

# IEP Implementation and Monitoring: Tips for Parents



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*Experience the Power of 10*

# I'm Glad You're Here!



Today's slides can be accessed at  
<http://bit.ly/IEPimplement>



# Sub?



Today's substitute teacher for your child is a main character of the last TV show you watched. Who's subbing in your child's class? Write it in the chat!



# IEP Implementation



Implementation stage purpose:

- to deliver the services and supports outlined in a student's IEF
- to ensure that these services and supports are implemented correctly



# Legally Speaking



**As a part of the Individuals with Disabilities Education Act (IDEA) of 2004, § 300.342 of the Code of Federal Regulation (CFR) indicates that an IEP must be**

- in effect before special education and related services are provided
  - implemented as soon as possible following the meeting
  - accessible to each regular ed teacher, special ed teacher, & related service provider, who is responsible for implementation.
- 
- ❖ Each teacher and provider must be informed of his or her specific responsibilities related to implementing the child's IEP
  - ❖ The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

# Role of the Parent

Parents should be meaningfully involved in the IEP process. This includes the implementation of the IEP!



# How Can Parents Be Involved in Implementation?

1. Understand the services your child should receive.
  - Frequency and Duration: How often does a service take place (If the child goes to speech twice per week for 30 min., find out when that typically happens. If your child can communicate with you about it, ask them about what they did during those lessons!)
  - Who is responsible for the service?(Gen ed teacher, special ed teacher, therapist, etc.)
  - Where does the service take place? (Gen ed class, special ed class, tutoring, speech therapy room, etc.)

# How Can Parents Be Involved in Implementation? 2

2. Check in with the teacher or case manager periodically.
  - Share concerns based upon what you see at home.
  - Read and keep copies of communication that is sent home (emails, progress reports, behavior charts, etc.)



Student Name: \_\_\_\_\_  
Grade: \_\_\_\_\_  
**I.E.P. PROGRESS REPORT**

<http://bit.ly/IEPimplement>

**How Was My Behavior Today?**

	Great	Good	Some	Not	Very
	Very	Good	Good	Good	Good
Week 1	😊	😊	😊	😊	😊
Week 2	😊	😊	😊	😊	😊
Week 3	😊	😊	😊	😊	😊
Week 4	😊	😊	😊	😊	😊

Parents, please don't forget to sign your child's behavior log every day.



# How Can Parents Be Involved in Implementation? 3

3. Watch, listen, and read between the lines.
  - Watch grades, homework, and test scores.
  - Ask your child about how they get their accommodations, if possible.
  - Jot down any concerns your child communicates and share that with the special education teacher.
  - Remember to use positive words about the school and the school staff in front of your child.

# How Can Parents Be Involved in Implementation? 4

4. Ask questions if you don't understand something about the IEP implementation.
- What does that accommodation look like in the classroom?
  - Tell me about the assistive technology my child uses.
  - How are the accommodations working?

# Implementation Tips for Educators

- Answer any questions or concerns that school personnel and parents might have about the planned services and supports.
- Identify the process by which they will monitor and document whether the planned services are being delivered (e.g., teacher logs [tracking sheet](#))
- Ensure that data is being collected to monitor the student's progress toward meeting her IEP goals
- Ensure that any needed training is conducted for staff in regards to the IEP.
- Adhere to timelines

# Progress Monitoring of the IEP

IDEA states that each child's IEP must contain a description of

How the child's progress toward meeting the annual goals will be measured

When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided

CFR §300.320(a)(3)



# IEP Monitoring

- All students receiving Special Education services must have annual goals in the IEP.
- The goals are based on the student's present levels of academic achievement and functional performance (PLAAFP).
- IEP teams (ARD Committees) must decide how the student's progress will be measured and how often the student's progress toward mastery of his/her goals will be reported throughout the year. (In Texas ARD committees must notify parents of IEP progress as often as report cards are issued.)

# Questions Parents Should Ask- Monitoring

- How will my child's progress be measured?
- When will my child's progress be measured?
- How well will the child need to perform in order to achieve his or her stated IEP goals?

Grades  IEP Progress



Grades=whole curriculum  
IEP goals=targeted skills

# Monitoring Tips for Educators

- Take IEP goal data regularly throughout each grading period.
- Communicate with the parent and other school staff members when it appears that a student has already met the target, or is in danger of not reaching the target.
- If it appears that a student is not progressing adequately, consider having the IEP team look at the goal, the current progress of the student, and problem solve solutions (changing instructional supports, changing the targets of the goal or a different goal).

# Questions





# Resources

[Implementing the IEP - The Iris Center](#)

[Progress Monitoring- The Iris Center](#)

[Legal Framework \(Texas\)](#)

Partners Resource Network [Grading and Progress Monitoring Q and A](#)

[Grading and Progress Monitoring for Students with Disabilities](#)