



Coffee Chat

with the Diverse Learners Cooperative



Virtual IEP Meetings

- Tuesday, May 5th
- 8:30 - 8:45am CST



We connect teachers to relevant professional growth opportunities, resources, and networks that propel best practice and lifelong success for diverse learners.



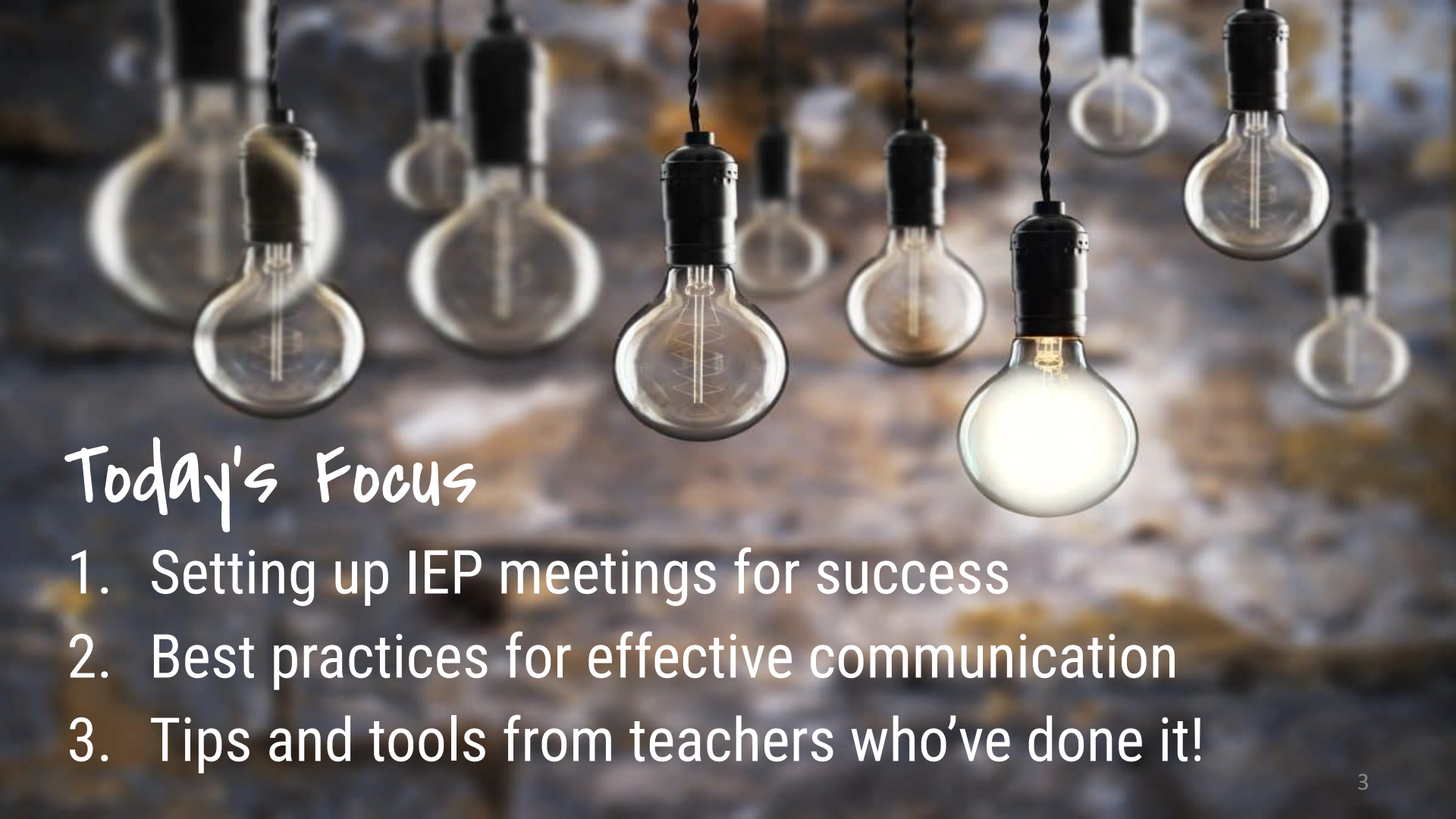
CREATE



COLLABORATE



COACH



Today's Focus

1. Setting up IEP meetings for success
2. Best practices for effective communication
3. Tips and tools from teachers who've done it!





IDENTIFY

Identify the logistics of the meeting.



PLAN

Draft information & plan how to share it.



IMPLEMENT

Share the plans with all team members.



REFLECT

Use feedback to decide on next steps.





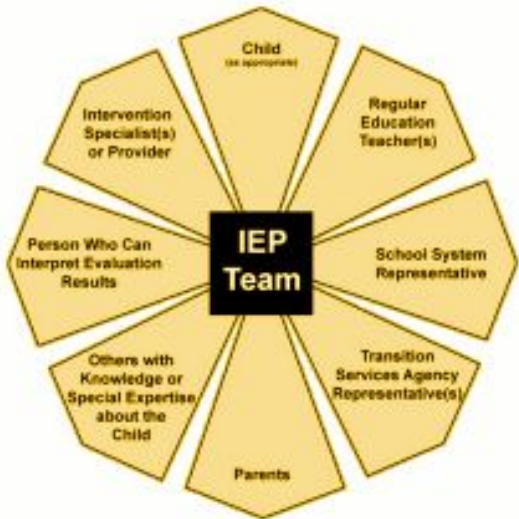
IDENTIFY

- ❑ Research school district policies about holding IEP meetings during closure
- ❑ With your school team, determine which students **need IEPs completed now**
- ❑ Identify the members of the IEP team + check their availability
- ❑ Decide how the parent will be notified about the IEP meeting, as well as the type of meeting options that are available (dates, times, technology, etc.)
- ❑ Familiarize yourself with the technology available for the meeting



TEACHER TIPS

SCHOOL CLOSURE IEP REVISIONS Prioritization Tool



UPCOMING ANNUAL IEPs		
STUDENT	IEP DUE DATE	MEETING DATE

PRIORITIZED SHORT-TERM IEP REVISIONS		
STUDENT	IEP DUE DATE	MEETING DATE

IEPS TO REVISE		
STUDENT	IEP DUE DATE	MEETING DATE

Doodle

December 2014		Wed 3	
Tue 2		Wed 3	
9:00 AM - 10:00 AM	10:00 AM - 11:00 AM	2:00 PM - 3:00 PM	3:00 PM - 4:00 PM
Participant #1	✓	✓	
Participant #2		✓	✓
Participant #3		✓	✓
Participant #4		✓	
Your name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	1	4	1

Cannot make it



PLAN

- ❑ Research options for services aligned with district / state protocols, while including planning for **supports beyond academics**
- ❑ Draft an IEP that meets the individual needs of the student
- ❑ Create an agenda for the meeting with norms for the meeting platform
- ❑ Share the draft + agenda with all team members, and figure out how these documents will be shared ahead of time with the parent (email, mail, etc.)
- ❑ Provide a model for how all team members should access the technology
- ❑ ***If possible: ask the student to write a letter about themselves***



TEACHER TIPS

SAMPLE SERVICE SCENARIOS

These are sample scenarios of what services *could* look like when provided remotely to a student with an IEP. The services that are typically provided at school will not look exactly the same in a virtual setting, so focus on consistently connecting with students to provide access to learning.

Reading Intervention

IEP Service Minutes: 60 minutes, 5x per week

Skill(s) to Target: Decoding + Fluency

High Technology Option:

- Assign students skill activities to complete on a digital learning platform (e.g. [Scholastic](#), [Starfall](#), IXL, i-Ready) for about 15 to 20 minutes
- Pre-record video lessons of reading intervention lessons for students to access online for students to watch (e.g. 30 minutes 3x / week)
- Schedule a video or phone check-in for 2 times a week for 15 to 20 minutes each
- Track progress through online platform, or create quizzes using Google Forms

Low Technology Option:

- Mail a printed set of worksheets or a student workbook to the student's house, with directions for how often to complete a sheet (spending about 10 to 15 minutes per task)
- Schedule a phone call for 3 times a week (for 15 to 20 minutes each) to review worksheets and practice phonological awareness activities (e.g. rhyming, syllables, blending, segmenting)
- Track progress through oral exercises, or ask students to write words / sentences to send you

Math Intervention

IEP Service Minutes: 45 minutes, 4x per week

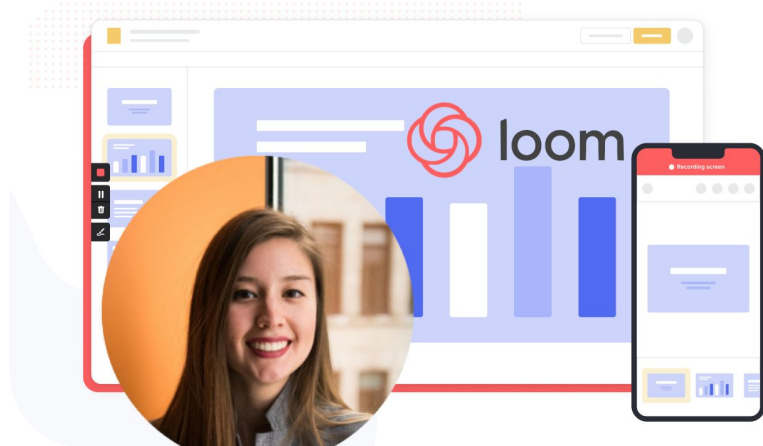
Skill(s) to Target: Math Calculation Skills

High Technology Option:

- Assign students lessons to complete on a digital learning platform (e.g. Khan Academy) for a daily amount of time, like 15 to 20 minutes

Low Technology Option:

- Provide directions via phone call or text for students to write and solve their own math problems using objects around the house





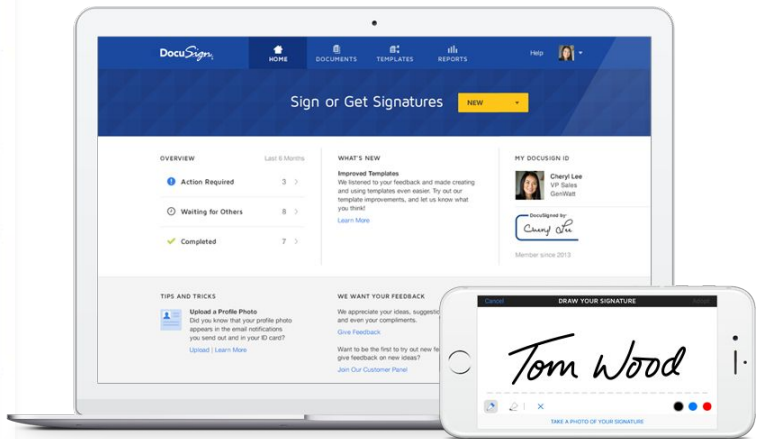
IMPLEMENT

- ❑ Start the meeting with introductions, norms for technology, the expected amount of time, and the designated meeting leader
- ❑ Ensure that everyone has access to the agenda + draft documents
- ❑ Follow the meeting agenda and focus on outcomes that will move learning forward for the student (now + next year) – **be creative!**
- ❑ **Ask specific questions** - how are students responding to this change?
- ❑ Gather feedback from families about the IEP draft (especially services)
- ❑ If possible, make revisions in the moment so the team can sign



TEACHER TIPS

AGENDA	QUESTIONS TO CONSIDER
<p>Introductions & Review of Parental Rights</p>	<ul style="list-style-type: none"> • Each team member introduces themselves. • Have any team members been excused by the parent? • Review a summary of procedural safeguards
<p>Purpose of Meeting</p>	<ul style="list-style-type: none"> • Will the team be updating all parts of the IEP or focus on service minutes and appropriate settings? • Ensure all team members have access to the agenda and IEP documents
<p>Parent Update</p>	<ul style="list-style-type: none"> • How are things going at home so far? • Any physical, social, or emotional needs still unmet? (shelter, food, medication, counseling, transportation, etc.) • Any logistical considerations that may be barriers to success? (e.g. parent working from home, or relative supervising children while parent is at work)
<p>School Team Updates</p>	<ul style="list-style-type: none"> • LEA Rep: What decisions have been made regarding virtual or analog learning for all students at home? Will schools remain closed or will schools be providing alternate instruction? • General Education Teacher: What platforms or resources will students be using to access core curriculum? How often will you interact with students? • Special Education Teacher: How will accommodations of curriculum be implemented, and how will progress towards goals be tracked?
<p>Team Discussion: Areas of Concern for the Student's Progress, as related to Present Levels of Performance</p>	<ul style="list-style-type: none"> • Academic concerns - any decline in previous progress over extended breaks? • Behavioral concerns - any change in challenging behavior at home? What structures or materials are needed to support the home environment (e.g. visual schedule, token boards, timers, etc.) & is training needed to support? • Social and/or emotional concerns - any difficulties accessing or managing resources to support emotional regulation during this crisis period? • Concerns regarding related services - communication / language, occupational or physical therapy, counseling
<p>Services & Supports</p>	<ul style="list-style-type: none"> • How will IEP services be provided? Will service minutes be in person, virtual, or provided through a computer program? Will they be provided individually, in pairs, or in a small group, and how will times for services be coordinated? • If schools remain closed, will compensatory services be provided upon return? Or will provisions be made for extended school year learning in the summer?
<p>Future Communication</p>	<ul style="list-style-type: none"> • How will the IEP team communicate for the duration of the closure? • Schedule dates to follow up with revisions, plans, and/or progress check-ins



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Individual Student Support Plan

DURING SCHOOL CLOSURE



During the time of school closure, the team has agreed to deliver specialized supports in the following ways:

STUDENT:		DATE:	
SCHOOL-BASED POINT OF CONTACT			
METHOD OF COMMUNICATION			
<input type="checkbox"/> Call: _____		<input type="checkbox"/> Virtual Conference: _____	
SERVICES: The following services will be provided to the student.			
SERVICE	BY WHOM	WHEN	MODE



REFLECT

- ❑ Document notes + decisions in the Prior Written notice, then send to team
- ❑ Provide the family with access to other resources (e.g. technology, internet) needed to implement the new IEP during closure
- ❑ Create a clear schedule of follow up check-ins and action steps for the team and for the family
- ❑ Decide whether the team will hold an addendum meeting in the fall



TEACHER TIPS

Be collaborative.
Connect and plan with other team members frequently, especially general education teachers.

Be flexible.
Use a variety of methods, materials, and team members to deliver high quality services. Get creative with delivery through online and analog methods.

Be consistent.
Check-in often. Students want to hear from you!

Be **calm & clear** in this time of chaos.

Be student-focused by making learning accessible for them.
Utilize multiple support strategies to help students access the available learning opportunities and make progress toward goals.



Individual Services Log

Directions: Use this page to track service delivery minutes provided to individual students. **DUPLICATE** this tab for each individual student.

Student Name:			Case Manager:				Grade / Homeroom Teacher:			
Student Attendance	Date of Service	Time of Service	Type of Service	Duration of Service	Method of Service Delivery	Name of Service Provider	Content Area Focus	IEP Goals Addressed	Assignment or Assessment	Accommodations or Modifications Provided
▼										
▼										
▼										
▼										
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FAQs

WHAT ABOUT SUMMER?

- ❑ Research city / district decisions about any summer programming + compensatory services offered
- ❑ Be clear about what teachers' roles will look like
- ❑ Provide online learning resources for continuity

CHANGING TEAMS?

- ❑ Have the current team create a draft now, which can be downloaded and saved for future meeting consideration
- ❑ Ask the teachers and/or student to write narratives
- ❑ Connect with new team and/or create a portfolio



Conducting Virtual IEP Meetings

A Guide for School Teams during the COVID-19 Outbreak

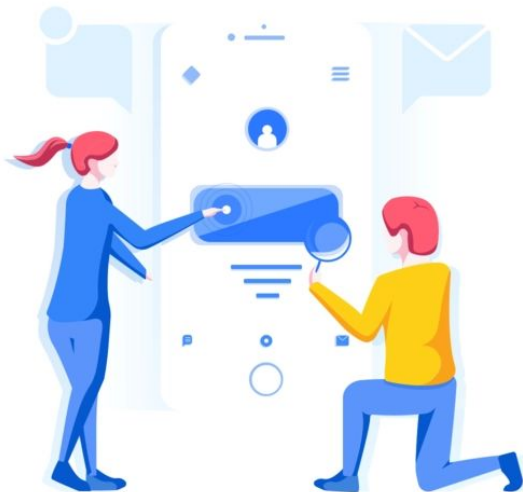
Recent school closures have schools & families working urgently to find the right supports for their children with disabilities. We know that local education agencies (LEAs) will strive to serve students to the best of their ability given the circumstances, and for some students, this means holding an IEP meeting to figure out how services look during this time period. Below, we offer a resource for IEP teams to use as they navigate their meetings to find solutions for their students.

AT A GLANCE: PRACTICAL CONSIDERATIONS FOR A SUCCESSFUL VIRTUAL MEETING

TEAM MEMBER AVAILABILITY - Ensure all IEP team members are available to participate in the meeting, including the parent, at a mutually agreed upon time and date. Team members can only be excused with [written consent](#) from the parent, and [multiple methods](#) must be attempted by the school team to promote parent participation in the meeting. The case manager must be available to lead the meeting.

ACCESS TO RESOURCES - Ensure all IEP team members have access to the tools that will be needed during the meeting, including [technology](#) & documents (draft IEP, meeting agenda, Prior Written Notice). Determine whether documents will be shared via postal service or electronically prior to the meeting.

DOCUMENTATION OF DESIRED OUTCOMES - The IEP team should draft & share a meeting agenda that outlines the goals, barriers, and strategies for providing services to students during school closures. This should accompany a draft IEP, and all meeting notes should be documented in the [Prior Written Notice](#).



Convene
the Team

More tools like this can be found in our DLC Resource Hub at: <https://diverselearnerscoop.com/covid19/>

Let's hear from you.

