

IEP at a Glance

A one-page summary for general education teachers, specialists, and substitutes.

CONFIDENTIAL
Do not photocopy or email

STUDENT	GRADE	CASE MANAGER	SCHOOL YEAR
DISABILITY CATEGORY	ANNUAL REVIEW DUE	TRIENNIAL DUE	

STRENGTHS & WHAT WORKS

IEP GOAL AREAS (summary — not full goal text)

GOAL AREA	WHAT TO LOOK FOR IN YOUR CLASS

ACCOMMODATIONS I MUST PROVIDE

Extended time (____)	Preferential seating	Reduced items / chunking
Audio / text-to-speech	Scribe or speech-to-text	Calculator / formula sheet
Frequent breaks	Small-group testing	Visual schedule / checklist

Check all that apply. Write any accommodation not listed on the blank line below.

BEHAVIOR — TRIGGERS & WHAT TO DO

WHAT SETS THEM OFF	WHAT HELPS	WHO TO CALL

RELATED SERVICES & WHEN THEY LEAVE

SERVICE	PROVIDER	DAY / TIME	MINUTES

Before you share this: this page contains confidential student information protected under FERPA. Give it only to staff with a legitimate educational interest in this student. Store it in a locked space — not on a classroom wall, a shared drive, or an unlocked desk.

How to Use This Page

Two minutes of setup that saves a semester of interruptions.

Who this is for

General education teachers, specials/electives teachers, paraprofessionals, and substitutes — anyone who works with the student but does not sit in IEP meetings and will not read a 20-page document.

What to leave off

Do not copy full goal text, evaluation scores, diagnoses beyond the eligibility category, or anything from the confidential evaluation report. The point is what a teacher needs on Monday morning — not a legal record.

Filling in "What to look for in your class"

This is the most valuable column and the one most often left blank. Translate each goal into an observable classroom action. Instead of "reading fluency goal," write: "Give extra wait time when reading aloud — do not correct mid-sentence." That is the sentence that actually changes what happens in the room.

Behavior section

Fill this in even for students without a formal BIP. Most classroom escalations come from a predictable trigger a general education teacher simply was not told about. One line here prevents most of them.

When to update it

Rewrite at the annual review, and any time services, accommodations, or the behavior plan change. A stale at-a-glance page is worse than none — staff will follow it after it stops being accurate.

Handing it out

Deliver it in person or in a sealed folder at the start of the year or when a new staff member joins the student's team. Walk through it for two minutes rather than dropping it in a mailbox — the conversation is what makes it stick.

Tired of rewriting this page for every student, every year?

IEP Goal Writer saves each student's profile once, then generates goals, PLAAFPs, progress notes, and parent updates from the same data — free to try at iepgoalwriter.pro

Free to use and share with your team. Please do not sell or republish.