

My IEP and 504 Meeting Companion

A practical place to prepare, hear your child, speak clearly, and leave knowing what happens next. Bring it to the meeting and write right on it.

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Keep the purpose in view The plan should help the student access school, learn, participate, and feel safe. Start with the child and the day they are actually having.

My meeting prep

Student and meeting	Details
Student name / grade	_____
School / meeting date	_____
Meeting type	☐ IEP ☐ 504 ☐ Review ☐ Other: _____
Who is coming?	_____
How I want to participate	☐ Written notes first ☐ Breaks ☐ Slower pace ☐ Other: _____

What I want the team to understand

Start with strengths	My biggest concern	What I hope changes
What does my child enjoy, do well, or care about?	What is happening, when, and how does it affect school?	What would a better school day look like?
_____	_____	_____
_____	_____	_____

The child’s voice comes first

Ask before the meeting, when things are calm. Let your child answer by talking, writing, drawing, choosing from options, using AAC, or asking a trusted adult to help. They can join all, part, or none of the meeting. Their input still matters.

Ask gently	Write down their words or meaning
What is one thing you like about school or feel good at?	_____
What part of the day feels hardest? When does it happen?	_____
What helps you feel ready, safe, or able to learn?	_____
What do you wish adults understood or did differently?	_____
What is one thing you want to change? Is there anything you do not want shared?	_____

No pressure to perform. Do not make the child prove they are struggling or explain everything in front of the team. Ask what they are comfortable sharing, then honor that.

PASS in the meeting

Pause. Ask. Share. Shift. You do not have to answer everything in the room. You can slow the conversation down and come back to a question.

PASS step	What I can do or say
PAUSE	Take a breath. Ask for a break or more time. "I want to think about that before I respond."
ASK	Get specific. "What does the information show? When does this happen? What has the school tried, and what changed?"
SHARE	Add the child's perspective and what you see at home. "Here is what my child told me helps. Here is what I notice after school."
SHIFT	Name the next move. "Can we try this support, decide who will do it, and set a date to check whether it is helping?"

Questions I want answered

Area	My question / notes
Current picture	What is going well? What is getting in the way? What information are we using?
When and where	Does this happen in certain classes, tasks, transitions, settings, or times of day?
Support tried	What has already been tried? Was it used consistently? What happened?
Child's experience	How did we ask the student? What did they say helps or makes school harder?
Progress	How will we know the support is working? How often will progress be shared with me?
Ownership	Who will make sure each support happens? Who should I contact if it is missed?

If the conversation gets rushed

Try this "I want to make sure I understand before we decide. Can we slow down and put the options in writing?"

"I need a few minutes to process. Let's pause here and come back to this."

"Can you explain what this looks like during a regular school day?"

"I hear the team's concern. I also want us to include what my child experiences."

"Who is responsible for this support, and how will we know it happened?"

My notes

Important information I heard

Goals, supports, and services

A plan needs clear actions. Write what will happen, who is responsible, when it will happen, and how the team will check whether it helps.

Plain-language reminder An IEP can include specially designed instruction and related services. A 504 plan can document supports that provide access at school. Ask the school to explain which process applies and what each proposed item means for your child.

Goals and progress

Goal or skill	Starting point	How progress is measured	When I hear updates
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<div></div> <div></div>	<div></div> <div></div>	<div></div> <div></div>	<div></div>

Supports and accommodations

What helps my child	When / where it is needed	Who will make it happen	How we will check
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<div></div> <div></div>	<div></div> <div></div>	<div></div>	<div></div>
<div></div> <div></div>	<div></div> <div></div>	<div></div>	<div></div>

Think about the whole day

Area	What does my child need?
Learning and assignments	Directions, workload, extra time, task steps, ways to show learning
Communication and participation	How adults get attention, give feedback, invite participation, or handle mistakes
Sensory and regulation	Noise, movement, breaks, quiet space, transition warnings, co-regulation
Safety and belonging	Peer interactions, bullying response, trusted adult, privacy, self-advocacy
Transitions and routines	Arrival, lunch, specials, schedule changes, substitute teachers, dismissal

Clarify what each support looks like in practice: when it is used, where it happens, and who helps.

Decisions and follow-up

Before the meeting ends, read back what the team agreed to, what is still open, and who will follow up. If you need time to understand a document, ask questions before signing.

What did we decide?

Change or action	Who is responsible?	Start date / check-in date
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<div></div> <div></div>	<div></div>	<div></div>
<div></div> <div></div>	<div></div>	<div></div>

Questions still unanswered

Question	Who will follow up?	By when?
<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>

Before I leave

- ☐ I can explain the plan in everyday words.
- ☐ I know which supports happen, where, and who is responsible.
- ☐ I know how progress and implementation will be shared with me.
- ☐ I know when the plan starts and when the team will check in again.
- ☐ I have a copy of the documents and know who to contact with questions.
- ☐ My child’s perspective was included in a way that felt okay to them.

The one thing I do not want to forget

My note to myself

Remember You know your child across settings. Your child knows what school feels like from the inside. Both kinds of information belong in the conversation.

This companion helps organize questions and notes. It does not determine eligibility or replace guidance about your state or school district’s procedures.