

What to Keep and Not to Keep: IEP Binder Organization System and



<p>Create a log of all of your contacts and requests with school staff with dates and summaries of discussion. Keep any important letters and/or emails that document conversations with school staff as well as requests.</p> <p><i>Tips: Start all new email conversations with a new subject line to keep your documentation trail easy to follow. Use a plastic business card holder sleeve to keep track of staff contacts.</i></p>	Communication Logs and Correspondence
<p>Place the most recent IEP on top. Include the final approved copy provided to you after the meeting and the draft copy. If you have any IEP amendments, be sure to place the amendment documents on top of the IEP that was amended.</p> <p><i>Tips: Approved does not mean you as the parent approved the document but rather the school system has finalized the document from draft to final copy. If you disagree with the final/approved copy, your options are to request changes, send in a rebuttal document to have added to the school file, or seek dispute resolution options such as mediation or due process. Keep your notes from the IEP meeting even if they are messy.</i></p>	IEPs and IEP Meeting Notes
<p>Any psychological, educational, and/or related services assessment reports with the most recent on top.</p> <p><i>Tips: Ask for a copy of the Compuscore print out for any Woodcock-Johnson Tests of Achievement. This will provide additional information which can be helpful in tracking progress.</i></p>	Assessments
<p>IEP progress reports should be provided quarterly or as identified on your IEP. If a goal is marked as not making sufficient progress, the school staff should contact you to schedule an IEP team meeting to determine why your child is not making progress and what should be done to address the lack of progress. If additional data such as results of an informal reading inventory, observation reports, intervention progress reports, writing samples, etc are provided through a parent-teacher conference, email, sent home, etc, keep a copy of that data. This can be useful if you are tracking progress over time.</p> <p><i>Tips: If the data is not dated, be sure to put a date on the document.</i></p>	Data/Progress Reports
<p>PARCC score reports, County benchmark reports, MAP-R and MAP-M charts, Co-Gat testing results, etc.</p> <p><i>Tips: https://parcc.pearson.com/manuals/ know what accommodations are allowed.</i></p>	State and District Assessments
<p>Keep charts and other reference materials to assist you in interpreting school data such as fluency rates, reading levels, Lexiles, state curriculum expectations, and any school district documents that explain what your child should know and be able to do at their grade level.</p>	Resources