

The IEP Meeting Checklist

Walking into an IEP meeting prepared means knowing your child's current goals and progress, having your questions written down and understanding who will be in the room.

This checklist is a set of reminders to help you walk in prepared, not a script and not a list every family needs to complete in full. Skip what doesn't apply to your child's situation and add your own items. It is general information, not legal advice.

2 to 3 weeks before the meeting

- ☐ Ask the school in writing for a copy of the current IEP or 504 plan, the most recent evaluation or reevaluation report and any draft goals, so you have time to read them before the meeting
- ☐ Reread your child's most recent evaluation report and note anything you don't understand or disagree with
- ☐ Write down your top 2 to 3 concerns in plain language, the ones you most want the team to address
- ☐ Ask who will be attending and their role, so you know who to direct questions to
- ☐ Decide whether you want to bring a support person, family member or advocate; IDEA lets a parent invite anyone with knowledge or special expertise about the child, at the parent's discretion
- ☐ Check your state and district's policy on recording the meeting if you want to record it
- ☐ Gather any outside reports, therapist notes, doctor's letters or samples of your child's schoolwork that support your concerns

The week before

- ☐ Review your child's current IEP goals and the most recent progress reports
- ☐ Write down a specific question or comment for each goal area
- ☐ Note which accommodations have been working and which haven't, with a specific example for each
- ☐ Confirm the meeting date, time, length and location or video link in writing
- ☐ Fill out the meeting notes template with your priorities so you have a one-page reference to work from
- ☐ If your child is old enough and the team welcomes it, ask whether your child can attend or share input beforehand

Day of the meeting

- ☐ Bring this checklist, your meeting notes template, your written questions and any outside reports
- ☐ Bring something to write with and extra paper
- ☐ Ask for a current copy of your procedural safeguards if you don't already have one from this school year
- ☐ Take notes on what is proposed, what is agreed and who is responsible for each follow-up item
- ☐ Ask when you can expect the written IEP or, if something you asked for is refused, the written notice explaining why

After the meeting

- ☐ Compare the written IEP or prior written notice against your own notes once it arrives
- ☐ Follow up in writing on anything that doesn't match what you understood was agreed

- ☐ Mark your calendar for the next scheduled progress report and the next annual review
- ☐ File the meeting notes, the new IEP page and any correspondence in your binder

What to bring

- ☐ This checklist and the meeting notes template
- ☐ Your written list of concerns and questions
- ☐ The current IEP or 504 plan and the most recent evaluation report
- ☐ Any outside evaluations, therapist notes or work samples
- ☐ A pen and extra paper

Last verified July 19, 2026 against IDEA, 34 CFR 300.321(a)(6). This printable is general educational information for parents, not legal or educational advice, and it does not tell any family what to do. Every item here is a starting point to discuss with your child's IEP or 504 team, which decides what fits your child from the evaluation.

Want the done pieces, not just the map? **The IEP & 504 Command Center** builds the binder, writes the letters, hands you the meeting scripts and a self-review to run against your child's IEP. See iep504library.org/kit.html