



Garin College IEP process

1. Start the process at least a month before the meeting. Use the IEP cover track sheet. Set a date and time convenient to...
 - Parents
 - Ministry of Education staff
 - Key school staff
 - Student and friends
2. Carefully choose some questions to survey teachers...
 - Ask parents what they want to know
 - Follow up goals from last IEP
 - Around issues that you already know exist
 - As a prompt to staff of things that should be happening
3. Email the teachers advising them that the surveys are in their pigeonholes and remind them there'll be rewards for first ones back!
4. Draw up results of the survey on a chart. Add in other info, attendance, academic testing results, TA support coverage, what's going well, concerns...

This chart is the focus for the meeting. The old IEP should be able to be reviewed later from the discussion and feedback. At the meeting I write on the chart, making a note of contributions, ideas, who will do what etc.
5. After the meeting I do the review and a draft IEP, circulate those to key people, usually parents, psychologist or SLS teacher, whoever is relevant and able to proofread it. Amend and circulate. It's emailed to teachers and I highlight important issues in the email because I know some/most of them won't read the IEP.
6. Choose an IEP style that suits the student. We use three styles:
 - Traditional; academic focus
 - PPL (Presence, Participation and Learning)
 - PATH - Transition focused