

IEP Binder Checklist *Put the newest items on top in each section*

Communication

To be updated:

Date updated:

School contact list	Yearly or as new members join the team			
Communication log	Every time you have a meeting, call or other important interaction with the school			
Letters and emails to and from the school	As often as needed (File after noting them in the communication log)			

Evaluations

Request/referral for evaluation	Every three years or more often, if needed			
Consent to evaluate	(Tip: Keep this—and the referral—on top to help check if the evaluation is done in a timely manner)			
School evaluations	At least every three years			
Private evaluations (if your child has had any)	Every time your child is evaluated privately			

IEP

Copy of Parent's Rights & Safeguards	Yearly (Keep this on top so you can easily show the school you don't need another copy)			
IEP	Yearly or more often, if changes are made (and, if your child has had a 504 plan, include that too)			
Prior Written Notice and meeting notes	Yearly or more often, if additional meetings take place			

Report Cards/Progress Notes

Reports cards and progress reports	As often as they come from the teacher or school			
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Sample Work

Samples of schoolwork	At least monthly or as often as you see signs of progress or concern			
Standardized tests	Whenever the results are sent home			

Behavior

School handbook and school calendar	Yearly			
Behavior Intervention Plan (if your child has one)	Yearly or as often as changes are made			
Disciplinary notices	Any time your child receives one			

Contact List: Who to Call at Your Child's School

Your child's teacher is a terrific resource, but some questions may be better for other staff members. Ask the school office or parent coordinator for the information you need to fill out this contact list.



<u>Afterschool Programs</u> (supervisor info, activity questions, social issues)	Name: Phone / Email:
Athletics (issues with coaches, student-athlete codes of conduct)	Name: Phone / Email:
Behavior (support plans, periodic check-ins)	Name: Phone / Email:
<u>Bullying</u> (classmate issues before, during and after school)	Name: Phone / Email:
Class Placement (general vs. special education, inclusion classrooms)	Name: Phone / Email:
<u>Discipline</u> (detention, suspension, etc.)	Name: Phone / Email:
<u>Evaluation for Special Education</u> (response to intervention, evaluation requests)	Name: Phone / Email:
Field Trips (ways to prepare chaperones and prevent meltdowns)	Name: Phone / Email:
Food (sensory processing issues, food allergies)	Name: Phone / Email:
Health Issues (daytime rest or breaks, medications)	Name: Phone / Email:
<u>Homework</u> (concerns about overall workload)	Name: Phone / Email:
<u>IEPs or 504 plans</u> (requests and concerns, issues with specialists)	Name: Phone / Email:
Schoolwide Testing and Curriculum (state standards, standardized testing accommodations)	Name: Phone / Email:
<u>Social/Emotional Issues</u> (coping skills, conflict resolution, crisis intervention)	Name: Phone / Email:
<u>Teacher-Related Issues</u> (communication help, parent-teacher relationship)	Name: Phone / Email:

Parent-School Communication Log

Date: ☐ Phone ☐ Email ☐ Letter ☐ In Person

Who initiated:

Who participated, received or attended:

What prompted the communication:

What was discussed:

What was decided:

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Goal	Present Level of Performance (PLOP)	Benchmarks/ Small Steps	Observations/ Questions for School
<p>Katie will increase her reading comprehension from 70% to 90% on late second-grade passages.</p>	<p>Recent measures show that Katie is able to read early second-grade passages at a rate of 40 words per minute, with 80% accuracy and 70% text comprehension.</p>	<ul style="list-style-type: none"> • After being taught new vocabulary, and with no more than two adult prompts while reading, Katie will correctly answer questions about late second-grade text. 	<ul style="list-style-type: none"> • Why is Katie not able to remember the vocabulary words? • What can I do at home to help her improve her vocabulary? • Since she is in third grade, when will she be able to move to third-grade texts?

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