



Individualized Education Program (IEP) Meeting Checklist for Parents

For best results, use this checklist with PACER's [IEP Team Meeting Planner](#).

Before the meeting

Before your child's annual IEP meeting, you may want to ask yourself the following questions. If you do not have the information you need, you can ask your child's IEP case manager before the meeting.

Review the 'Notice of Meeting'

- What is the stated purpose of the meeting? If you have questions about why the IEP team is meeting, or concerns about what to expect and how to prepare, contact the IEP case manager.
- Who is invited? If you have questions about who is invited, or think it is important to include others with expertise about your child, contact the IEP case manager.

Gather and review documents that paint a picture of your child's needs and strengths

- School records—current IEP, most recent evaluation report, IEP progress reports, report cards, results of district and state-wide assessments, work samples of assignments, tests, and projects your child has completed this school year, emails from teachers, and behavior reports
- Other records—private assessments, examples of your child's interests and hobbies, records related to your child's involvement with groups and activities in the community

Talk to your child

- Ask what is going well at school and what is not going well, from their perspective
- If your child would like to attend part or all of the IEP team meeting, contact the IEP case manager to discuss how their participation can be appropriately supported

Plan your participation

- Make a list of your priority concerns about current services and supports on the IEP
- Make a list of questions you have about the IEP or information you need about different options for your child's services and supports
- Make a list of the concrete outcomes you want to work toward at your meeting
- Send your concerns, questions, and goals for the meeting to the IEP case manager, and request they be included on the agenda

During the meeting

Set the table for success

- Confirm that all the required IEP team members are present, and everyone expected to attend is at the table. Ask the IEP case manager for support with this.
- Request a district staff person take on the role of notetaker, to document the discussion and agreements reached at your meeting and then send the notes to all participants after the meeting
- Review the agenda with the IEP team and make sure it includes the priority issues to be addressed at the meeting

Participate

- Ask questions. If answers aren't available at the meeting, work with the team and make a plan to get them answered soon after the meeting.
- Think creatively. If the outcome you're working toward isn't possible, keep the team focused on your child's needs until you find an alternative outcome that will have their needs met in an equally effective and appropriate way.
- Use PACER's IEP Team Meeting Planner to stay focused on the agenda and track outcomes as you go

Verify the next steps before you walk out the door

- Ask a district staff person to recap the agreements reached by the IEP team and explain what will happen next. Request the notetaker include a summary of the next steps in the meeting notes.
- If an IEP proposal will follow, ask when you can expect to receive it
- If you run out of time to talk about everything on the agenda or if more information is needed, request the meeting be continued on another day or ask how the district proposes to address the issues that were not discussed
- If you are unable to resolve your concerns and end the meeting in disagreement with the district, discuss with the team what options you have to resolve the disagreement
- If the district has refused a request you made in the meeting, you can ask the district to provide you with a Prior Written Notice to document their refusal

After the meeting

Review the meeting notes

- If you have questions or concerns about anything that is recorded in the notes, communicate with the IEP case manager right away
- Note expected timelines and due dates for the next steps on your calendar or planner

Follow the next steps in the process

- Complete any specific action steps you agreed to take following your IEP team meeting, such as visiting and observing a new district program, or consulting with your child's therapist to get their recommendations for new school accommodations
- Contact the IEP case manager right away if the district does not complete any of the next steps in the process for which they are responsible

Carefully review any paperwork that you receive

- If you receive any paperwork, such as a Prior Written Notice and an IEP proposal, check that the agreements you reached with the IEP team are completely and accurately recorded
- Contact the IEP case manager right away with any questions or concerns you have about the documents
- If you receive a Parental Consent/Objection form to sign, mark on your calendar or planner the 14-calendar day deadline to review the school district proposal and decide if you consent or object. Remember, not signing this form is the same as signing your consent.
- If you have any concerns that your meeting did not achieve the outcomes you expected, call PACER Center and ask to talk to a parent advocate

Additional PACER resources

- IEP Team Meeting Planner
[PACER.org/parent/php/PHP-c184.pdf](https://www.pacer.org/parent/php/PHP-c184.pdf)
- Communication in the Special Education Process
[PACER.org/parent/php/PHP-c82.pdf](https://www.pacer.org/parent/php/PHP-c82.pdf)

- Use Questions to Find Answers: A guide for parents of children receiving special education services
[PACER.org/parent/php/PHP-c136.pdf](https://pacer.org/parent/php/PHP-c136.pdf)
- Top 10 Tips: Ideas to improve parent-to-professional communication from PACER parent advocates
[PACER.org/parent/php/PHP-c198.pdf](https://pacer.org/parent/php/PHP-c198.pdf)
- Help for Parents: How to prepare for a special education evaluation planning meeting
[PACER.org/parent/php/PHP-c249.pdf](https://pacer.org/parent/php/PHP-c249.pdf)
- Planning for a School Meeting About Your Child's Behavior Needs
[PACER.org/parent/php/php-c144.pdf](https://pacer.org/parent/php/php-c144.pdf)
- Present Levels of Academic Achievement and Functional Performance (PLAAFP) Examples
[PACER.org/parent/php/PHP-c253.pdf](https://pacer.org/parent/php/PHP-c253.pdf)
- Individualized Education Program (IEP) Goals
[PACER.org/parent/php/PHP-c266.pdf](https://pacer.org/parent/php/PHP-c266.pdf)
- Direct and Indirect Services
[PACER.org/parent/php/PHP-c180.pdf](https://pacer.org/parent/php/PHP-c180.pdf)
- School Accommodation Ideas for Students Who Receive Section 504 or Special Education Services
[PACER.org/parent/php/PHP-c267.pdf](https://pacer.org/parent/php/PHP-c267.pdf)