

## 6. ESE supports and services

### 6b. Teachers meet required deadlines, updates, progress monitoring, IEP mandates.

#### Quality indicators:

- Teachers are aware of dates for IEP reviews, progress reports, and the paperwork needed for scheduling meetings and sending invitations.
- Teachers provide information about meetings, evaluation/re-evaluation needs to administrator and appropriate district personnel.



#### Questions to ask:

- ✓ *Is the teacher up-to-date on required IEP components?*
- ✓ *Does the teacher communicate with parents, administrator, and staff as indicated on the IEP?*



#### *Supports, Accommodations, Adaptations*

[\*Links to Additional Information\*](#)  
[\*Right click to open in new window\*](#)

#### **Universal Supports**

- Maintain accurate progress monitoring for all children.
- Follow district and school guidelines for screening children who experience difficulties.
- Refer to developmental checklists, along with Florida Early Learning and Developmental Standards, when considering and discussing children's possible needs for support.

[\*Guide to Monitoring Progress\*](#)

[\*Flow Chart for Using Progress Data\*](#)

[\*Resources for Progress Monitoring\*](#)

[\*Developmental Checklists\*](#)

[\*Florida Early Learning and Developmental Standards\*](#)

#### **Targeted/Specialized Supports and**

#### **Intensive Interventions**

- Maintain regular progress monitoring related to children's progress in both classroom activities and specific IEP goals.
- Document levels of supports and prompts needed by children in addressing IEP goals and facilitating participation in classroom activities.
- Provide information related to community and school resources to families.
- Welcome and encourage families to ask questions and provide input regarding classroom performance and needs of their children.

[\*Family Involvement Checklist from CEC\*](#)

[\*IEP Toolkit Checklist\*](#)

[\*IEP Tool from Bright Futures\*](#)

[\*IEP Info at a Glance\*](#)

[\*Paperwork Tips for IEP's\*](#)

[\*IPE Outcomes Flow Chart\*](#)

[\*TATS Talks with Families about IEP Process\*](#)

[\*Teacher Tips for Partnering with Families\*](#)