

How to Run an IEP Meeting

A step-by-step guide for teachers · BC Inclusive Education manual & BCCPAC parent guide

1 Before the Meeting — purpose & lead-up

Purpose: build one shared plan with the family and student that sets individualized goals with measurable objectives, names the adaptations, modifications, and services the student needs, and defines how progress will be tracked. An IEP is required at least once a year. Before the meeting:

- 1

Gather information
present levels, recent assessments, work samples, current IEP
- 2

Confirm the case manager
principal ensures someone coordinates the plan
- 3

Invite the team early
offer parent consultation; invite the student; keep the group small
- 4

Circulate agenda + reports ahead
send materials a few days early so everyone can prepare
- 5

Prepare draft goals
bring three to five draft goals to react to, not final ones

2 Roles & Responsibilities at the Meeting

Principal ensures the IEP is developed and reviewed; names case manager	Case manager coordinates, chairs, drafts goals, records, follows up
Classroom teacher reports present levels; commits to adaptations	Parent / caregiver equal partner; shares strengths; helps set goals
Student (as appropriate) shares goals and preferences; builds self-advocacy	Specialists / EA assessment findings and services for the goals

3 During the Meeting — run the process

- 1

Welcome & introductions
names and roles
- 2

Set purpose & tone
collaborative, not a report card
- 3

Share the student's picture
strengths first, then concerns
- 4

Set goals together
three to five measurable goals
- 5

Decide supports
adaptations, services, technology
- 6

Assign next steps
who does what, by when
- 7

Summarize & confirm
set the next review date

4 After the Meeting — review plan & assigned tasks

• Distribute final IEP and minutes	Case manager · within 1 week
• Put adaptations and strategies into practice	Classroom teachers · ongoing
• Deliver the services named in the plan	Specialist / EA · per schedule
• Track progress toward each goal	Case manager + teachers · logged
• Check in with family, adjust strategies	Case manager · each reporting period
• Formal review: retire, renew, set next date	Full team · at least yearly
• Plan the next transition point	Case manager + team · before change

Source: BC Inclusive Education Services Manual (2024) and BCCPAC, Individual Education Plans: A Guide for Parents (2014)