



IEP DEVELOPMENT: THE BIG PICTURE

PREPARATION, FACILITATION, AND FOLLOW-UP

IEP PREPARATION

1. Build positive relationships with:

- Parents
- Student
- General education staff
- Service providers
- Administrators
- Administrative support

This can be a challenge, but relationships with all team members are the foundation of supporting students effectively. Considerations to build positive relationships:

- Learn what style of communication works best (email, phone calls, text, in person)
- Be considerate of others' time; be organized and polite.
- Treat others with respect.

2. Plan ahead:

- Utilize the IEP online system to assist in keeping track of IEP dates
- Backward map IEP dates so all service providers have adequate time to assess, if appropriate, and update/draft goals. Consider calendaring meetings the first few weeks of school.
- Include parents, general education staff, administration in proposed dates for IEP meetings. Consider using a free online scheduling tool, such as Doodle.com.
- Consider utilizing the IEP planning sheet located in the El Dorado County/Charter SELPA SEIS document library. This document will assist in the organization of information.
- Provide IEP team members time to give updated information for present levels of performance pages. Consider sending a form or email out to various IEP members, including parents seeking their input prior to the IEP. You can model your email or form after the present levels pages or use the Pupil Information Request (PIR) forms located in the El Dorado County/Charter SELPA SEIS document library.
- Gather work samples from each teacher or for each subject area.
- Consider calling or meeting with the parent prior to the IEP to gather pertinent information related to strengths and concerns for inclusion into the IEP.

3. Review last IEP:

- In the future IEP, update present levels of performance and delete old information. The information entered on the present levels pages is gathered from all members of the IEP team through the Pupil Information Request (PIR) form in the SEIS document library or other modes of data collection.
- Update the educational benefit statement at the bottom of the present levels of performance pages so that all areas of need are identified and listed.
- Draft goals for all areas of need listed in the educational benefit statement.
- Update previous year's goals with data and indicate if the student met the goal or not. Make sure to utilize the comment section to provide data. Remember to celebrate progress even if the actual goal wasn't mastered.
- Update services and accommodations as appropriate. Make sure you know which accommodations are being utilized and add any that aren't in the current IEP.
- Collect data related to Behavior Intervention Plan (BIP) and draft any updates that will need to be proposed at the IEP team meeting.

4. *Ensure parents feel included in the IEP process.*

Don't assume they understand the IEP terms and vocabulary, acronyms, process or timelines. Brainstorm ways you can support the individual needs of parents.

- **Consider:** The IEP meeting environment. Are the chairs appropriate size for adults? Is there water, Kleenex, or other items that may assist in making the environment inviting?

5. *Remember, the student is the primary focus of why the team is gathered.*

- **Consider:** Focusing not on areas of weakness, but on strengths--what can the student do?

6. *Involve the student in the IEP meeting as appropriate for their age and ability levels.*

- **Consider:** Having the student share what their strengths are, as well as their areas for improvement.
- **Consider:** Having the student share out their progress on goals.

7. *Ensure the agenda, reports and all documents pertinent to the IEP Team meeting are printed and organized for each participant.*

- **Consider:** Using Individual Folders.

8. *During the IEP meeting address any and all parent concerns/questions and document these interactions in the IEP notes.*

- **Consider:** If the parent is asking about an item that will be covered later per the agenda, respectfully reference the agenda as to when that subject will be covered.
- **Consider:** The use of a "parking lot" poster to keep track of questions that may arise, but are not IEP related or may need to be addressed at a later IEP. Make sure to include who is responsible for each follow-up item and a "by when" date is determined.

9. *After each report or update ask if anyone has questions or needs clarifications. Make sure you are reading body language and not just the words people are saying.*

- **Consider:** Providing the parent an agenda at the start of the IEP meeting and ask if they have questions or would like anything added to the agenda.
- **Consider:** Asking the parents if they see XX behavior in the home.
- **Consider:** Asking the parents if they have questions after a team member has presented a report, or during conversation if you pick up on body language that indicates clarification may be needed.

10. *This is a critical step in building trust and relationships with all team members, but specifically parents.*

- If there are any follow-up items that were agreed upon during the IEP meeting you must adhere to what was agreed to.
- Ensure follow up with the general education teacher(s) to communicate and clarify new goals and accommodations that were agreed upon at the IEP meeting and what those accommodations look like in their classroom.
- affirm and attest the IEP the same day of the meeting, regardless of completion of IEP meeting, and update the student's confidential file with the current IEP and offer of FAPE.