

IEP Calendar Planner

Our lives are so busy. Hopefully, this planner will help with organization and ideas throughout the year.

This assumes a May IEP meeting. If your child's meeting date is scheduled during a different month, be sure to plan for it.

August:

- Review the IEP.
- Take notes about new skills acquired and any regression issues. Write and send a short letter/summary to the teacher. You may also want to give a copy to each therapist, as well as the case-manager.

September:

- Confirm that class placement is correct.
- Confirm all related services are being provided as per the IEP (number of sessions and minutes per session, pull-out versus in-class, individual versus group. Confirm the number of children in the group is correct).
- Check with your child's teacher to determine what he or she is missing during class when receiving related services (therapies); adjust the schedule, if necessary.
- If you haven't asked to receive communication books from each therapist, do so now. This can also be placed in the IEP. You will receive notes as to what has taken place during each therapy on a regular basis. If a therapy is weekly, you may want to receive notes on a monthly basis; if a therapy is twice per week, you may ask for notes on a weekly basis. Be sure the notes received inform you of how your child is achieving (or not achieving) the goals and objectives.
- If you haven't asked to receive updates from the teacher, decide how often you would like to receive communication from him or her and what it should include. This can also be placed in the IEP.

- Begin to review and pull out homework samples and/or O.T. projects to possibly be shown at IEP meeting (Example: child's handwriting has not changed/lack of progress from the beginning of the year until the May IEP meeting). Be sure to date each piece of paper.
- By the end of this month, you should have a list of what you plan to observe during the school year. Clearly, each therapy should be observed at least once per year, if not twice. Additionally, you may want to observe certain subjects or during certain times in class. If your child is not bothered by your presence inside the classroom, be sure to ask (in writing) to observe inside the classroom.

October:

- Continue with observations.
- Continue pulling out homework and therapy samples.
- Consider meeting with each therapist (you will likely be advised your child will miss his or her therapy session in lieu of your meeting). Ask the therapist to explain what is being done with your child and how you can help at home (a home therapy program). Most therapists are very happy to assist you.

November:

- Continue with observations.
- Continue pulling out homework and therapy samples.
- Parent-teacher conference will take place. Make sure to meet with each therapist, also. Send each a note at least a week prior to the conference to confirm you will also be meeting with them. If time does not permit, meet with each of them on a separate date/time. Take notes and ask questions. Is progress being made with goals and objectives? If not, what does the therapist suggest?

December:

- Continue with observations.
- Continue pulling out homework and therapy samples.
- **Re-assess and troubleshoot.** Review the IEP, along with your notes from the parent-teacher conference.
 - How is your child doing in class?

- Is your child doing well and can he or she be mainstreamed (flexed into another class) for one or more subjects. Or does your child need extra help (pull-out support/resource room) for one or more subjects?
- Has your child reached approximately one-half of his or her therapy goals and objectives, since almost one-half of the year has passed?
- Is more therapy needed or does your child need individual therapy rather than the group therapy being received?
- Does your child's therapy need to be changed to pull-out rather than the push-in(to class) that he or she is receiving?
- If the IEP needs to be amended, send a letter to the case-manager requesting an IEP meeting.
- Note any instances of regression over the Winter break and present at an IEP meeting, if necessary.

January:

- Meet with the teacher and each therapist (or discuss over the telephone). Review progress or lack of progress; address any lack of progress.
- Prepare for and attend the IEP meeting.
 - Get a note from a physician (pediatrician or specialist) or from a treating therapist.
 - If your child has met more than one-half of therapy goals, prepare new ones. Ask for help from a private therapist who is treating your child, get books from different organizations and/or check the Core Curriculum Content Standards on the New Jersey Department of Education website.
 - Observe potential class placements.
- Review the IEP as soon as it is received and ask, in writing, that any errors be corrected.

February:

- Continue with observations.
- Continue pulling out homework and therapy samples.
- If it is possible your child will be placed in a different

class the next school year, send a letter to the school district, requesting to observe possible class placements.

March:

- Observe class placements for the next school year. Take notes and ask questions.
- Get a note or a report from a pediatrician or specialist and any treating therapists (or get an evaluation report if your child is not regularly seeing a therapist). Remember, the school district is only responsible for education related therapy (not medical).

April:

- Do final observations of your child.
- Meet with the teacher and each therapist. Ask each to provide you with a copy of their proposed goals and objectives for the IEP along with a copy of the notes for the PLAPF section.
- Review your child's goals and objectives and determine what percentage has been achieved. Should each therapy remain the same next year? If not, how should it be changed?
- Prepare your own goals and objectives for the next school year.
- Prepare a list (IEP list) of what you want to make sure is discussed at the IEP meeting.
- Organize the homework and therapy samples pulled throughout the year and decide what you may want to present at the IEP meeting.
- Review all communication books and add any concerns to your IEP list.

May:

- Attend the IEP meeting with another adult (spouse, parent, friend).
 - Remember to present your IEP list, any physician or therapist notes/reports/evaluation and homework/therapy samples. Don't forget to discuss an ESY (extended school year) program, including what therapies your child will be receiving. Also discuss the make-up of therapies missed during the school year (if a large amount

was missed).

- Ask that any item you requested, but the Child Study Team rejected be placed in the “Considered and Rejected” section of the IEP.
- Review IEP as soon as it is received and ask, in writing, that any errors be corrected.

June:

- Take a break.

July:

- ESY. Confirm your child’s class placement and therapies are as agreed on in the IEP.
- Note any instances of regression.