

# TEAM NOTES

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Type of meeting: 504 Eligibility Planning & Placement

Other: \_\_\_\_\_

Link to agenda [paste here]

QUESTIONS	DATA	DECISION
<p>Example: FAPE</p> <p>What adaptations (supports and services) are most likely to be responsive to the child and work for improving access and progress in school (FAPE)?</p> <p>Reminders:</p> <ul style="list-style-type: none"> <li>• Appropriate education under Section 504 means, “regular or special education and related aides and services . . . designed to meet individual educational needs of handicapped persons as adequately as the needs of nonhandicapped persons are met” (34 C.F.R. 104.33).</li> <li>• Student handbook allows for up to 2 absences per month without loss of credit for all students (e.g., 9 absences per semester)</li> </ul>	<p>Attendance has improved from</p> <ul style="list-style-type: none"> <li>• 10 / 22 days present in January to 20 / 21 days present in June</li> </ul> <p>Student wants to end school counseling.</p> <p>Team discussed a change:</p> <p>Before school check-ins with the student and counselor at least 1 day per week for 5 minutes.</p> <p>Student will go to middle school in September.</p>	<p>Student and counselor agree to morning check-ins once each week. Team has reached consensus and parent has expressed a concern (see below).</p>

*Team members and roles are identified on the agenda linked above.*

### Notes/Questions from the team

For example, parent expressed concerns about attendance and whether improvements would be sustained. Team determined that monthly attendance monitoring will happen and counseling sessions will be reinstated immediately for 1 month if attendance drops below 90% in a given month.

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