COME PREPARED. LEAVE INFORMED.

# Questions to ask at every IEP meeting

IEP meetings move fast, and a lot of the language is new to parents and caregivers. Bring this page, ask in your own words, and write the answers down. Any order works, and none of these questions is rude.

## Your child's learning and the plan itself

1. **How is what you are seeing from my child different from other kids in the classroom?**
   This question grounds the conversation in your child's specific profile rather than general observations. A strong answer will reference data, examples, and patterns. Vague answers are worth following up on.

2. **How are my child's strengths being included in this IEP?**
   IDEA requires that IEPs be built on a child's present levels, including strengths. If the team struggles to answer this, it may signal that the IEP is deficit-focused rather than individualized.

3. **How is each goal measured and how is my child's progress monitored?**
   Every IEP goal must be measurable. If the team cannot explain exactly how progress is tracked and how often, that is worth noting. You are entitled to regular progress reports.

4. **Who will work on this with my child? How, when, where, and how often?**
   Services written in an IEP are only meaningful if they are actually delivered as written. Knowing who is responsible and when it happens helps you verify that your child is receiving what they are entitled to.

5. **What training does the staff have in this specific intervention or approach?**
   If a particular program or strategy is written into your child's IEP, the people delivering it should have training in it.

**FOLLOWING UP**

One answer usually leads to the next question. If a response stays general, ask for a specific example, then ask what the data shows. You're allowed to slow the meeting down.

If something matters to you, ask for it in writing before the meeting ends. A line in the record is easier to come back to than something you remember hearing.

## Service time, staffing, and what happens next

6 **How was the amount of service time determined for my child specifically?**

Service time should be based on your child's individual needs, not on what the school typically offers or what fits a schedule. If the answer sounds like a default rather than a decision, it is worth asking more questions.

7 **What happens if my child is not making progress?**

An IEP team should have a plan for this. If the answer is unclear or reactive rather than proactive, ask for a specific process to be documented.

8 **How will substitute teachers and other staff be informed about my child's accommodations?**

Accommodations only work if everyone who works with your child knows about them. This is an important implementation detail that is easy to overlook. The answer helps you understand how your child's plan is carried out day to day.

9 **I would like to see the final IEP before agreeing to any changes. When can I have a copy?**

You are not required to sign the IEP at the meeting. Asking this question calmly and directly signals that you know your rights and intend to review the document carefully before you agree.

10 **Can we make a plan for keeping in touch about how everything is going?**

IEP implementation happens between meetings, not just at them. Establishing a communication plan at the meeting sets expectations on both sides and gives you a clear point of contact if concerns come up.

MY NOTES

**Want a second set of eyes on the answers?**

Bring me what the school sent. Free 15-minute call: (804) 420-2273 | myaccessadvocacy.com

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