

What to Keep and Not to Keep:

IEP Binder Organization System and Tips

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| IEPs |
| <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>Tip: 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.</i></p> <p><i>Tip: Keep your notes from the IEP meeting even if they are messy.</i></p> |
| Assessments |
| <p>Any psychological, educational, or related services assessment reports with the most recent on top.</p> <p><i>Tip: Ask for a copy of the Compuscore for any Woodcock-Johnson Tests of Achievement.</i></p> |
| Data/Progress Reports |
| <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>Tip: If the data is not dated, be sure to put a date on the document.</i></p> |
| State and District Wide Assessments |
| <p>PARCC score reports, County benchmark reports, MAP-R and MAP-M charts, CoGat testing results, report cards, etc.</p> <p><i>Tip: https://parcc.pearson.com/manuals/ know what accommodations can be allowed.</i></p> |
| Communication Logs and Correspondence |
| <p>Keep any important letters and/or emails that document conversations with school staff as well as requests you make.</p> <p><i>Tip: Start all new email conversations with a new subject line to keep your documentation trail easy to follow.</i></p> |

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