**How to Run an IEP Meeting**

*Prepared in January 2025*

**Purpose:** Individual Education Plan (IEP) meetings are held annually to consult with parents, students, and teachers about a specific student’s educational plan. An IEP is a plan developed for a student with disabilities or diverse abilities that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement. IEP meetings are held to review, revise, update, and/or draft an IEP that reflects a student’s current needs, strengths, challenges, and necessary adaptations for learning.

**Process Leading Up to the Meeting:**

* The Resource Teacher reviews the student’s resource file, including their previous IEP(s), their psychoeducational assessment, and their IEP review(s). Teachers may conference in advance.
* The Resource Teacher schedules an IEP meeting, usually for September and, if necessary, October. The Resource Teacher consults with the Principal to schedule around assemblies, drills, and other interruptions. Most IEP meetings are held during school hours, unless a parent or guardian works in the school system and/or specifically requests an after-school meeting.
* The Resource Teacher invites the student and parent(s)/guardian(s) to the IEP meeting via a letter in the mail to the student’s current address(es).
* The Resource Teacher usually confirms that the meeting works with the parent(s)/guardian(s) by phone or email.

**Roles and Responsibilities:**

* **Student:** Students are always welcome to attend but few choose to do so. In my experience, it is very positive to have the student at the meeting and actively involved in constructing their learning plan. They share what is working for them and what their needs are, and speak to whether or not they would like to continue IEP goals. Conferencing with the student in the days leading up to the meeting to invite them and explain what to expect may increase the likelihood of attendance. If the student does not attend the IEP meeting, the Resource Teacher meets with the student independently.
* **Classroom Teacher:** For grades seven and eight, the student’s core classroom teacher is invited to speak to their progress so far, their strengths in class so far, and their challenges in class so far. Because the IEP meetings take place in the fall, the teachers are often still getting to know the student. The teacher has a responsibility to comment on any specific strengths, needs, or challenges, and anything that they have observed helps or supports the student. For grade nine, the student’s English and Math teachers are invited to the meeting. They attend separately in fifteen-minute segments. Similarly to core teachers, English and Math teachers are expected to comment on the student’s current performance, their strengths, needs, or challenges, and anything that they have observed that helps the student.
* **Resource Teacher:** Resource Teachers lead the IEP meetings. They schedule them, send out invitations/follow-ups to parents and classroom teachers, and bring copies of the previous year’s IEP and IEP reviews to the meeting. They lead the meeting, asking how the student is doing so far and checking whether or not the previous year’s IEP goals are still relevant. They take notes about how the student is doing, support needs, and any questions, from the parents and the teacher(s). After the meeting, the Resource Teacher uses this information to prepare or update an IEP.
* **EAs:** EAs rarely attend IEP meetings in middle school because most are held during school hours while they are actively supporting students. A TTOC is scheduled to spell off classroom teachers, but not EAs. When EAs do attend, it is their responsibility to speak to the students’ current progress, needs, strengths, and challenges, as they often work closely with them.

**Meeting Process:**

* On the day of the meeting, the Resource Teacher brings a copy of the student’s previous year’s IEP and IEP review for each person attending the meeting (parent(s), classroom teacher(s), and resource teacher).
* The Resource Teacher leads the meeting and explains the purpose/process of the meeting.
* The Resource Teacher guides the meeting by asking the participants to comment on whether or not each of the previous IEP goals remains relevant.
* Generally, parent(s)/guardian(s), the student, and the classroom teacher(s) speak the most during the meeting, as they know the student best.
* The Resource Teacher asks each of the participants to comment on the student’s strengths, challenges, and specific learning needs.
* The Resource Teacher takes notes during the meeting.
* The meeting is scheduled for a half hour.
* The meeting takes place in the conference room between the principal’s office and the counsellor’s offices.

**Review Plan:**

* The Resource Teacher uses their notes from the meeting to prepare and/or update the student’s IEP.
* Parents, guardians, and classroom teachers can share any thoughts or insights that occur to them after the meeting with the Resource Teacher, or share any follow-up from questions raised in the meeting to help flesh out the IEP.
* If the student did not attend the IEP meeting, the Resource Teacher meets independently with the student to learn their current interests, challenges, strengths, and insights about their IEP goals.
* If the parent(s)/guardian(s) were not able to attend the IEP meeting, the Resource Teacher may follow up to see if they want to share their thoughts via phone, email, or in another meeting.
* The Resource Teacher adds the student’s current interests, challenges, strengths into the IEP, and updates or adapts any IEP goals to ensure that they are current.
* The up-to-date IEP is completed, reviewed, and signed by the school principal and the Resource Teacher.
* Copies of the up-to-date IEP are:
	+ in MyED for any teachers or administrators to access;
	+ filed in the student’s resource file, which is in a filing cabinet in the resource room;
	+ inserted alphabetically and by grade into the IEP binder in the main office which EAs can access;
	+ sent to the Learner Support department at the School District via the mail bag in the main office;
	+ given to each of the student’s teachers, generally via the school mailboxes; and
	+ sent home with the student’s first report card.
* If at any point there needs to be updates, additions, or adaptations to the IEP, teachers and parents/guardians contact the Resource Teacher.
* The IEP will be reviewed at the end of the school year in an IEP review. This process is initiated by the Resource Teacher and asks classroom teachers to comment on whether or not each of the student’s IEP goals should be continued, and allows teachers to add any further notes about the student that may be helpful to future teachers. IEP reviews are filed in the student’s resource file and given to the following year’s teacher(s) by the Resource Teacher at the beginning of the school year.