



IEP Meeting Parent Guide: COVID-19



General Purpose

The purpose of this document is to provide tips and suggestions to help you fully participate in the development or revision of your child's IEP. Although your school district may not be providing services within the building, your special education team is still required to review the IEP at least once a year. Your child's IEP team will be working with you to figure out how to best meet your child's needs under these unique COVID-19 circumstances.

Suggestions

<p>Before the meeting</p>	<p>Your child's case manager or special education teacher may reach out to you to discuss what method the team will use to meet (virtually, phone conference, in person).</p> <p>Your child's case manager or special education teacher may send you a draft of the IEP to review prior to meeting. You may also request that a draft be sent prior to the meeting.</p> <p>You may want to write out any questions/concerns you have before meeting with the team.</p>
<p>During the meeting</p>	<p>As team members are introduced, if you are unfamiliar with someone on the team, it's okay to ask who they are and what their role is on your child's team.</p> <p>If a team member says something you don't understand, it is okay to ask the person to explain.</p> <p>If someone says something about your child you don't agree with or have a question about, ask for more details. If you have different information, be sure to share it.</p> <p>The IEP team will develop up to three (3) documents:</p> <ol style="list-style-type: none"> 1. Your child's initial or annual IEP, which will be implemented when schools are using a traditional learning model (school buildings are open or comprehensive online schooling) 2. Using the <i>COVID Recovery Services Decision Tree</i>, determine whether data indicates your child requires changes or additions to the IEP based on individual circumstances to recover services "lost" during the spring 2020 closure. 3. An <i>Individualized Distance Learning Plan</i> will be developed to guide the team in implementing your child's IEP in the event that the district/charter shifts to a Category 2 (hybrid/blended or full distance/remote learning) or Category 3 (full distance/remote learning) model as a result of COVID-19 community transmission. <p>The team should discuss how and how often the team will communicate.</p> <p>For a sample team meeting agenda, refer to the <i>Sample Team Meeting Agenda</i> document.</p>
<p>After the meeting</p>	<p>You should receive a copy of the IEP, which includes <i>Written Notice</i>.</p> <p>Parents and teachers should continue to communicate about your child's progress and services.</p> <p>If you find that your child needs additional and/or different accommodations or supports in order to access instruction being provided through remote learning options, don't hesitate to contact the special education teacher or case manager.</p>