

WHAT TO DO BEFORE, DURING, AND AFTER AN IEP MEETINGS

Consider developing a “working IEP”:

- Use the information you have gathered from the observation forms from general and special education teachers, family member, and student (and others as relevant) to develop the working IEP
- See [IEP Guidelines](#) and make revisions to the working IEP prior to the IEP meeting
- Use the information you have gathered from classroom and formal/informal assessments to develop the present level of performance, goals and objectives
- Use professional language supported by evidence of student performance in the development of the present level of performance (and be sure to avoid acronyms and terms that would be difficult for family members to understand)
- If the student has a Behavior Intervention Plan, review it and identify at least one goal to include in the working IEP
- Review the working IEP and use spell check.

Before the IEP Meeting:

In preparation for the IEP meeting, attend to the following logistics:

- Send prior notice to family members about the upcoming IEP meeting and make a copy of this notice or use the IEP Online system of documentation for sending prior notice (if applicable)
- Contact the people and determine their roles to ensure meaningful participation (and confirm that they will attend)
- Inform families they may invite anyone or agency that might have information that is pertinent to the student
- Require that the guidance counselor attend the IEP meeting with pertinent information in order to address issues related to students with challenging behavior, schedules, transitions between grades and schools, test options, and diploma options
- Schedule a room to meet in and communicate this to the team
- Gather video camera, etc. if taping the meeting

Two days before the IEP meeting, gather/make the following documents:

- IEP agenda
- Observation forms from general and special education teachers, family member, and student (and others as relevant)
- Behavior Intervention Plan (if the student has one)
- IEP working draft

- Copies of any written information that will be discussed for each person attending the IEP meeting

NOTE: Review and be prepared to discuss the continuum of placement options (see [What's a Continuum of Services as Required by Law?](#)) at the IEP meeting

During the IEP Meeting:

Create a collaborative environment:

- Provide seats at the table for all participants and seat family members in a central position
- Introduce everyone
- Make positive comments about the student (For every negative comment made about a student, make 5 to 9 positive comments. Keep comments based on what you observe at school as it relates to the student's education)
- Be objective and respectful
- Make sure everyone has copies of any written information that will be discussed
- Use person-first language

Develop the IEP (see [IEP Guidelines](#))

After the IEP Meeting:

Consider writing a one-page summary using a [Goals at a Glance](#) form

