What can you do, or do you do,
Before, During and After IEP meetings
to ensure they run efficiently and effectively?

Before an IEP meeting	Who in your school/district typically does this?	Is this something that I can/should be more involved in?	How might I be able to be more involved in this process?
☐ Review the information from the multidisciplinary team's evaluation meeting			
☐ Review any previous IEPs			
☐ Meet with relevant team members and school staff			
☐ Consider staffing requirements and resources			
☐ Schedule the meeting			
☐ Conduct student observations			
➢ Is there anything that you do **before** an IEP meeting to ensure that the meeting runs efficiently and effectively?			

During an IEP meeting	Who in your school/district typically does this?	Is this something that I can/should be more involved in?	How might I be able to be more involved in this process?
☐ The IEP is developed collaboratively			
☐ Record keeping takes place during the IEP meeting			
☐ Engage parents in the IEP process			
☐ The IEP meeting room is comfortable (chairs, water, etc.) and free from distractions			
☐ Provide various opportunities for parents to participate in the IEP meeting (Skype, GoToMeeting, etc)			
➢ Is there anything that you do **during** an IEP meeting to ensure that the meeting runs efficiently and effectively?			

After the IEP meeting	Who in your school/district typically does this?	Is this something that I can/should be more involved in?	How might I be able to be more involved in this process?
☐ Talk with teachers implementing the IEPs to ensure that students' needs are being met			
☐ Determine with teachers (at least every 9 weeks) whether students are making progress toward their goals			
☐ Ensure progress reports are being sent to parents at least as frequently as the school sends other grades and progress reports			
☐ If a student is not meeting the goals specified on the IEP or changes need to be made, a new meeting is held			
➢ Is there anything that you do **after** an IEP meeting to ensure the IEP is working to meet the student's needs?			