Type of service:	Frequency:	Duration:	Setting:
Type of service:	Frequency:	Duration:	Setting:
☐ Student requires a behavior plan. See attached.		☐ Student does not require a behavior plan.	

Goals
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Additional Notes

EDIT
IN PDF

IEP-at-a-Glance		
Student Information		
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Parent's Name:	Address:	
Phone Number:	IEP Date:	Disability:
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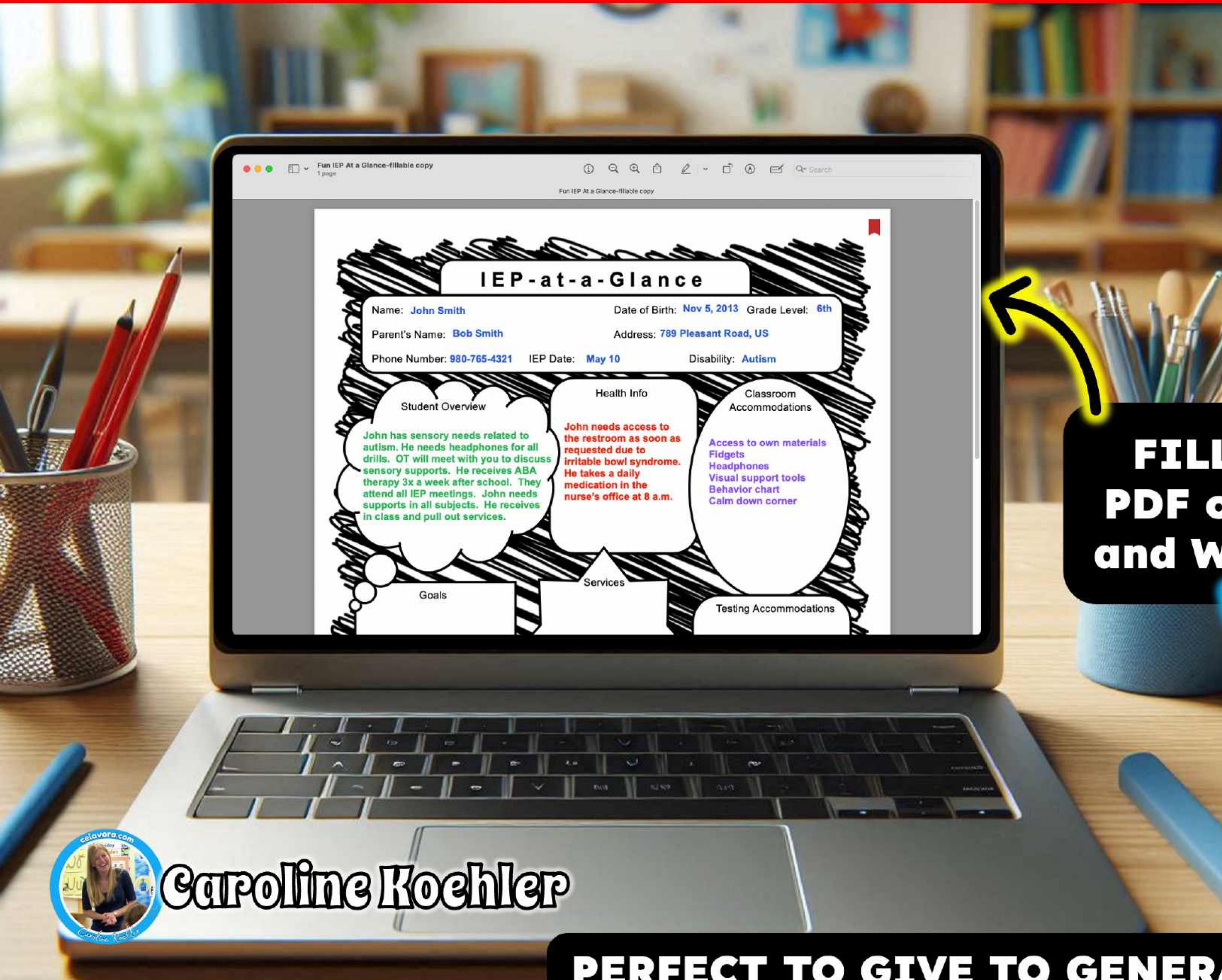
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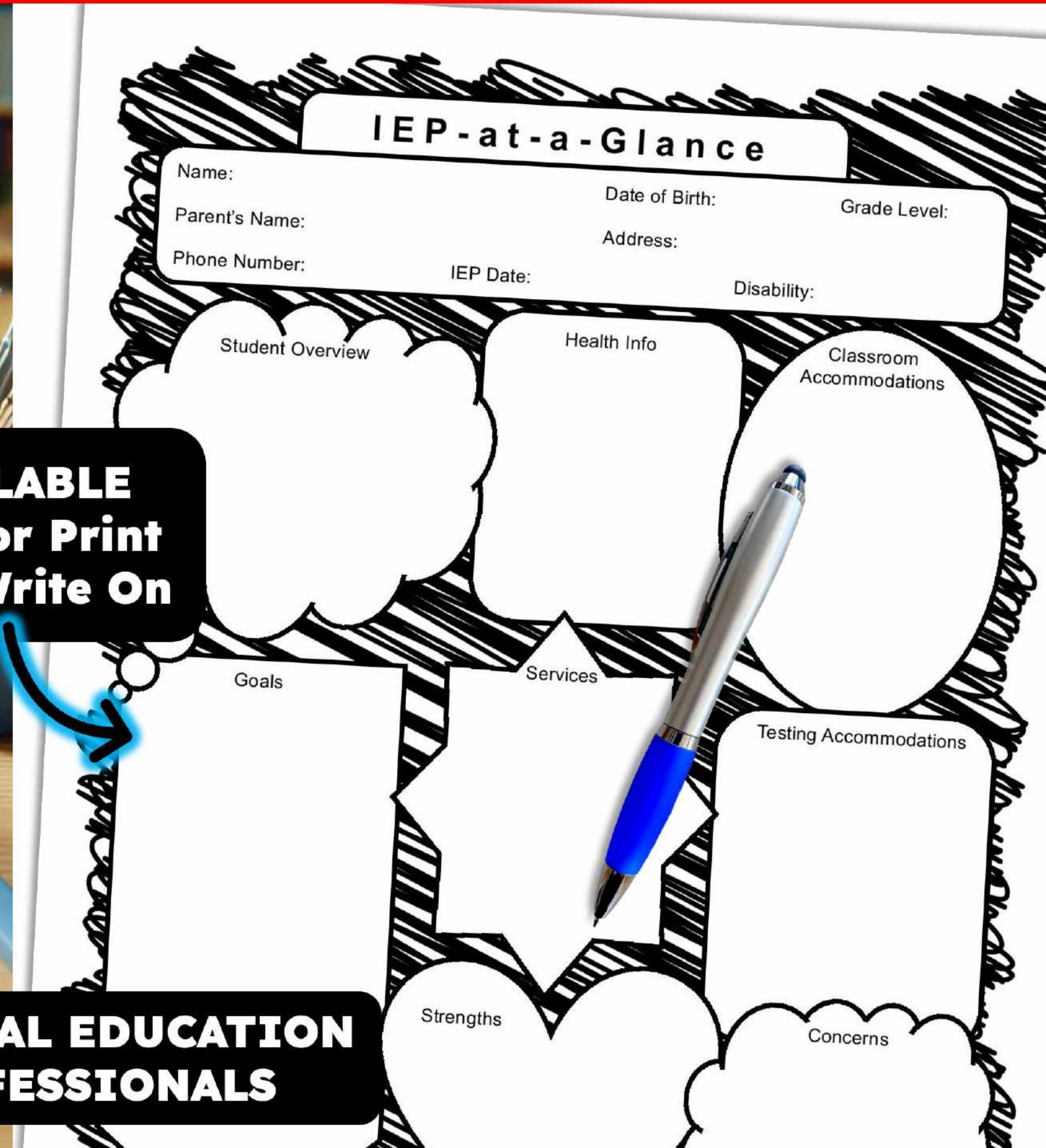
Caroline Koehler

SHARE DIGITAL OR PRINT COPIES

FUN ONE PAGE IEP SUMMARY



**FILLABLE
PDF or Print
and Write On**



**PERFECT TO GIVE TO GENERAL EDUCATION
TEACHERS AND PARAPROFESSIONALS**



Caroline Koehler

CHECK OUT THE BUNDLE!

[Click here](#) to get this plus more paraeducator support tools.

PARAPROFESSIONAL CLASSROOM SET UP

Welcome to our classroom! I'm so happy to be working with you this school year. This handbook is for you to use so both the students and staff have the best possible experience. Please review the handbook and ask me any questions you might have related to the provided information.

Qualifications for working in our room:

- Positive attitude
- Excellent attendance
- Able to lift 60+ pounds
- Able to address hygiene needs for all students with respect and dignity
- Strong team ethics
- Excellent communication skills with administration, teacher, and fellow staff
- Understanding and abiding in all confidentiality requirements
- Ability to follow a schedule with minimal variances

Personal needs

- Schedule is 7:15am to 2:55pm. A half-hour lunch is included and a 15-minute break is provided from 2:55-3:10.
- Please be punctual.
- Arrive to school having met your personal needs and ready to work.
- If you need a light snack, please be discreet and do not let it interfere with a student's learning, safety, or social interactions.
- Let teacher know as soon as possible of any upcoming absences so preparations may be made.
- Be aware of absence procedures.
- Personal
- Holidays
- Payday

Behavior Plan Summary

Student's Name: _____ Primary Disability: _____

Behavior of concern: _____

Replacement behaviors: _____

Behavior goal(s): _____

Proactive Strategies To Prevent Behavior Escalation

- ☐ Break
- ☐ Cue cards
- ☐ Social stories
- ☐ Visual schedule

Reinforcement To Motivate Positive Behaviors

- ☐ Computer
- ☐ Noise home
- ☐ Preferred activity
- ☐ Sensory room
- ☐ Snack
- ☐ Slicker/token
- ☐ Treasure box
- ☐ Other: _____

De-escalation Strategies

IEP-at-a-Glance

Student Information

Name: _____ Date of Birth: _____ Grade Level: _____

Parent's Name: _____ Address: _____

Phone Number: _____ IEP Date: _____ Disability: _____

Strengths: Summarize present levels of performance. _____

Concerns: Summarize needs and deficits. _____

Academic Strengths

- ☐ Accepts help/correction
- ☐ Applies lessons to real world
- ☐ Creativity
- ☐ Critical thinking
- ☐ Finishes work in given time
- ☐ Prepared
- ☐ Makes predictions
- ☐ Recalls details
- ☐ Organized
- ☐ Perseverance
- ☐ Works independently

Communication Strengths

- ☐ Answers questions
- ☐ Asks questions
- ☐ Completes written work
- ☐ Engages in conversation
- ☐ Expresses self clearly
- ☐ Follows directions
- ☐ Makes choices
- ☐ Initiates communication
- ☐ Participates in discussions
- ☐ Uses appropriate humor
- ☐ Uses conventional grammar

Social Strengths

- ☐ Accepting of others
- ☐ Accepts responsibility
- ☐ Follows rules and routines
- ☐ Establishes eye contact
- ☐ Honest
- ☐ Makes and maintains friends
- ☐ Makes good choices
- ☐ Responds to social cues
- ☐ Takes turns/shares
- ☐ Understands personal boundaries
- ☐ Works well with others

Accommodations (Check all that apply.)

- ☐ Alternative seating
- ☐ Alternative indicating
- ☐ Assistive technology
- ☐ Extended time
- ☐ Modified work
- ☐ Own materials
- ☐ Paper copy
- ☐ Preferential seating
- ☐ Read aloud to self
- ☐ Read aloud to student
- ☐ Scribe
- ☐ Tested individually
- ☐ Tested small group

Staff Schedule (as of 8/1/2024)

Time	Camille	Kenneth	Clayton	Maria	Shari
7:45-8:00	Alexis & Tyler	Active 8-15	Zaki	Juan & Taylor	1-1 Jacob
8:00-8:15					
8:15-8:30	Whole class-as needed		Duty free break	Duty free break	
8:30-8:45					
8:45-9:00		Keyshawn, Michael, Olivia			
9:00-9:15					
9:15-9:30	MM A				
9:30-9:45	Inclusion				
9:45-10:00	MM B			Juan, Taylor, & Ethan	Duty free break
10:00-10:15	Alexis				1-1 Jacob
10:15-10:30					
10:30-10:45		Duty free break	Tyler		
10:45-11:00					
11:00-11:15	Whole class-as needed	Keyshawn, Michael, Olivia		Duty free lunch	
11:15-11:30					
11:30-11:45		Duty free lunch		Juan & Taylor	
11:45-12:00					
12:00-12:15	Duty free lunch	ACE Lunch	ACE Lunch	ACE Lunch	Duty free lunch
12:15-12:30					
12:30-12:45	Alexis	Recess	Recess	Recess	Recess
12:45-1:00					
1:00-1:15			Duty free lunch	Juan & Taylor	1-1 Jacob
1:15-1:30					
1:30-1:45		Keyshawn, Michael, Olivia			
1:45-2:00			Tyler		
2:00-2:15	Whole class-as needed			Off duty 2:00	
2:15-2:30					
2:30-2:45					
2:45-3:00					
3:00-3:15					

M, W, F gym is available for use

Paraprofessional Handbook

Welcome to our classroom! I'm so happy to be working with you this school year. This handbook is for you to use so both the students and staff have the best possible experience. Please review the handbook and ask me any questions you might have related to the provided information.

Student Schedules 2024-25 (as of 8/1/24)

Time	Camille	Kenneth	Clayton	Maria	Shari
7:45-8:00	Alexis & Tyler	Active 8-15	Zaki	Juan & Taylor	1-1 Jacob
8:00-8:15					
8:15-8:30	Whole class-as needed		Duty free break	Duty free break	
8:30-8:45					
8:45-9:00		Keyshawn, Michael, Olivia			
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9:30-9:45	Inclusion				
9:45-10:00	MM B			Juan, Taylor, & Ethan	Duty free break
10:00-10:15	Alexis				1-1 Jacob
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11:30-11:45		Duty free lunch		Juan & Taylor	
11:45-12:00					
12:00-12:15	Duty free lunch	ACE Lunch	ACE Lunch	ACE Lunch	Duty free lunch
12:15-12:30					
12:30-12:45	Alexis	Recess	Recess	Recess	Recess
12:45-1:00					
1:00-1:15			Duty free lunch	Juan & Taylor	1-1 Jacob
1:15-1:30					
1:30-1:45		Keyshawn, Michael, Olivia			
1:45-2:00			Tyler		
2:00-2:15	Whole class-as needed			Off duty 2:00	
2:15-2:30					
2:30-2:45					
2:45-3:00					
3:00-3:15					

M, W, F gym is available for use

Paraprofessional Bundle

Organization & Communication

Complete editable templates

Caroline Koehler