

A Meeting Checklist for IEP Teams

Necessary discussions and decisions for different perspectives on the same team

Individualized Education Program (IEP) team members collaborate to create a plan and establish goals to address the unique needs of a student eligible for special education services. IEP teams also discuss and determine the most appropriate learning environments for a student. These checklists were developed during the COVID-19 pandemic to assist teams planning for unique learning environments, however many of the questions will be useful for IEP teams in other situations.

The first set of questions is written with the family perspective and the second list offers questions with the perspective of educators and related service professionals.

*This set of questions will guide **PARENTS** through necessary IEP team discussions and decisions. If the answer to any question is “no”, a parent should ask the team to stop, review the question, talk about their concern and work collaboratively to build consensus around the issue before moving on with the meeting.*

	Is there documentation on Page I of my child’s IEP for supports and services in a online/hybrid model?
	Has the IEP team talked about all of my child’s goals and services for a online/hybrid model?
	Does my child have goals that may not be focused on during this time? Do I agree with that change?
	Does my child need more accommodations or different modifications for the online/hybrid model?
	How will progress monitoring be changed for an online/hybrid setting?
	As a parent, do I have a role in collecting data and monitoring progress? If yes, do I have what I need?
	Who should I contact if I have questions?
	Have support/related services my child needs been addressed?
	Did the IEP team talk about possible COVID-19 recovery services?
	Did I get a Prior Written Notice documenting the changes for the online/hybrid model of learning?
	Will it be necessary for the IEP team to meet more frequently? If so, what is the plan to do so?

This set of questions summarizes, for the EDUCATOR and other PROFESSIONAL perspective, necessary discussions and collaborative decisions required of IEP teams from the EDUCATOR and other PROFESSIONAL team member's perspective. If the answer to any question is "no" the team should stop, review the question, talk about the item and collaboratively build consensus about the issue before moving on with the meeting.

	Does Page I of the student's IEP document the support services for an online/hybrid learning model in order to provide him/her FAPE?
	Has the IEP team talked about all of the student's goals and services needed for an online/hybrid model?
	Has the IEP team collaboratively considered several possibilities for implementing supports and services to provide the student a FAPE in both the online and hybrid models?
	Have we addressed all of the support and related services the student needs for in-person, online and hybrid learning models?
	Does the student need more accommodations or different modifications for online/hybrid learning?
	How will monitoring the student's progress be different during online/hybrid learning? Have we discussed and/or explained those differences with the student's parents?
	If a parent agrees to participate in collecting data or monitoring progress, have we provided the necessary guidance and materials?
	Does the parent understand who they should contact if they have questions?
	Does the student have goals that may not be focused on during this time? Do ALL IEP team members understand and agree with this change?
	Did we discuss COVID-19 recovery services with the entire IEP team? Have we built consensus around how and when the IEP team will decide if the student needs recovery services?
	Have we provided the parent a Prior Written Notice explaining the proposed IEP change(s)/refusal(s) and the reasons for our decisions?
	Have we established how the IEP team will continue communication?

Related Resources

- [Virtual IEP Meeting Tip Sheets](#)
- [Sample letter requesting IEP meeting during school closure](#)
- [Iowa IDEA Information](#)