



KERN COUNTY CONSORTIUM SELPA

PRE & POST-IEP CHECKLIST

Pre-IEP

- Consult with Parent(s) about a mutually agreeable time/place for the meeting.
 - a. Good to get a couple of options to allow for Team Member availability
 - b. Prioritize desirability of dates/times/location
 - c. Determine if the Parent(s) require an Interpreter at the Meeting.
 - d. If it is an Initial or Triennial, ensure the Assessment Plan (Consent for Assessment) has been or is in the process of being, completed and signed by the Parent(s).
- Determine availability of the Administrative Designee and all IEP Team Members
 - a. If a specific IEP Team Member is unavailable on any of the proposed dates, contact the Parent(s) to determine if their absence is acceptable. Inform the Parent that they will receive the information from that IEP Team Member prior to the meeting in written and/or verbal form; however, if they are not comfortable with that, the IEP must be rescheduled.
 - 1. If the absence is approved, have IEP Team Member contact the Parent(s) via preferred method of contact.
 - 2. Make sure an Excusal Form is completed for that IEP Team Member prior to the meeting.
 - b. Ensure IEP Team Members book the entire time of the IEP meeting; walking in and out of the meeting is not conducive to building relationships nor will all the information be heard by those involved in decision-making.
- Contact all the appropriate outside agencies (CCS, Regional Center, SELPA (for Mental Health), etc.) with meeting information.
 - a. Make sure the agency is listed on the IEP Meeting Notification
 - b. Not necessary to list specific names
- Ensure Administrative Designee has the authority to commit District resources.
- Reserve the room for the meeting. (Always good to re-confirm a couple of days prior to the IEP)
- Send out meeting notice within a reasonable time to all IEP Team Members
 - a. Rule of Thumb: 10 days prior to the meeting
 - b. Make sure the invitation goes to all IEP Team Members, including the IEP Team Member who had indicated they were unavailable. (Schedules can change occasionally)
 - c. Don't forget to include the outside agencies.
- Contact the Parent(s) via District-determined method to gather initial input for the IEP Meeting.
- Special Education Teacher to gather initial information from the General Education Teacher as well.
- Administer appropriate tests/assessments depending on the IEP type.
- Prepare appropriate reports and develop proposed goals/objectives based on the testing/assessments and Parent(s)/General Education Teacher input.
 - a. If it is an initial or triennial IEP, it is good to give the parent a copy of the report, translated in Parent(s)' native language if appropriate, with sufficient time for them to review it prior to the IEP meeting. (Rule of Thumb 3-5 days prior, but that may vary depending on the family.)
 - b. While some Districts wait for the parent to request the assessment reports, it is best practice to provide them.
 - c. Remember, as these are proposed goals/objectives/benchmarks, if the Parent(s) and the IEP Team feel they need to be "tweaked" or even changed/dropped, that needs to occur during the IEP Meeting and not completed and sent home "later." Handwritten goals/objectives are acceptable.

Post-IEP

- Ensure everything listed as “Next Steps” or “To Do” is given to the appropriate IEP Team Member or Administrator for follow-up.
 - a. Remind the responsible party of Due Dates discussed and put a reminder on your calendar a couple of days prior to double-check that things have occurred.
 - b. Review the IEP to ensure nothing is overlooked (i.e. Assessment Plan needed? Follow-up with an Agency Representative? Getting information to the Parent(s)? etc.)
 - c. Have the IEP translated in Parent(s)' native language if appropriate.

- If a Prior Written Notice Letter is necessary, prepare it and send it out within 10 days of the IEP Meeting.
 - a. Don't delay the letter much longer; Parent(s) have the right to understand the reasons a District may have for the proposed change, refusal to provide something requested, or reasons for a proposed assessment.
 - b. Remember to use Parent-Friendly language; avoid too many Special Education acronyms. The idea is for the Parent(s) to receive clarification, not confuse the issue.

- If the IEP is signed, ensure the proper IEP Team Members are notified so that the IEP can be implemented as soon as possible.
 - a. Ensure the General Education Teacher and any Related Service Providers know where to obtain a copy of the IEP. Make sure he/she is aware of the necessary Accommodations/Modifications in place and that he/she is aware of his/her responsibilities regarding the student. (IEP At-a-Glance is available in SIRAS to assist in this process.)
 - b. Ensure everyone is aware of any changes/additions/deletions to service frequency/duration or to the type of services that are to be provided.

- If the IEP is not signed, make sure you send the family home with a copy or send it in the mail so they have it to refer to while discussing it. (If it needs to be translated into the Parent(s)' native language, do it and send that copy as well.) Set a timeline for reminding the family of the outstanding document:
 - a. Give Parent(s) time to digest the information – 10 to 15 days is within the norm.
 - b. Contact the family to see where their concerns or questions may lie.
 - c. If the Parent(s) asks for more time, establish the date by which they will contact you and put it on your calendar. In challenging cases, a letter documenting the discussion and timeline, may be warranted.
 - d. If the contact date goes by, contact the Parent(s) again the next day to determine the concerns or questions. If necessary, offer to re-convene the IEP Team with the members involved in the areas of concern; the entire IEP Team when necessary.
 - e. If agreement is not occurring, District must determine when to file for Due Process; keeping track of the case is essential to this process.