

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.
- **Teachers provide information to and collaborate with families to incorporate information related to Child Outcomes System.**



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](#)
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Universal Supports

- Maintain accurate progress monitoring for all children.
- Refer to progress monitoring data, along with Florida Early Learning and Developmental Standards (FELDS), when considering and discussing children's possible needs for support.
- **Refer to FELDS when determining expectations for age-expected, immediate foundational, and foundational levels of functioning in developing goals and COS information.**

[Tips for Monitoring Progress](#)

[Flow Chart for Using Progress Data](#)

[Resources for Progress Monitoring](#)

[Developmental Milestones - FL Help Me Grow](#)

[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, **specific IEP goals and needs across situations and settings.**
- 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 in home and community settings.**

[Family Involvement Checklist from CEC](#)

[IEP Toolkit Checklist](#)

[IEP Info at a Glance](#)

[Teacher Tips for Partnering with Families](#)

[Paperwork Tips for IEP's](#)

[Integrating Child Outcomes with IEP](#)

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