

IEP PARENT INPUT FORM

The parent input form that goes home with the invite, the meeting agenda, the decisions-and-action-items notes page, and the follow-up summary for the family.

BEFORE Parent and Family Input Form

Send this home two to three weeks before the meeting, with a return date. What comes back is the most useful page in the whole file.

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, and anything you write will be read aloud or summarized at the meeting if you would like it to be.

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?

What works at home that we might not know about?
Routines, rewards, ways of explaining things, warning signs of a hard day.

DURING Meeting Agenda

The components in the order they are usually taken, with a planned time column. Check them off as you go; the order is yours to change.

STUDENT _____ DATE / TIME / ROOM _____ FACILITATOR _____

ITEM	PLANNED TIME	WHO LEADS / NOTES
1 Welcome and introductions Names and roles, the purpose of today's meeting.		
2 Rights and procedural safeguards Offered in plain language; the notice handed over.		
3 Family and student input Read the input forms first — before the staff reports.		
4 Present levels Strengths, then data, then needs. Teachers and providers report.		
5 Progress on current goals Met, not met, or partly met — with the numbers.		
6 Proposed goals Each one read aloud the family asked whether it matters to them.		
7 Services, placement and accommodations What, how much, where, by whom.		

DURING Meeting Notes

Build around decisions and action items, not narrative. If a sentence does not say who does what by when, it probably belongs in the parking lot box.

STUDENT _____ DATE _____ NOTES TAKEN BY _____

Family concerns and priorities raised
In their words where you can. This box is read first when anyone registers the file.

Decisions made
One per line. What was decided, not what was discussed.

ACTION ITEM	OWNER	BY WHEN

AFTER Follow-Up Summary for the Family

Goes home within the week, before the finalized IEP does. Plain language, one page, what changed and what happens next.

DEAR _____ DATE _____

Thank you for meeting with us on _____. Here is a short summary of what we talked about and what happens next. The finalized IEP will follow separately; this letter is not that document. It is the plain-language version of it.

What we heard from you

What changed, and why
Goals, services, accommodations, placement. One line each, in everyday words.

What happens next, and when

IEP MEETING How to Use These Four Pages

Two minutes of reading. When each page goes out, what comes back, and what the full kit adds.

WHEN	WHAT
Two to three weeks out	Parent and Family Input Form (page 4) goes home with the invitation, with a return date written on it. Read what comes back before you draft anything.
The night before	Agenda (page 5) printed, times filled in, family concerns from the input form copied into the notes page (page 6) so they are said first.
In the meeting	Notes page (page 6): decisions, then action items with a name and a date. Narrative goes in the parking lot.
Within the week	Follow-Up Summary (page 7) home in plain language, before the finalized IEP arrives.

What these pages are not
Not your district's legal forms, not a meeting notice, not a consent form, and not a statement of anyone's rights. They are the working paper behind the meeting. Nothing here says what an IEP must contain or when anything is due; your district decides that.

Three habits the pages assume

- ☐ The family's concerns are read before the draft is written and said first in the meeting.
- ☐ Every decision gets a name and a date, in the meeting, on the notes page.
- ☐ The family hears what changed from you, in plain language, before the paperwork arrives.

This is the free version.

Thank you for downloading this resource

Four pages, no strings. If they made one meeting easier, a quick rating on TPT tells other case managers they exist, and it takes about twenty seconds.

The full kit: IEP Meeting Prep and Parent Communication
20 pages, every line a type-in field; these four pages plus the meeting prep countdown, student and teacher input forms, a draft IEP review checklist, an attendance and participation record, a plain-language page on rights and consent, an action-item tracker, an implementation checklist, a year-long parent communication log and a casual meeting calendar, with the agenda and notes filled in for an invented student. Search the store name below on TPT.

ALSO FROM THIS STORE

IEP At A Glance FREE
One page per student for the adults who use them for meeting prep. No audit. Printable.

Special Education Case Manager Binder
The year, the calendar and the paper trail: trackers, logs, meeting prep. No audit. Printable.

Click Follow on the store page and TPT will email you when new resources go up.

FREE

8 Pages

4 Forms

Print & Go

Parent and Family Input Form

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STUDENT

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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, transport, who else should be invited, whether you need an interpreter.

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Built around decisions and action items, not narrative. If a sentence does not say who does what by when, it probably belongs in the parking lot box.

STUDENT

DATE

NOTES TAKEN BY

Family concerns and priorities raised

In their words where you can. This box is read first when anyone reopens the file.

Decisions made

One per line. What was decided, not what was discussed.

ACTION ITEM

OWNER

BY WHEN

Disagreements and how they were left

Who disagreed, about what, and what the next step is.

Parking lot

Raised but not resolved today. Each gets an owner and a date before the meeting ends.