

Co-ordinating information around the IEP meeting

The collaboration of the school team is vital to the success of the IEP process. Core members of the team are identified by the needs of the student and the unique structures within each school.

Before the IEP meeting

To keep the meeting short, concise and focused, the review of IEP goals through information gathering from other members of the IEP team must be co-ordinated by one staff member.

Key tasks of the IEP meeting co-ordinator

- Identify the essential school staff. These could include members of the senior management team, dean or tutor, subject teachers, whānau teacher/ form teacher, teacher's aide, and /or the guidance team.
- Co-ordinate date, time, venue, and purpose of initial IEP meeting, and decide who needs to attend or contribute from the critical school team members.
- Talk to the teachers' aide(s) about what is happening for them. Check if they need any professional development supports (eg AT).
- Talk to the student about their IEP goals so they can review and reflect on them.
- Identify and talk to the student's peer supports.
- Timetable release time for support staff and other teachers (this can be a flexible arrangement).
- Use a pre-information gathering form which also goes to parents.
- Meet with subject teachers if the number of teachers will overwhelm the meeting.
- Collate the information so it is ready for the meeting.

Useful strategies

- Consider who needs to be involved in the meeting (parents, student, teachers, specialists, other) and issue invitations
- Send invitations with preparation documents such as updates to the current IEP, outcomes from any agreed actions for the team's pre-meeting thinking.
- Approach all subject teachers for their comment on current progress and feedback about assessments, strategies they have in place and next learning steps.
- Invite all teachers but consider gathering their feedback electronically if they can't be present eg use Google, Survey Monkey.
- Timetable teachers at requested times.
- Consider parents/family/whanau's work arrangements / commitments.
- Use a draft IEP for discussion. Have goals ready for the meeting and for team comment.

The IEP meeting

- Facilitate the IEP meeting (refer to pages 8 – 11 of 'Collaboration for Success: Individual Education Plans')
- Negotiate release time so teachers can attend the IEP meeting. This may be for specific time slots e.g. 15 minutes while a reliever rotates.
- Expect all subject teachers and teacher's aides and all team members will attend or contribute.
- Include student voice or assisted student voice and their goals.
- Look at venue, date, timeframe, family language needs and cultural considerations.
- Focus on celebrations and successes.
- Look at short, sharp, relevant goals such as independence. Consider one main goal and one page per subject area.
- Summarise information on to a chart for a visual presentation.
- Ask an open-ended, reflective question, e.g. "What question do you wish I had asked that I didn't?"
- As part of the IEP, develop an action plan for the tasks to which all team members have agreed.