

Appendix B

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Schedules for IEP Development

Two Months before the IEP Meeting

- Give the family a Permission to Evaluate (many months in advance, including re-evaluation once every three years).
- Obtain parents' written consent to evaluate for special education services (evaluation and re-evaluation).
- The evaluation process (60 school or calendar days): team members complete the necessary assessments outlined in IDEA.
- Triennial evaluation report: This is started 70 days prior to the IEP due date. The school psychologist is informed of this six weeks prior to sending the re-evaluation report home. The team uses this to determine continued eligibility for an IEP.
- Continue to collect data on the student, and issue progress reports.
- A team meeting needs to be held to make decisions as to whether student is eligible or not for special education.
- Discuss assessment results and review them to consider determination for eligibility for services.
- Gather info from a variety of sources: aptitude/achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior.

- Plan with family on a date for the IEP meeting; make several good faith attempts to contact the families, in different ways.
- Invite the LEA and other team members to attend the IEP meeting.
- Write a draft IEP (which is typically developed by the special education teacher or special education administrator).
- Review the current PLAAFP: Is there progress?
- Review the accommodations and modifications that have been put into place and what worked/did not work.
- Review the monitoring and reporting progress from the previous year's IEP goals.
- If student is 14 or older, they will also need to have transition input.

One Month before the IEP Meeting

- Contact family with notice of IEP meeting.
- Confirm parent attendance (three attempts).
- Contact the multidisciplinary team members to confirm attendance.
- Continue to collect data on the student.
- There is a continuation of assessment data collection, analysis, and consulting with the child's multidisciplinary team one month prior to the IEP meeting.
- Gather information from the student's teachers: academic, functional, and behavioral.
- Make sure all of the progress monitoring is up to date.
- Check their grades and assessments.
- If needed, do an assessment to collect more information on the progress of their previous goals.
- If the student is over the age of 14, they will need transition input.

- Obtain feedback from the family.

Two Weeks before the IEP Meeting:

- Work with the parents and the LEA to schedule a date for the meeting.
- Work to develop an IEP draft based on the recent progress monitoring data.
- Work to get information from everyone who works with the student.
- Make sure that formal assessments have been completed and results are available.
- Consider what will need to be explained to the team in order for them to make appropriate educational decisions.
- Invite the LEA to the meeting.
- Reserve a room for the meeting.
- Possibly meet with parents to discuss questions, concerns, or ideas from the draft they received.
- Make sure to have all required documentation: some have already been listed, but also include attempted interventions and data reflecting how the student responded, observations, and work samples.
- Send out procedural safeguards with invitation.
- Parents should have at least a ten-calendar-day notice before the meeting; if not, attempts to reach out need to begin. Three documented attempts must be made for verification.
- If the parents need a translator, make sure one is available.
- Work with any related service providers that can attend the meeting.

One Week before the IEP Meeting:

- Invite members to the meeting—Invites should have been sent out prior to one week out.
- Contact parents to remind them about the meeting.

- Send draft of IEP to the team.
- Make corrections to the IEP based off of feedback from the team.
- Send/email IEP draft to parents/family.
- Collect:
 1. Previous IEP for child if they had one
 2. Important work samples and information from general education teachers
 3. Any other observable data on the student
 4. Any intervention strategies that were implemented
 5. IEP draft to show the parents
- Prepare questions.
- Reserve room for meeting.
- Make copies of draft IEP.
- Prepare a list of invited individuals/an attendance sheet of who is expected at the meeting and make sure they are aware of the meeting's agenda, time, date, etc.
- Create graphs/charts to illustrate student's current supports.
- Review student's current supports.
- Make list of anticipated questions/concerns.
- Prepare examples of student work.

One Day before the IEP Meeting:

- Check over IEP components and have professional peer edit.
- Print and make copies of drafted IEP for professional and parental reference.
- Print copies of parental consent forms, parental rights, and meeting schedule.

- Contact parents/guardians and remind them again of the meeting, including the time and, if applicable, where they ought to report.
- Send home parent survey to give them an overview of what will be discussed at the meeting/have them write down concerns they may have as well as criteria they may want to address during the meeting.
- Create IEP meeting checklist to ensure all important information is covered and allow time for parents to ask questions and address concerns; make copies of the checklist for the other participants so that they can follow along and make notes as necessary.
- Reach out to other professionals such as general education teacher, specialists, etc. to once again confirm their attendance at the meeting.
- Create attendance sheet to document individuals that attend meeting.
- Ensure that all student data information (work samples, anecdotal notes, observations, interventions in place, progress made if applicable, etc.) has been collected and organized.
- Prepare materials such as a notebook to take notes regarding parent concerns, questions, etc., as well as folders, writing utensils, and previously written IEPs that were in place for that child.
- Ensure that the room previously reserved to hold the meeting (as that should be done further in advance) is still available to hold the meeting; if not, make other arrangements. Make certain there is enough seating for all attendees and that the setup of the room promotes discussion.

Day of the IEP Meeting:

- Gather student's file (data regarding child work samples, anecdotal notes, observations, attempted interventions, etc.).
- Review student files prior to the meeting.
- Think of possible questions parents may have regarding students' files and be prepared to answer any question.
- Print IEP if not already done.
- Have draft watermark or "draft" written across the top.
- Signature pages without the draft watermark.
- Distribute copies to IEP team members if necessary.
- Check if all relevant members are attending the meeting such as parents, general education teachers, OT, etc. If not, it is important to acquire notes of the individual who will not be coming to share relevant and important information with the family.
- Create documentation of members absent for record of the meeting.
- Participants were invited a minimum of ten days in advance; clarify with parents if they are still able to attend - if someone cannot attend, offer attendance through phone call or video call.
- If someone cannot attend, offer additional information to them that they miss that is important. Keep them updated on information.
- Space arranged prior to the start time of the meeting - make accommodations for accessibility if needed.
- Dress professionally.

- Print required documents - parental consent forms, parental rights, extra copies of documentation/data, meeting schedule (introductions of the team and statement of the purpose/overview of the meeting).
- Have a notebook or something to take notes on ready to note things such as parent concerns, questions, new accommodations, etc.
- Document questions parents may have or questions you may have. Keep copies of any questions that may be asked.
- Prepare folder to collect any forms/documentation from the meeting.
- Take notes during the meeting of things to potentially follow up on.
- Have student's current schedule, grades, and progress monitoring on hand.
- Gather student's cumulative file/portfolio.
- If a team member cannot make it to the meeting, make sure to get that member's input about the student's progress.
- Send message to all attendees with a reminder of the meeting (possibly a calendar invite sent in advance with a reminder on the day of).
- Take the time to answer questions during and after the IEP meeting as families develop them.
- Thank the IEP team (including the family) for their time and dedication to this meeting.

Day after the IEP Meeting

- Begin implementation of final IEP as soon as possible.
- If another meeting is needed to help complete the IEP, make plans for that.
- Print out final IEP and place into student's file.
- Call parents to check in and see if they have any questions.

- Thank them for their time.
- Another option for this is to write a letter.
- If the family could not attend, be sure they have the appropriate paperwork to understand what was discussed during the meeting. Then, obtain their informed consent to evaluate/begin recommended interventions by signing the consent form.
- Make copies of final IEP for anyone who works with the child.
- Remember confidentiality.
- Make any necessary corrections to IEP, including updates to goals or present levels as discussed and agreed upon in the meeting.
- Send parents a final copy of the IEP.
- Touch base with IEP team, making sure that each member's responsibility in terms of the IEP is understood.
- Relay the information gained from the meeting with anyone else necessary, including any member of the IEP team who was unable to attend the meeting.
- Begin constant communication with the parent(s)/guardian(s) of the student with the IEP regarding progress.
- Make a list of everything that was discussed at the IEP meeting; this information may be important to refer back to.
- Teacher sends email to say that all the IEP documents have been completed.
- May need to schedule a second meeting if the IEP was not completed.

Week after the IEP Meeting

- If IEP has not yet been implemented, begin (accommodations and specifically designed instruction) now to be in accordance with the timeline in place: no later than 10 school days!
- Each member of the team needs to be notified and prepared to start implementing once parents agree and sign.
- Send out an IEP overview to team members: ensure they are collecting data and monitoring student's progress to meeting benchmark/annual goals.
- Maintain constant communication with the parent(s)/guardian(s) of the student with the IEP regarding progress.
- Record/collect progress monitoring data toward benchmark/annual goals.
- Collect data from varying sources (a portfolio or physical file with this information included/gathered), not just from one type of assessment, assignment, or environment.
- Notify or update teachers of any new data tracking methods (such as progress monitoring).
- Check in on the student's progress since the IEP meeting occurred.
- Mail any original documents to the LEA and a copy to the parents.