

Preparing for the IEP – Parent Report Form

Remember – you know your child better than anyone else! Your input in the IEP process is critical.

This form is to help you think through the information you want to share at the meeting and to put that information down in writing before the meeting happens. Then, even if the meeting becomes hectic, you have a reminder of the things you want to say. It's fine to be positive about your child.

However, please be careful about admitting progress to the school because the school only has to provide an IEP that, at the time it was written was reasonably calculated to provide meaningful progress. Schools do not have to do what is best only what is appropriate or needed.

Use these questions to help gather your thoughts, do NOT give this to the school. Give the school only your finished parent report at the end of this document.

What are your child's strengths? *(Think about all of the things your child is good at: music, writing, sports, chores, working with younger siblings, etc . . .)*

What areas does your child struggle with? *(Include academic, functional, and developmental areas, think about things such as whether your child has a hard time with reading, staying focused, following through on chores, or has difficulty interacting with peers. Write down any areas of concern.)*

What are your long-term goals for your child? *(Think big picture . . . Where do you see your child in 5 years? In 10 years? In 20 years?)*

Is your child on any medications or have any medical needs the school should know about?

What do you think your child needs the school to do in order for your child to receive meaningful educational benefit? *(How can the school help your child become the person you want her to be? This should be like a wish list. You might not get everything you write on this list, but if you do not write it down and ask for it, then you definitely will not get it.)*

What things should the school be telling you about on a regular basis? *(What do you think is important for you to know about? You can ask that the school report good things that happen as well as bad things. Should the school be using a communication notebook that goes home daily? Is a weekly note about test scores and what you can work on over the weekend sufficient? Do you need progress notes from therapists quarterly? How should the school contact you with this information? A note home with the student, an email, a letter in the mail, a phone call, or a conference are all possibilities.)*

How should the school contact you?

What are the best times for the school to contact you?

Preparing for the IEP – Student Report Form
If the student can provide input into his or her own IEP
this can make the process and final IEP much more meaningful.

Your IEP meeting is a chance for you to have a voice in your own education! A whole lot of people are about to sit down and talk about how you learn best and what you should be learning for the next year. By answering these questions you can be a part of this team that creates your educational plan for the next year.

What are you good at? *(This can be anything . . . sports, music, reading, math, being a friend, babysitting, doing chores. . . write down all of the things that you do well.)*

What is hard for you to do? *(These things can be about school or not about school. Do you have a hard time with reading? With math? With remembering things? With making friends?)*

What do you like to do?

What are some things you wish you were better at?

What do you want to be when you grow up? What are some skills you think you may need to be able to do that?

What can the school do to help you learn? *(Does it help when the teacher writes things on the board? Does it help when the teacher explains things one-on-one? Anything that helps you, write down here.)*

When is it really hard for you to learn? *(Do you have problems when the class is loud? When you have to copy from the board? When the teacher talks fast? Anything that makes it hard for you to learn, write down here.)*

Does anything set you off or upset you? If so, what?

When you're upset what helps you calm down?

PARENT REPORT Date

FOR: Student Name

BY: Parent Name

School Year 200X –200X, preparing for 200X-20XX

Student's name, age, disability, and how it affects him

Title of Area of Concern:

Parent Concern:

Request:

Title of Area of Concern:

Parent Concern:

Request:

Title of Area of Concern:

Parent Concern:

Request:

I hope we can work together to help STUDENT NAME learn.

Parent Name

Student name's (mom/dad/guardian/foster parent)

Date