

Remote IEP Meetings



Regardless of school building closures, Annual Case Reviews (ACRs) must be conducted within the one-year timeline. Prior to scheduling conferences, review the considerations below to effectively plan and conduct remote case conference committee meetings. Throughout the entire process, document all communication regarding the ACR.

Prior to the Meeting

Determine a mutually agreed upon time and place. Place is no longer a location, but options for meeting remotely. Use platform identified by the district, join via video or phone. See considerations below.

VIDEO OPTION

- Whenever possible, schedule a meeting through videoconferencing. Videoconferencing allows each member of the team to see and hear, creating a more personal experience.
- Utilize the platform and guidance endorsed by the district.
- If videoconferencing is used, consider providing guidance and tutorials on how to utilize the technology prior to the meeting.

PHONE OPTION

- If committee members choose to participate via phone, it is imperative that all participants are able to provide input. Be considerate and provide additional information to keep everyone involved in the process (e.g., note who is speaking prior to talking, indicate the page number to ensure the committee is following, etc.).

Remember, when scheduling multiple conferences, consider a minimum of an hour and 15 minutes between each conferences.

Once scheduled, create the Notice of Meeting and send to all required participants in advance.*

Prior to sending the Notice, ensure that the parent contact info in IIEP is accurate.

*Note that all required participants according to Article 7 must attend the meeting unless the written excusal process is followed prior to the meeting.

Collect information and data on Present Levels of Performance (PLOP) from general educators, special educators, speech language pathologists, related service providers, parents and others as needed. Due to current circumstance, the Teacher of Record (TOR) may find it beneficial to request information from E-learning logs, communication logs, frequency of interaction and past performance to determine current PLOP.

If additional information is needed, consider administering assessments virtually (e.g., completion of transition assessments in order to develop an appropriate transition plan for the student, assessment of current progress in articulation skills in order to develop appropriate goals for student, etc.).

Consider sending a draft of the IEP and other documents (e.g., procedural safeguards, graduation requirements, transition tools, etc.) to team members including the parent, prior to the meeting.

Additional considerations to ensure all participants have equal access to the meeting may be necessary (e.g., documents translated in multiple languages, scheduling of interpreters, etc.).

During the Meeting

Introduce all participants and their roles within the meeting.

Establish the meeting agenda based on agreed upon times, review with participants, and adhere to the agenda throughout the meeting. Consider the following:

- These are private, confidential meetings. Student privacy must be maintained. Most if not all team members will be participating remotely. Remind them to be in a private location away from other family members. For those participating via video, utilize earphones. Do not use screen capture features within the meeting. Recording meetings is highly cautioned even if all parties agree.
- If using video, closed captioning must be enabled. Below is additional information on how to enable closed captioning via Google Slides.
<https://www.youtube.com/watch?v=WVEx05-bcSI&feature=youtu.be>
- Discuss the need for a “Parking Lot” to ensure questions are discussed in the appropriate context within the meeting. This will keep the meeting organized and prevent confusion. Utilize the chat box to write questions that can be addressed later in the meeting, but post questions that need to be addressed in the moment.

Establish and agree upon meeting norms. Examples may include:

- Be Engaged
- Communicate Honestly
- Listen Attentively
- Respect Others’ Opinions and Ideas
- Maintain Confidentiality

Assign roles for committee members. Examples may include:

- NOTE TAKER: This person will take notes that can be added to the Case Conference Notes at the end of the meeting (consider an LEA representative or TOR).
- TIME KEEPER: Indicate when the halfway point and when ten minutes are left; ensure the committee knows options to reconvene and consent to the idea that the meeting may need to continue at another time.
- TECHNOLOGY COORDINATOR: This person is responsible for the technology and inputting information into the system as items are discussed and information is added.
- PARTICIPANTS: Teacher of Record, Parents, General Education Teachers, Others

If meeting by phone or virtually, review the IEP page-by-page and note edits and/or additions throughout the meeting. Guide the process verbally. Additional checks for understanding are essential when not meeting face-to-face.

Develop the IEP for both continuous learning and the brick and mortar setting. Determine appropriate supports and services to meet the needs of the learner in both environments.

- Within the IEP include assistive technology required for the student to access the curriculum in both environments. Ensure the technology is provided and the student has the skills to utilize the technology. If additional support is needed, contact the [PATINS Project](#).

Within the meeting, Extended School Year (ESY) needs to be addressed thoroughly. Allow each participant to discuss ESY and consider adding language regarding COVID-19 and regression of skills.

If all members of the Case Conference Committee agree, obtain signatures and finalize the IEP based on district policy (i.e., [EdPlan Connect](#)). Follow district policy to determine protocol for delivering and accepting the IEP.

- Remind the committee that according to Article 7, parents must receive a finalized copy of the IEP within 10 business days. The parents then have 10 instructional days to respond (sign to implement, after 10 days implement without a signature, or challenge the IEP by filing for due process, getting the school to participate in mediation, or asking for a meeting with a representative of the school).
- Ensure that a preferred method of contact is obtained (documented verbal acceptance, physically mailing or electronic signature).

Discuss any outstanding action items, who is responsible for completing each item, and establish due dates.

Thank the committee members for attending and conclude the meeting.

After the Meeting

Once the IEP is finalized, ensure committee members have access to the finalized documents.

Follow-up with committee members, especially parents, as needed.

*The information provided within this document is intended to guide the process and smooth the transition from face-to-face meetings to virtual meetings. Please note that any local guidance and/or policies around ACRs should be maintained.