

Parent IEP Cheat Sheet: Be Informed. Be Prepared. Be Empowered.

Meeting Details

Detail	Info
Meeting Date:	_____
Time:	_____
Location (In-person/Virtual):	_____
Attendees (Names & Roles):	_____

Key Questions to Ask During the IEP Meeting-(Ask if not addressed)

About Your Child

- How is my child currently performing academically and socially?
- What are my child's strengths and challenges?

Goals

- What are this year's IEP goals?
- How will progress be measured?
- How often will I receive updates?

Services

- What related services will my child receive (e.g., speech, OT, PT)?
- How often and for how long are these services provided?
- Who will deliver the services?

Accommodations & Modifications

- What classroom accommodations are in place?
- Are there testing supports like extended time or alternate formats?
- Will my child have assistive technology?

Team Communication

- How can I contact the case manager or service providers?
- How will school and home stay connected on progress?

Transition Planning (for older students)

- What life skills, job skills, or post-secondary supports are included?
 - Is there a transition plan starting at age 14+?
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Notes Section (Use During the Meeting)

My Notes:

IEP Summary Table

Category	Details
Goals	<hr/>
Services Provided	<hr/>
Accommodations	<hr/>
Therapies	<hr/>
Progress Reporting	<hr/>
Contact Info	<hr/>

Follow-Up Checklist

- Request a copy of the finalized IEP
- Add IEP meeting summary to my records

- Follow up with service providers (speech, OT, etc.)
 - Set calendar reminders for progress check-ins
 - Ask about upcoming parent trainings or supports
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Tips for Navigating the IEP Process



Do...

Ask questions if something is unclear

Bring a trusted support person

Take notes during the meeting

Request data or examples



Avoid...

Signing if you feel rushed or unsure

Letting jargon go unexplained

Assuming services will just happen

Forgetting to follow up



Understanding Common IEP Terms

- **FAPE** – Free Appropriate Public Education
- **LRE** – Least Restrictive Environment
- **Accommodations** – Supports to access the curriculum
- **Modifications** – Changes to what a child is taught
- **PLAAFP** – Present Levels of Academic Achievement and Functional Performance
- **Annual Goals** – Skills the student should develop within a year