



IEP Meeting Preparation Checklist

Prepare. Organize. Advocate.

N'Clusive Disability Consulting, LLC

Use this checklist to organize your questions, concerns, priorities, and information before an IEP meeting. You do not have to complete every item—focus on the sections that apply to your child and your situation.

Tip: Bring this checklist with you to the meeting so you can take notes and make sure your most important questions are addressed.

Before the Meeting

- ☐ Write down your biggest concerns about your child's current school experience.
- ☐ Identify what is working well and what you would like to continue.
- ☐ Write down any changes you have noticed academically, socially, behaviorally, or functionally.
- ☐ Review your child's current IEP, if one is already in place.
- ☐ Make a list of questions you want answered during the meeting.
- ☐ Identify your top priorities for the meeting.
- ☐ Gather relevant school communications, progress information, evaluations, or other documents you want available for reference.
- ☐ Write down anything you want to make sure is discussed before the meeting ends.

Know What You Want to Discuss

Write down your child's strengths, interests, and areas where they are doing well.

- ☐ Identify the areas where you believe your child needs additional support.
- ☐ Write down any concerns about your child's current goals or progress.
- ☐ Identify any accommodations or supports you want to discuss.
- ☐ Write down concerns about services your child currently receives.
- ☐ Identify any new services, supports, evaluations, or accommodations you want the team to consider.
- ☐ Think about how your child's disability affects their ability to participate in and access their education.
- ☐ Write down any concerns about communication, accessibility, inclusion, behavior, social participation, or independence that you want addressed.
- ☐ Circle or highlight your three most important topics so you know what you do not want to leave the meeting without discussing.

Questions to ask the IEP Team

- ☐ What progress has my child made toward their current IEP goals?
- ☐ What data or information is being used to measure that progress?
- ☐ Are any goals no longer appropriate or in need of revision?
- ☐ Are there areas where my child is struggling that are not currently addressed in the IEP?
- ☐ Are the current accommodations and supports being used consistently?
- ☐ Are additional accommodations, services, evaluations, or supports being recommended?
- ☐ How will proposed changes support my child during the school day?
- ☐ How and when will I receive information about my child's progress?
- ☐ Who should I contact if I have questions or concerns after the meeting?
- ☐ What are the next steps after this meeting?

My additional questions:

During the IEP Meeting

- ☐ Introduce yourself to anyone on the team you do not know and ask about their role.
- ☐ Keep your top three priorities visible so you remember to address them.
- ☐ Take notes about important information, recommendations, decisions, and concerns.
- ☐ Ask for clarification when something is unclear.
- ☐ Ask the team to explain unfamiliar terms, acronyms, data, or recommendations.
- ☐ Ask what information or data supports any proposed changes.
- ☐ Make sure your concerns are discussed rather than simply noted.
- ☐ Ask how proposed goals, accommodations, services, or supports will work in practice.
- ☐ Ask who will be responsible for implementing agreed-upon supports or services.
- ☐ Ask when agreed-upon changes are expected to begin.
- ☐ Speak up if you disagree, need additional information, or need more time to consider something.
- ☐ Before the meeting ends, review the decisions made and confirm the next steps.

Important notes from the meeting:

Before You Agree to Changes

- ☐ Make sure you understand any changes being proposed to your child's IEP.
- ☐ Ask questions about anything you do not understand.
- ☐ Review proposed changes to goals, accommodations, services, supports, or placement.
- ☐ Ask how proposed changes may affect your child's school day and access to education.
- ☐ Make sure important concerns you raised were addressed.
- ☐ Ask what happens next if you disagree with a recommendation or proposed change.
- ☐ Ask when you will receive copies of relevant documents from the meeting.
- ☐ Write down any issue you want to review again after the meeting.

Before I leave, I still need clarification about:

After the IEP Meeting

- ☐ Review your notes while the meeting is still fresh in your mind.

- ☐ Review the updated IEP and other documents you receive.
- ☐ Compare the written documents with what you understood was discussed and agreed upon during the meeting.
- ☐ Write down anything that appears incorrect, unclear, incomplete, or different from what you understood.
- ☐ Follow up in writing if you have questions or concerns.
- ☐ Save copies of emails, meeting notes, IEP documents, evaluations, progress reports, and other relevant records.
- ☐ Add important follow-up dates, evaluations, meetings, or deadlines to your calendar.
- ☐ Monitor whether agreed-upon accommodations, services, and supports are being provided.
- ☐ Continue reviewing your child's progress toward their IEP goals.
- ☐ Keep a running list of questions or concerns that arise before the next meeting.

My follow-up tasks:

☐ _____

☐ _____





My Child at a Glance

My child's strengths:

Things my child enjoys or is interested in:

Things that help my child learn and participate successfully:

Things that make learning or participation more difficult:

What I want the IEP team to understand about my child:

My Priorities for This Meeting

My #1 priority:

My #2 priority:

My #3 priority:

If we accomplish only one thing during this meeting, I want it to be:

Something I do not want to leave the meeting without discussing:

People at My IEP Meeting

Meeting date: _____

Meeting time: _____

People attending

Name: _____

Role: _____

Name: _____

Role: _____

Name: _____

Role: _____

Name: _____

Role: _____

Name: _____

Role: _____

Name: _____

Role: _____

Someone I may want to bring for support:

Documents to Bring or Have Available

- ☐ Current IEP
- ☐ Most recent progress reports
- ☐ Recent evaluations or assessments
- ☐ Report cards or other academic progress information
- ☐ Relevant school correspondence or emails
- ☐ Notes from previous IEP meetings
- ☐ Samples of schoolwork, if relevant to my concerns
- ☐ Documentation related to accommodations, services, or supports I want to discuss
- ☐ My list of questions and concerns
- ☐ This IEP Meeting Preparation Checklist
- ☐ Other: _____
- ☐ Other: _____

Reminder: You do not need every document on this list for every meeting. Bring or have available the information that is relevant to your child and the topics you want to discuss.

Progress & Goals I Want to Discuss

A goal or area where I have seen progress:

A goal or area where I am concerned about progress:

A current goal I want the team to review:

A new goal or skill I would like the team to consider:

- ☐ I understand how my child's progress toward their goals is being measured.
- ☐ I know how often I will receive progress information.
- ☐ I have asked questions about any goal I do not understand.
- ☐ I have discussed whether the current goals reflect my child's present needs and priorities.

Accommodations & Supports

Accommodations or supports that are working well:

Accommodations or supports I am concerned about:

New accommodations or supports I want the team to discuss:

- ☐ I understand the accommodations and supports currently listed in my child's IEP.
- ☐ I have asked how and when these accommodations are being provided.
- ☐ I have discussed any accommodations or supports that do not appear to be meeting my child's needs.
- ☐ I have asked questions about any proposed changes to accommodations or supports.
- ☐ I understand who I can contact if I have concerns about implementation after the meeting.

Questions I have about accommodations or supports:

Services & Related Supports

Services or supports my child currently receives:

Services or supports I have questions or concerns about:

Additional services or supports I want the team to discuss:

- ☐ I understand which services and related supports are currently included in my child's IEP.
- ☐ I understand how often and where those services are expected to be provided.
- ☐ I have asked how my child is progressing with their current services.
- ☐ I have discussed any concerns about the frequency, duration, or delivery of services.
- ☐ I have asked questions about any proposed changes to current services or supports.
- ☐ I understand who to contact if I have questions about services after the meeting.

Questions I have about services or related supports:

Communication & Participation

How my child communicates best:

Supports that help my child communicate or participate:

Communication or participation concerns I want the team to discuss:

☐ I have discussed how my child communicates their needs, preferences, questions, or concerns.

☐ I have discussed any communication supports or accommodations my child may need.

☐ I have considered whether my child has meaningful opportunities to participate with peers.

☐ I have raised any concerns about inclusion, isolation, or barriers to participation.

☐ I have discussed ways my child can participate in decisions about their education when appropriate.

☐ I have asked how the school supports my child's independence and self-advocacy skills.

What I want the team to understand about my child's communication and participation:

Social, Emotional & Behavioral Support

Strengths I see in this area:

Concerns I want the team to discuss:

Situations, environments, or patterns I have noticed:

☐ I have shared relevant concerns about my child's social, emotional, or behavioral experience at school.

☐ I have asked what the school is observing and whether there are patterns the team has noticed.

☐ I have asked what supports or strategies are currently being used.

☐ I have discussed whether current supports are helping my child participate and access their education.

☐ I have asked how concerns are documented and how progress is monitored.

☐ I have discussed whether additional evaluation, support, or strategies should be considered.

☐ I have asked how the school and family can communicate about concerns and progress.

What I want the team to better understand about my child in this area:

Accessibility & School Participation

Accessibility needs I want the team to discuss:

School activities, spaces, or experiences where my child may encounter barriers:

☐ I have considered whether my child can access classrooms and other school spaces they need to use.

☐ I have discussed any accessibility barriers related to transportation, arrival, dismissal, or moving throughout the school.

☐ I have discussed whether my child can access school materials, technology, communication, and instructional activities.

☐ I have considered accessibility during field trips, assemblies, clubs, extracurricular activities, and other school events.

☐ I have raised concerns about barriers that may prevent my child from participating alongside peers.

☐ I have discussed any equipment, assistive technology, communication supports, or other accessibility needs relevant to my child.

☐ I have asked who to contact if an accessibility barrier occurs during the school year.

Accessibility concerns or questions I want addressed:

Transition & Future Planning

Skills I would like my child to develop for greater independence:

Future goals or concerns I want the team to know about:

☐ I have thought about skills my child may need for greater independence at school, at home, and in the community.

☐ I have discussed opportunities for my child to build self-advocacy and decision-making skills when appropriate.

☐ I have discussed any daily living, communication, social, academic, or functional skills that may support my child's future goals.

☐ I have asked how current IEP goals and supports connect to my child's longer-term needs.

☐ If transition planning applies to my child, I have asked what transition-related planning, assessments, services, or activities should be discussed.

☐ I have shared my child's interests, preferences, strengths, and future goals with the team.

☐ I have asked what I can do between meetings to support continued progress toward greater independence.

Future goals I want the IEP team to keep in mind:

Meeting Decisions & Next Steps

Important decisions made during the meeting:

Changes that were agreed upon:

Items that still need additional discussion or follow-up:

Who is responsible for following up?

Name/Role: _____

Follow-up item: _____

Name/Role: _____

Follow-up item: _____

Name/Role: _____

Follow-up item: _____

Important dates or deadlines:

Date: _____

What happens next: _____

Date: _____

What happens next: _____

Date: _____

What happens next: _____

☐ I understand the major decisions made during the meeting.

☐ I know which items still require follow-up.

☐ I know who I should contact with additional questions or concerns.

☐ I have written down important dates, deadlines, or expected follow-up.

☐ I know what documents or updated information I should expect to receive.

☐ I have identified anything I want to monitor before the next IEP meeting

My Follow-Up Record

Date: _____

I contacted: _____

Method:

☐ Email

☐ Phone

☐ Meeting

☐ Other: _____

Reason for follow-up:

Response or information received:

Next action needed:

Follow-up date, if needed: _____

Date: _____

I contacted: _____

Method:

☐ Email

☐ Phone

☐ Meeting

☐ Other: _____

Reason for follow-up:

Response or information received:

Next action needed:

Follow-up date, if needed: _____

Important Information

This checklist is provided by N'Clusive Disability Consulting, LLC for general educational, organizational, and meeting-preparation purposes. It is designed to help families organize their questions, concerns, priorities, and notes before, during, and after an IEP meeting.

This resource is not legal advice and does not replace individualized guidance from an attorney, educational advocate, school professional, or other qualified professional. Special education needs, rights, procedures, and circumstances may differ for each student and family.

Using this checklist does not create a client relationship with N'Clusive Disability Consulting, LLC and does not guarantee any particular service, accommodation, IEP decision, educational placement, or outcome.

Final Check Before I Finish

- ☐ My three most important concerns were discussed.
- ☐ I asked the questions I wanted to ask.
- ☐ I understand the major decisions that were made.
- ☐ I wrote down anything that still needs clarification.
- ☐ I know what follow-up actions are needed.
- ☐ I know who is responsible for each follow-up item.
- ☐ I recorded important dates or deadlines.
- ☐ I know what documents or information I should expect to receive.
- ☐ I have saved my notes and meeting materials together for future reference.

One thing I feel clear about after this meeting:

One thing I still need help understanding:

My most important next step is:

N'Clusive Disability Consulting, LLC

Disability-Informed Advocacy • Education • Accessibility • Support

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