

The Professional IEP Parent Resource Library

A practical, parent-friendly workbook to help you prepare, participate, document, and follow up with greater clarity.

Inside this 18-page library

IEP basics • Parent concerns organizer • Student strengths profile • Meeting preparation checklist • Questions to ask • Accommodation idea guide • Goal review worksheet • Service and support tracker • Communication log • Meeting notes • Follow-up action plan • Records checklist • Parent scripts • Important terms glossary

A gentle reminder

You do not have to remember everything in the meeting. Bring this workbook, write down your priorities, and use the pages that are most useful for your child.

Created by IEPTemplates.org

Free educational resource for parents and caregivers

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Welcome and How to Use This Library

Start here if the IEP process feels confusing or overwhelming.

This workbook is designed to help you organize information before an IEP meeting, stay focused during the discussion, and document what happens afterward. You do not need to complete every page. Select the sections that match your current concerns.

Three ways to use it

Before the meeting: identify concerns, review records, prepare questions, and list possible supports.

During the meeting: take notes, record decisions, and confirm who is responsible for each next step.

After the meeting: review the written IEP, track follow-up items, and document communication.

Quick preparation priorities

- Know the three most important things you want the team to understand.
- Bring specific examples rather than only general concerns.
- Ask how progress will be measured and reported.
- Write down decisions, responsible people, and due dates.
- Request clarification whenever language is unclear.
- Keep copies of important records and follow-up communication.

Privacy tip

Include only information that is necessary for educational planning. Do not place Social Security numbers, financial information, passwords, or unrelated sensitive details in this workbook.

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IEP Basics in Plain Language

A simple overview of the main parts parents often see in an IEP.

IEP section	What it generally means
Present levels	A summary of how the student is currently performing academically and functionally.
Annual goals	Measurable skills the student is expected to work toward during the IEP period.
Services	Special education, related services, or supports the student will receive.
Accommodations	Changes in how the student accesses learning or demonstrates knowledge.
Modifications	Changes to what the student is expected to learn or complete.
Progress monitoring	The method and schedule used to measure progress toward goals.
Placement	Where and how services will be delivered in the least restrictive environment.
Transition planning	Planning for education, employment, and independent living as required by age and state rules.

Useful question

Where in the IEP is this concern addressed, and how will the team know whether the support is working?

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Parent Concerns Organizer

Turn broad concerns into clear, specific information the team can discuss.

Student name	
Meeting date	
My top concern	State the concern in one sentence.
What I am seeing	Include specific examples, frequency, duration, or patterns.
How this affects school	Consider learning, communication, behavior, independence, access, or participation.
What has already been tried	List supports, strategies, or interventions and what happened.
What I want the team to consider	Describe the support, evaluation, change, or discussion you are requesting.

Supporting examples, dates, records, or work samples

Example: assignment copies, progress reports, attendance patterns, behavior logs, email communication, or evaluation results.

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Student Strengths and Success Profile

A strong IEP discussion should include what helps the student succeed - not only what is difficult.

Interests, favorite topics, and motivators

Academic strengths

Communication and social strengths

Independent living, organization, or self-advocacy strengths

Environments, routines, or teaching approaches that help

Recent progress or successes I want the team to recognize

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Before-the-Meeting Preparation Checklist

Use this page during the week before the meeting.

■ Review the current IEP.	■ Identify any support that is missing or inconsistent.
■ Review recent progress reports and report cards.	■ Prepare questions for the team.
■ Write down my top three concerns.	■ Request draft documents in advance when available.
■ List recent successes and meaningful changes.	■ Confirm the meeting date, time, location, and access link.
■ Gather evaluations, work samples, emails, and notes.	■ Decide whether to invite a support person.
■ Review current goals, services, and accommodations.	■ Plan how I will take notes and follow up.

My three highest-priority outcomes

Documents and examples to bring

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Questions to Ask at an IEP Meeting

Choose the questions that apply to your child's current needs.

Topic	Question prompt	Notes
Current performance	What data shows how my child is currently performing?	
Strengths	What strengths can the team build on?	
Goals	How was each proposed goal selected?	
Measurement	How will progress be measured and how often will it be reported?	
Services	Who will provide each service, how often, and in what setting?	
Accommodations	Which accommodations are being used consistently and which need clarification?	
Access	What barriers are affecting participation or access to instruction?	
Implementation	How will every teacher or provider know what the IEP requires?	
Behavior	What need may the behavior be communicating, and what supports are being considered?	
Communication	How will the school and family communicate between meetings?	
Lack of progress	What will happen if expected progress is not occurring?	
Next steps	What actions, documents, and deadlines should be confirmed before the meeting ends?	

Accommodation and Support Idea Guide

Use these ideas as discussion starters, not automatic recommendations.

Important

Supports should be individualized. Ask the team to connect each proposed accommodation to a documented need and explain how implementation will be monitored.

Instruction and assignments

Chunking longer tasks; written and verbal directions; visual examples; reduced copying; checks for understanding; access to notes; alternate response formats.

Attention and organization

Visual schedule; assignment planner; reminders; structured routines; prioritized task list; breaking work into steps; organizational check-ins.

Testing and demonstration

Extended time; small-group setting; breaks; alternate location; read-aloud where appropriate; typing or speech-to-text; reduced-distraction setting.

Communication

Visual supports; wait time; communication device access; simplified language; advance notice of changes; explicit clarification of figurative language.

Sensory and regulation

Scheduled movement breaks; quiet space; sensory tools; reduced noise; seating options; transition warnings; access to regulation strategies.

Social and behavioral support

Positive reinforcement; explicit teaching of expectations; pre-correction; check-in/check-out; calm-down plan; behavior support based on identified needs.

Supports I want the team to discuss and why

IEP Goal Review Worksheet

Use one copy of this page for each goal you want to review.

Goal area	Example: reading, writing, communication, behavior, executive functioning.
Current goal	Write the goal or summarize it.
Baseline	What can the student currently do?
Measurement method	How will progress be measured?
Reporting schedule	How often will progress be reported?
Current progress	What does the latest data show?
Questions or concerns	Is the goal clear, measurable, ambitious, and connected to need?
Possible next step	Continue, revise, replace, evaluate further, or adjust support.

Services and Supports Tracker

Record what the IEP says and compare it with what is actually happening.

Service or support	Provider	Frequency / duration	Setting	Start date	Notes or concerns

Follow-up prompt

Can the team confirm how missed services, schedule changes, or provider absences will be documented and addressed?

School Communication Log

Use this page to keep a clear record of important contact and follow-up.

Date	Person / role	Method	Topic	Summary of response	Next step / due date

IEP Meeting Notes

Capture key information without trying to write down every word.

Student name

Date and meeting type

Attendees

Strengths and progress discussed

Parent concerns discussed

Goals, services, accommodations, and placement discussed

Questions still unanswered

Decisions and agreed next steps

Post-Meeting Follow-Up Plan

Use this page after the meeting to confirm what was decided and what still needs attention.

■ Review my meeting notes within 24 hours.	■ Confirm goals include measurable baselines and progress methods.
■ Review the written IEP or amendment carefully.	■ Send a follow-up email summarizing unresolved questions.
■ Compare the document with what was discussed.	■ Save all documents in one organized location.
■ Confirm services, frequency, duration, and setting.	■ Add important dates and progress reports to my calendar.
■ Confirm accommodations are specific and understandable.	■ Track whether agreed actions occur.

Action item	Responsible person	Due date	Completed	Notes
			■	
			■	
			■	
			■	
			■	
			■	
			■	

IEP Records and Document Checklist

Create one organized file for your child's educational records.

■ Current IEP and prior IEPs	■ Service logs when available
■ Progress reports	■ Behavior plans or data
■ Report cards	■ Attendance records
■ Evaluations and assessments	■ Relevant work samples
■ Eligibility documents	■ Important emails and letters
■ Prior written notices	■ Medical or provider information shared for educational planning
■ Meeting invitations	■ Parent notes and communication logs

Documents I still need to request

Organization tip

Name files with the date first, such as 2026-06-11_Progress_Report.pdf. This keeps documents in chronological order.

Calm, Clear Parent Scripts

Use or adapt these phrases when you need help finding the words.

Clarifying information	"Can you explain that in plain language and show me where it appears in the document?"
Returning to a concern	"I want to make sure my concern about ____ is discussed before we move on."
Asking for data	"What data supports that conclusion, and how recent is it?"
Requesting specificity	"Can we make the wording more specific so everyone understands exactly what should happen?"
Confirming implementation	"Who will be responsible for this support, how often will it occur, and how will I know it happened?"
Needing time	"I would like time to review the document before making a final decision."
Following up	"My understanding is that the team agreed to _____. Please let me know if I misunderstood any part of the plan."
Disagreement	"I understand the team's position. I would like my concern and request documented clearly."

My own phrases or reminders

Helpful IEP Terms

A quick-reference glossary for commonly used words.

Accommodation	A change in how a student accesses instruction or demonstrates learning.
Annual goal	A measurable skill the student is expected to work toward during the IEP period.
Baseline	A starting measurement that describes current performance.
Evaluation	A process used to gather information about educational needs and eligibility.
FAPE	Free Appropriate Public Education.
LRE	Least Restrictive Environment.
Modification	A change in what a student is expected to learn or complete.
Progress monitoring	Repeated measurement used to determine whether a student is moving toward a goal.
Related services	Supports such as speech-language, occupational therapy, counseling, transportation, or other services when required for educational benefit.
Specially designed instruction	Instruction adapted to address needs resulting from a disability.
Transition services	Coordinated planning for postsecondary education, employment, and independent living where required.
Prior written notice	Written information explaining certain proposed or refused actions and the reasons for them.

You know your child.

This library helps you organize what you know, identify what you need, and enter important conversations with a clearer plan.

Need a personalized preparation resource?

IEPTemplates.org offers a personalized IEP preparation resource organized around the strengths, concerns, support needs, questions, and priorities you submit.

Price: \$49

Delivery: Within 72 hours after both the intake form and payment are received.

Visit IEPTemplates.org to learn more.

Important disclaimer

This workbook is an educational and organizational resource. It is not an official IEP, legal advice, legal representation, medical advice, psychological services, or a guarantee of any school or IEP outcome. Special education procedures and timelines may vary by state and circumstance. Families may wish to consult qualified local professionals for individualized legal, educational, or clinical guidance.

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