Virtual I.E.P. Meeting Guide
For Educators, Counselors, Related Service Providers, Para-Instructors, and Administrators

Student’s Name ____________________________________________             Date of Meeting ________________

BEFORE ADDRESSING THE I.E.P.

1. Confirm that everyone knows what an I.E.P. meeting is intended for (including the student when applicable).
   
   An Individualized Education Program (I.E.P.) outlines a personalized learning plan that is collaboratively created based on a student’s unique needs. The intention of the IEP is to:
   - Ensure students are receiving appropriate educational services, in light of the current circumstances (Endrew F. 2017)
   - Help make learning accessible in relation to the student’s unique needs
   - Monitor student’s progress in achieving their academic and personal goals.

2. Prepare Evidence of LEARNING
   Choose & collect evidence or student portfolio work (including pieces of the Learning Biography, Team Board, Goals & Strategy sections) you would like to share with parents, before or during the meeting. Include those with a copy of the proposed new IEP.

3. Make it PERSONAL
   As the educator, specifically introduce who you are in relation to the student. Parents want to know how you know their child. Make it personal. “I am Sarah’s resource room teacher, and I meet with her in one-on-one Zoom every Mon & Wed at 9am.” Include something positive and personal that you know or understand about their child, to reinforce everyone’s comfort level.
4. **Talk about the PURPOSE of the meeting**
   Many parents and students are anxious about meetings at school, and often associate them with stress, confusion, trouble. Be clear that discipline is not the theme. The purpose of an IEP meeting is to gather together everyone who influences the education of the student to discuss:
   - What plan is currently being executed
   - Schedule of class and services, *given current conditions*
   - What supports are being provided in classroom & other settings
   - Evaluation of goals
   - What progress is being made
   - What could be improved upon
   - If goals need to change
   - If schedule needs to change

5. **Review other DATA**
   Provide parents with other evidence for the meeting: Grades or report cards, activities & reports from curriculum based measures, district / state assessments, alternative assessments, and evaluations). These can help them to understand their child's academic standing as well as be an active participant in the meeting. Highlight evidence of strategies & modifications that teachers are using so parents can continue those same supports at home.

6. **Include the STUDENT - no matter how old!**
   In order to reduce stigma, decrease anxiety, and teach self-advocacy, the child needs to be involved in their IEP process - even if it is just a small part of the meeting. Many people argue that younger students aren't ready for the meetings - we respectfully disagree. Students should be aware of their learning strengths and challenges and should be taught about their disability, for the purpose of advocating for themselves.
WHILE ADDRESSING THE I.E.P. DOCUMENT

1. **Break the Ice** by confirming **biographical information**
   - Ask if the phone number, address, all contact information has changed. Have there been any updates in medical conditions, medication, etc.? This is easy information to talk about that parents and students can easily respond to.

2. Review **Testing Accommodations**
   - Review the accommodations the student is entitled to when they are tested.
   - Reinforce self-advocacy in the student (especially middle and high school) to remind their teachers to provide their accommodations.

3. Review the **Schedule of Related Services**
   - Provide time for the related service providers to share how the student is doing, including attendance, participation, and progress.

4. Review **Current Setting (virtual, hybrid, in-person) Academic Class Schedule and Attendance**
   - Address any technical issues, truancy issues and or concerns with current classes or schedule.

5. Discuss **Teacher Reports on Present Performance and Goals Progress**
   - Let each teacher share their report on how the student is doing in his / her class.
   - Review individual strategies teachers have tried, and how they are working.
   - Ask for student input on what works for him/her!
   - Refer to work samples in the **Student Portfolio**

6. Review **Report Cards Grades and/or Standards Progress***
   - Review actual report cards, grades, and credits towards grade-level progress.
   * Here is where younger students may leave if appropriate.
   - Discuss whether the student is on grade level especially for ELA and Math.

7. Discuss **Assessment Scores and Progress**
   - Review results from any relevant formal state / district assessments and what they mean for the student in relation to promotion.
   - Emphasize the positive accomplishments and progress that the student has made.
8. **Counselor & Psychologist Updates**
   - Discuss social and emotional issues relevant to the student’s experience at school.
   - Address all Behavior Intervention Plans, conduct sheets, or ABA’s in place.
   - Address Transition goals if applicable.

9. **Discuss any recommendations for changes to the IEP**
   - Affirm that the student is in the proper placement /setting or address the need for change.
   - Affirm that testing accommodations are appropriate or address any additions or subtractions.

10. **Ask all participants if they have any additional questions or expectations.**
    - Listen closely to what the parents say and respond directly to their concerns and requests.
    - Add any expectations for progress parents want addressed in the following year.
    - Clarify the meaning of any unfamiliar terminology.

11. **Obtain Signatures for Attendance**
    - Each member in attendance should sign the agreed upon I.E.P.
    - Remind parents of what they can do to help their child at home.
    - Encourage the family to collect future work samples, proud moments and evidence of progress.
    - Say “thank-you” :)}