



IEP Team Meeting Guide for Families

You are the expert on your child and a critical member of the individualized education program (IEP) team. In this role, it is essential that you understand the IEP and its parts, why the IEP is important, and the valuable role you play in creating the IEP.

This resource includes information to consider before, during, and after the IEP meeting.

- Prior to the meeting, review the information about the meeting and related resources. If the school provides a draft IEP or portions of a draft IEP, use this guide to help you review it.
- During the meeting, use the information and questions presented in this guide to help you participate in the discussion. Remember that you are an important person in the meeting. Your thoughts, questions, and feedback are valuable. Share your ideas, opinions, and reactions throughout the meeting. Listen carefully and ask questions when anything is unclear before moving forward. Check to see that all your concerns have been addressed and your questions have been answered before the meeting ends. This resource also includes a space for taking notes from the conversation.
- After the meeting, the team will begin to implement the IEP and monitor your child's progress. Use the information in this guide to help you consider any follow-up needed after the meeting.



Before the Meeting

Prior to the meeting, you will receive an official IEP meeting notice. If you receive the notice and have enough time to prepare for and participate in the meeting, you should sign it and return it as soon as possible. If not, you can request a new meeting date. The table below includes things to consider and resources to refer to as you prepare for the meeting. Use the notes column to write anything you want to discuss during the meeting.

Things to Consider Before the Meeting	Notes
<p>The team will gather information and data about your child to inform the IEP development. To support this process, you can:</p> <ul style="list-style-type: none"> • Learn more about the key parts of the IEP. • Learn about who will be attending the IEP meeting and their roles during the meeting. • Share your and your child's concerns and needs with the team a couple of weeks prior to the meeting. • Review available information and note any questions or concerns that you might have. This may include: <ul style="list-style-type: none"> – your child's most recent evaluation, IEP, and progress data; – any draft content that is shared, such as a draft present levels statement; and – samples of your child's work. • Identify if there is anyone else you would like to invite to the meeting who may have knowledge about your child. Ensure that you have told the IEP team about the individual's attendance. • Let the school know if you need an interpreter to access the meeting. The school is required to provide you with an interpreter if needed. • Share whether you would prefer to attend in person or by conference or video call. Both options are available to meet your needs. • Confirm you have been given a copy of your parental rights, also known as procedural safeguards. 	

During the Meeting

The tables linked below describe key parts of the meeting that the team should discuss. Click on the links below to focus on a specific section of the IEP meeting. The agenda used for your IEP meetings may look different, but it should include time to discuss the following:

- [Introductions](#)
- [Present levels of academic achievement and functional performance \(PLAAPF\) statement](#)
- [Measurable annual goals and monitoring plan](#)
- [Statement of special education and aids and services](#)
- [Explanation of educational setting](#)
- [Other IEP components](#)
- [Wrap-up and next steps](#)

The table for each section includes key information that should be covered, questions to consider, and a place to take notes.

Introductions

Things to Consider During the Meeting	Notes
<p>During this part, the team will introduce themselves, identify their roles in working with your child, and review the meeting norms. You may be asked to sign a sign-in sheet. This is used to confirm your attendance at the meeting.</p> <p>It may be helpful to make note of your child's IEP team members' names and roles in the Notes column.</p>	

Present levels of academic achievement and functional performance (PLAAFP) statement

Things to Consider During the Meeting	Notes
<p>During this part, the team will focus on the statement of your child’s needs and strengths, also known as the PLAAFP or present levels statement. This statement explains how your child’s disability affects your child’s success in school. The PLAAFP statement is the foundation of the IEP. It is the starting point for developing your child’s goals and plan for services. It should include information about your child’s current performance and progress made during the previous school year.</p> <p>To ensure an efficient meeting, the team often develops and shares a draft PLAAFP statement prior to the meeting. At the IEP team meeting, the team will review the draft statement to ensure the team maintains a focus on your child’s unique needs throughout IEP development. Sharing information prior to the meeting can help ensure that your knowledge of your child is included in the draft PLAAFP statement.</p> <p>Questions to consider</p> <ul style="list-style-type: none"> • Does the PLAAFP statement sound like your child? • Does the PLAAFP statement reflect all of your child’s needs and relevant strengths? • How is your child’s progress during the previous school year reflected in the PLAAFP statement? <p>At any time, share your concerns or questions about the proposed PLAAFP statement. Ensuring that the PLAAFP statement clearly describes your child’s unique needs and strengths is critical.</p>	



Measurable annual goals and monitoring plan

Things to Consider During the Meeting	Notes
<p>During this part, the team will set a few important goals for your child. These goals describe what your child will achieve during the next year. These goals should address the needs that the team identified in the PLAAFP statement. In addition, the team will develop a plan to measure your child's progress toward each goal and share that progress with you.</p> <p>Questions to consider</p> <ul style="list-style-type: none"> • How will achieving these goals benefit my child in the future? • How and why were the goals selected? • Are there any areas of need that are not reflected in the current goals (one goal may address multiple needs)? • How are these goals different from previous goals? • Are these goals measurable? • How will I know if my child is making progress toward these goals? • How often and in what format will I be informed of my child's progress? <p>At any time, share your concerns or questions about the proposed goals. It is important that the proposed goals are appropriately ambitious and focused on important outcomes.</p>	

Statement of special education and aids and services

Things to Consider During the Meeting	Notes
<p>During this part of the agenda, the team will identify the services and supports needed to address your child’s needs and help them make progress toward the annual goals. During the discussion, the team may outline how often and how long the child needs these services each day, week, or month.</p> <p>Questions to consider</p> <ul style="list-style-type: none"> • What support does my child need to access and benefit from the general education curriculum? • How do the proposed services, aids, and supports help address my child’s needs? • How will the general and special education providers collaborate to support my child? • Have we addressed all of my child’s needs? • What training is needed or available for me to support my child’s IEP? • What training is necessary for educators to support implementation of the IEP? <p>At any time, share your questions or concerns you may have about the proposed aids, supports, and services.</p>	

Explanation of educational setting

Things to Consider During the Meeting	Notes
<p>To the maximum extent appropriate, children with disabilities should be educated with children without disabilities. During this part of the agenda, the team will determine the most appropriate setting for the delivery of special education services. This decision will be made based on your child’s needs, data, and proposed services. If the team decides that your child will not participate in the regular education class for any portion of the day, the IEP must provide a written explanation.</p> <p>Questions to consider</p> <ul style="list-style-type: none"> • How often will my child be removed from the regular classroom instruction? What data suggest this is necessary? • Are there supports we have not discussed that could increase my child’s access to and benefit from the general education curriculum? What opportunities will be provided to my child to engage with peers without disabilities? • What is the plan for supporting my child during the summer or long breaks? • Have we addressed participation in academic and extracurricular and nonacademic activities? <p>At any time, share your questions or concerns you may have about the proposed placement decisions.</p>	

Other IEP components

Things to Consider During the Meeting	Notes
<p>The team will address other parts of the IEP that have not been discussed. These areas may include how your child will participate in state and district tests, including the need for any accommodations. This may include having the test read aloud or providing additional time. If the IEP team determines that your child must take an alternate assessment, the team will write a statement of why your child cannot participate and what alternate assessment is appropriate.</p> <p>For students who are 16 or older, you also will discuss your child's transition plan. In some states, this discussion may begin before your child turns 16.</p>	

Wrap-up and next steps

Things to Consider During the Meeting	Notes
<p>Great job partnering with the school to ensure your child's success! During this part, the team will review what has occurred during the meeting and address any outstanding questions. It will be helpful for you to identify a contact person that you can connect with after the meeting if a question comes up.</p> <p>If you are feeling overwhelmed or would like more time, you can always request additional time to review the proposed IEP. Consider discussing it with your spouse, your child, a friend, or a trusted support person. Having a good understanding of your child's IEP can help you to be an effective partner in your child's education.</p>	

After the Meeting

Following the meeting, the team will begin to implement the IEP. You should complete any next steps that have been requested of you and monitor the completion of the steps assigned to other team members. The table below includes considerations for after the meeting and a place to document any outstanding notes.

Things to Consider After the Meeting	Notes
<p>While the information is still fresh in your mind, take detailed notes of what occurred during the meeting and follow up with school personnel, as needed.</p> <p>Do not hesitate to reach out to the team or your child’s teachers at any time if you have questions or concerns about your child’s progress or the proposed services and supports.</p> <p>Let the team know if something has changed outside of school that may impact your child’s progress or necessitate changes to the IEP.</p> <p>Find the parent center in your state. These centers work with families of infants, toddlers, children, and youth with disabilities, birth to age 26. The centers can provide information and support, and address questions you might have.</p>	

Remember, as part of your [parental rights under IDEA](#), you can ask that the IEP team meet at any time. You do not have to wait until the next yearly meeting to discuss concerns or changes to your child’s IEP if you believe that your child is not making enough progress.

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This material was produced under the U.S. Department of Education, Office of Special Education Programs, Award No. H326C190002. David Emenheiser serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this resource is intended or should be inferred.

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