

IEP PARENT INPUT FORMS

Five family input forms — full, short, early childhood, transition-age and the student's own — a fourteen-question interview guide, an input summary with a source column, a cover letter with a tear-off return slip, and a filled example. Fillable PDF.

Form Parent and Family Input Form

The long form, for an annual review with two or three weeks in hand. Send it home with the invitation and the cover letter on page 12.

STUDENT _____ PLEASE RETURN BY _____

Nobody knows your child the way you do. The team writes a better plan when it starts from what you tell us here. Every question is optional. Anything you write will be read aloud or summarized at the meeting if you would like it to be, and you can tell us to leave something out. If writing is not how you want to do this, say so and we will call you instead.

What is your child good at, and what do they love?
At home, with friends, on weekends. The things that do not show up on a report card.

What is working at school this year?

What is worrying you?

Form Short Parent Input Form

One page, six boxes, five minutes. For the family with no time, and for the form that did not come back last year.

STUDENT _____ FILLED IN BY, AND HOW YOU ARE RELATED _____ PLEASE RETURN BY _____

One page. Write as much or as little as you like — one line in each box changes how the meeting starts. If you would rather talk than write, send back the slip at the bottom of the letter and we will call you.

What your child is good at, and what they love
At home, with friends, on weekends. The things a report card never asks about.

What is worrying you?
Whatever is on your mind. School, friends, homework, mornings, evenings.

What works at home
How you explain things, what calms them down, what gets them started, what never works.

What you most want your child to be able to do a year from now
One or two things. They do not have to be school things.

Form Early Childhood Family Input

For a young child in an early childhood program. Routines, play, how they let you know what they want, what they can do for themselves, and what to avoid.

CHILD _____ PROGRAM AND TEACHER _____ FILLED IN BY, AND THE DATE _____

You have watched your child for longer than anyone at this table has. Everything below is about home, because home is where we cannot see. There is no wrong answer and nothing here is a test of your child.

A day at your house, from waking up to bedtime
What the routine is, which parts go well, which parts are hard.

How your child plays
Alone or with other children, favorite toys, how long they play with one thing.

How your child lets you know what they want
Words, sounds, signs, pointing, a device, taking your hand. How do you know when they are happy, and when they have had enough?

What your child does without help
Eating, dressing, washing, the bathroom, putting things away. What they do alone, and what you still do for them.

Form Transition-Age Family Input

For the years when the team is planning for life after high school: hopes, work, living, getting around, and what the student already does without help.

STUDENT _____ GRADE _____ FILLED IN BY _____ DATE _____

After high school, what you hope for
In your words, not in school words. What would a good year look like for them, two years from now?

Work and jobs
What they are interested in, what they have already done, chores, volunteering, anything they get paid for.

WHAT YOUR CHILD DOES NOW	ON THEIR OWN	WITH A REMINDER	WITH HELP	NOT YET	NOTES
Getting up and getting ready in the morning.					
Money: buying something, knowing what it cost, keeping track of it.					
Getting from one place to another.					
Using a phone, an alarm, or a calendar to be somewhere on time.					

Form Family Interview Guide

For the teacher who calls instead. Fourteen questions in the order they are easiest to answer, with a column for what the family actually said.

STUDENT _____ WHO I SPOKE WITH, AND HOW THEY ARE RELATED _____ DATE AND TIME OF THE CALL _____ INTERPRETER (NAME, OR NONE NEEDED) _____

ASK IT LIKE THIS	WHAT THEY SAID (THEIR WORDS, NOT YOUR SUMMARY OF THEM)
1. What is your child good at? What do they enjoy?	
2. How would you describe your child to somebody who has never met them?	
3. What is going well at school this year?	
4. What is worrying you most right now?	
5. What does your child say about school when they get home?	
6. What does homework, or getting ready in the morning, look like at your house?	
7. Who are their friends? How do they get on with other children?	
8. What helps when your child is upset, or stuck, or will not start?	

Form Input Summary for the Meeting

One page, filled in by you from whatever came back. Every line carries the form and the box it came from, so nothing arrives at the table without a source.

STUDENT _____ MEETING DATE _____ SUMMARY WRITTEN BY, AND WHEN _____

WHAT WE HEARD, IN THEIR WORDS	SOURCE, WHICH FORM, WHICH BOX	SAID BY	WHERE IT GOES, AND WHO ANSWERS
STRENGTHS, AND WHAT IS ALREADY WORKING			
CONCERNS, AND WHAT IS WORRYING THEM			
WHAT THE FAMILY WANTS MOST THIS YEAR			

Fillable PDF

14 Pages

Five Forms

Interview Guide

Which Form for Which Family and Meeting

Six situations, six answers. Pick the form once, send it with a return date, and copy what comes back onto the summary before anybody drafts anything.

IF THIS IS THE FAMILY AND THE MEETING	SEND	WHERE
An annual review, and the family has two or three weeks before the meeting	Parent and Family Input Form — the long one, sent home with the invitation	Page 5
A first meeting, and the family is new to all of this	Cover letter and return slip first, then the short form: plain words, one page	Pages 12, 6
A student old enough that the team is planning for life after high school	Transition-Age Family Input, with the Student Input Form beside it	Pages 8, 10
A young child in an early childhood program	Early Childhood Family Input — routines, play, talking, self-help	Page 7
A family who would rather talk than write, or who writes in another language	Family Interview Guide: you call, you ask, you write down what they said	Page 9
A family with very little time, or a form that never came back last year	Short Parent Input Form — six boxes, one page, five minutes	Page 6

The plain-language rule

Read every question out loud before you send it. If you would not say it that way on the phone, rewrite it. No initials, no acronyms, no word the team uses that a family has never heard. “What is hard for your child?” gets an answer; the same question in team language gets a blank page. If the family reads another language, the form goes in that language — write below who arranges that where you work.

WHO ARRANGES A TRANSLATED COPY OR AN INTERPRETER HERE, AND HOW FAR AHEAD THEY NEED TO KNOW

The three habits these forms assume

- ☐ Every form goes out with a return date on it and a way to reach you, not just a due date in your own calendar.
- ☐ What comes back is copied onto the summary (page 11) before the draft is written, not read for the first time at the table.
- ☐ The family’s words go into the summary as the family said them, in quotation marks, not translated into team language.

How to send it, and when

WHEN	WHAT MOVES
Three weeks out	The form goes home with the meeting invitation, the cover letter (page 12) on top and a return date on it. Send it on paper and again however the family actually reads things.
Two weeks out	Nothing back yet? One short, friendly reminder. Offer the short form (page 6) or a phone call (page 9) instead. A form that does not come back is a scheduling problem, not a family who does not care.
One week out	Copy what came back onto the Input Summary (page 11), and put the family’s questions on the agenda so somebody is ready to answer them.
At the table	Their page is read first, before the staff reports, and they get their own form back. If nothing came back, ask the six questions from page 6 out loud and write the answers into the summary while they talk.

Parent and Family Input Form

The long form, for an annual review with two or three weeks in hand. Send it home with the invitation and the cover letter on page 12.

STUDENT

PLEASE RETURN BY

Nobody knows your child the way you do. The team writes a better plan when it starts from what you tell us here. Every question is optional. Anything you write will be read aloud or summarized at the meeting if you would like it to be, and you can tell us to leave something out. If writing is not how you want to do this, say so and we will call you instead.

What is your child good at, and what do they love?

At home, with friends, on weekends. The things that do not show up on a report card.

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What is working at school this year?

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What is worrying you?

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What works at home that we might not know about?

Routines, rewards, ways of explaining things, warning signs of a hard day.

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What do you most want your child to be able to do a year from now?

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Questions you want answered at the meeting

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Anything else we should know

Changes at home, health, transportation, who else should be invited, and whether you need an interpreter.

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Short Parent Input Form

One page, six boxes, five minutes. For the family with no time, and for the form that did not come back last year.

STUDENT

FILLED IN BY, AND HOW YOU ARE
RELATED

PLEASE RETURN BY

One page. Write as much or as little as you like — one line in each box changes how the meeting starts. If you would rather talk than write, send back the slip at the bottom of the letter and we will call you.

What your child is good at, and what they love

At home, with friends, on weekends. The things a report card never asks about.

What is worrying you

Whatever is on your mind. School, friends, homework, mornings, evenings.

What works at home

How you explain things, what calms them down, what gets them started, what never works.

What you most want your child to be able to do a year from now

One or two things. They do not have to be school things.

Questions you want answered at the meeting

Write them here and somebody will be ready with an answer.

The best way to reach us

Phone, text, email, the time of day that works, and whether you would like an interpreter.

For the teacher who calls instead. Fourteen questions in the order they are easiest to answer, with a column for what the family actually said.

STUDENT

WHO I SPOKE WITH, AND
HOW THEY ARE RELATEDDATE AND TIME OF THE
CALLINTERPRETER (NAME, OR
NONE NEEDED)

ASK IT LIKE THIS		WHAT THEY SAID (THEIR WORDS, NOT YOUR SUMMARY OF THEM)
1	What is your child good at? What do they enjoy?	
2	How would you describe your child to somebody who has never met them?	
3	What is going well at school this year?	
4	What is worrying you most right now?	
5	What does your child say about school when they get home?	
6	What does homework, or getting ready in the morning, look like at your house?	
7	Who are their friends? How do they get on with other children?	
8	What helps when your child is upset, or stuck, or will not start?	
9	What should we never do, because it makes things worse?	
10	What can your child do for themselves at home that we may not see at school?	
11	What do you most want your child to be able to do a year from now?	
12	What do you hope for further ahead than that?	
13	What questions do you want answered at the meeting?	
14	Is there anything else that would help us to know?	

Write what they said, not what you understood

A quotation survives being read out at the meeting; a paraphrase turns into your opinion by March. Before you hang up, read the answers back and ask whether you got them right, and ask which of them the family is happy for you to say out loud at the table.

Owed back to this family (a call, an answer, a form, a translated copy)

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Input Summary for the Meeting

One page, filled in by you from whatever came back. Every line carries the form and the box it came from, so nothing arrives at the table without a source.

STUDENT

MEETING DATE

SUMMARY WRITTEN BY, AND WHEN

WHAT WE HEARD, IN THEIR WORDS	SOURCE: WHICH FORM, WHICH BOX	SAID BY	WHERE IT GOES, AND WHO ANSWERS
STRENGTHS, AND WHAT IS ALREADY WORKING			
CONCERNS, AND WHAT IS WORRYING THEM			
WHAT THE FAMILY WANTS MOST THIS YEAR			
QUESTIONS TO ANSWER AT THE TABLE			

Copy it, do not translate it

"He comes home saying he is the dumb one" is what the family wrote. "Parent reports low self-esteem" is what happens to it if you tidy it up, and it is no longer something anyone at the table has to answer. Keep the quotation marks; the source column is what shows, in March, where the line came from.

If nothing came back

- ☐ Ask the six short-form questions (page 6) out loud at the table and fill this in while the family talks.
- ☐ Write "asked at the meeting" in the source column so the year after next is not a guess.
- ☐ Note in the log what you sent, when, and how, so the next invitation goes the way that worked.

EXAMPLE

A Returned Form and the Summary Built From It

The Nguyen family and Minh are invented, and so is every word on the form. Notice that every line of the summary names the box it came from.

Short Parent Input Form (page 6), as it came back — the Nguyen family, Minh, second grade (invented)

Handwritten, in pen, eleven days after it went home. Nothing was corrected or tidied before it was copied onto the summary.

BOX 1 · WHAT YOUR CHILD IS GOOD AT, AND WHAT THEY LOVE

He can build anything. He watched his uncle fix a bike once and then did it himself. He is gentle with his little sister — he “reads” her the pictures every night even though he cannot read the words yet.

BOX 2 · WHAT IS WORRYING YOU

He says he is the dumb one at his table. He cries on Sunday nights. He used to bring books home and he has stopped.

BOX 3 · WHAT WORKS AT HOME

We show him once, then he does it. He has to know what is coming next or he will not start at all. Timers make it worse. Music helps.

BOX 4 · WHAT YOU MOST WANT YOUR CHILD TO BE ABLE TO DO A YEAR FROM NOW

We want him to read a whole book to his sister by summer. And we want him to stop calling himself dumb.

BOX 5 · QUESTIONS YOU WANT ANSWERED AT THE MEETING

Why is he in the same reading group as last year? What can we do at home that actually helps? Who do we call when he has a bad week?

BOX 6 · THE BEST WAY TO REACH US

Text his mother first, after four. His father can come if we know two weeks ahead. We would like someone who speaks Vietnamese with us.

Input Summary for the meeting (page 11), built from it — 9 lines, every one traced to a box above

WHAT WE HEARD, IN THEIR WORDS	SOURCE: WHICH FORM, WHICH BOX	SAID BY	WHERE IT GOES, AND WHO ANSWERS
“He watched his uncle fix a bike once and then did it himself.”	Box 1 · what your child is good at	Mother	Present levels — strengths, in the family’s example
“Reads” the pictures to his sister every night; wants to read her a real book	Box 1 · what your child is good at	Mother	Reading goal — why it matters to him
“He says he is the dumb one at his table.” Cries on Sunday nights	Box 2 · what is worrying you	Mother	Present levels; and the question about the group
Used to bring books home and has stopped	Box 2 · what is worrying you	Mother	Home reading plan
Show him once, then he does it; he will not start unless he knows what is next	Box 3 · what works at home	Mother	Accommodations — model first, preview the order
Timers make it worse. Music helps	Box 3 · what works at home	Mother	Accommodations — drop the timer
Read a whole book to his sister by summer; stop calling himself dumb	Box 4 · what you most want this year	Both parents	Reading goal, and one self-talk target
Why the same reading group as last year? What helps at home? Who do we call in a bad week?	Box 5 · questions you want answered	Both parents	Answered at the table — case manager and reading teacher
Text mother after four; father needs two weeks’ notice; Vietnamese interpreter asked for	Box 6 · the best way to reach us	Mother	Invitation, interpreter request, contact log

Why the source column earns its width

Six boxes of a family’s handwriting became nine lines of meeting paper, and not one of them is the teacher’s idea. Two came out of box 1, two out of box 2, two out of box 3, and one each out of boxes 4, 5 and 6. Asked in March where the reading goal came from, the answer is on the page: box 4, in the family’s own words.