



IEP Quick Guide: COVID-19



General Guidance

The shift to a Category 2 (hybrid/blended or full distance/remote learning) or Category 3 (full distance/remote learning) model does not change a student's annual IEP review date. IEPs must be reviewed annually.

The IEP team may agree to conduct IEP meetings through alternate means, including video conferencing or conference telephone calls. It will be important for school teams and parents to work collaboratively and creatively to meet IEP timeline requirements.

School closures do not change the 3 year reevaluation timeline or the annual IEP review dates.

Question	Guidance
<p>What should my team consider when developing an initial or annual IEP?</p>	<p>If the team has collected baseline data for proposed goals, then the team would proceed with creating a draft IEP.</p> <p>If the team has not collected baseline data for proposed goals, then the team would determine if that data could be collected within the current learning model:</p> <ul style="list-style-type: none"> • If yes, the team would proceed with collecting baseline data and creating a draft IEP • If no, the team should document this decision with <i>Written Notice</i> indicating that the team was unable to gather baseline data and goals were based on best estimation using available data. <p>The IEP team will develop up to three (3) documents:</p> <ol style="list-style-type: none"> 1. The student's initial or annual IEP, which will be implemented when schools are using a Category 1 model (school buildings are open or comprehensive online instruction). 2. Use the Recovery Services Decision Tree to determine whether data indicates the student requires changes or additions to the IEP based on individual circumstances to recover services "lost" during the COVID-19 pandemic. If no, document the decision within <i>Written Notice</i>. If yes, use the Recovery Services Documentation form to document the type, frequency and duration of recovery services. 3. Develop an Individualized Distance Learning Plan (IDLPL) to guide the team in implementing the student's IEP in the event that the LEA 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>What should my team do when an annual IEP is due and our LEA is in Category 2 or 3?</p>	<p>If the team has collected baseline data for proposed goals, then the team would proceed with creating a draft IEP and an <i>Individualized Distance Learning Plan (see above)</i>.</p> <p>If the team has not collected baseline data for proposed goals, then the team would determine if that data could be collected within the current learning model:</p> <ul style="list-style-type: none"> • If yes, the team would proceed with collecting baseline data and creating a draft IEP • If no, the team should document this decision with <i>Written Notice</i> indicating that the team was unable to gather baseline data and goals were based on best estimation using available data.
<p>How should my team meet to develop an IEP when we are unable to meet in person?</p>	<p>Teams are not required to meet in person. Parents may agree to participate over the telephone or in a virtual format.</p> <p>If the team decides to hold a meeting via phone or virtually, ensure that each team member's attendance is indicated on the cover page of the IEP and within team meeting notes. (Signatures are not a required component for IEP meetings. However, your district may require that you collect signatures.)</p> <p>Ensure that all required team members, including parents, are in attendance and have provided input into the decision.</p> <p>If an IEP team member is unable to participate in the meeting, document the parent's consent for the excusal, make sure the team member provides written input prior to the meeting, and complete an <i>Excusal Form</i>.</p>