ADVANCE FOUNDATIONS ADVOCACY CENTER

Empowering Families. Protecting Student Rights. Ensuring Equitable Education for Every Child.

FAITH. Education. Justice.

IEP PARENT CONCERN WORKSHEET

Prepare your voice. Preserve your concerns. Make clear requests.

Student Name: _____	**Date of Birth:** _____
School: _____	**Grade:** _____
IEP Meeting Date: _____	**Parent/Caregiver:** _____

THE PARENT HOLDS THE HISTORY

Professionals bring expertise. Parents bring history. The child brings lived experience and voice. All three matter. Use this worksheet to organize what you know, what you are seeing, what you want the IEP team to understand, and what you are asking the team to do.

1. MY CHILD'S STRENGTHS

What does your child do well? What motivates them? What interests, abilities, relationships, routines, or supports help them succeed?

_____

_____

_____

2. MY BIGGEST CONCERNS

What is worrying you most right now? Describe what you are seeing at home, at school, or across settings.

_____

_____

_____

_____

3. AREAS I WANT THE TEAM TO DISCUSS

Check every area that applies. Add notes beside anything that needs explanation, evaluation, a goal, a service, an accommodation, or another response.

☐ Academic / learning	☐ Reading / writing / math
☐ Communication / speech / AAC	☐ Behavior
☐ Social-emotional / mental health	☐ Attention / executive functioning
☐ Sensory needs	☐ Vision / hearing
☐ Gross motor / mobility	☐ Fine motor / occupational therapy
☐ Health / medical needs	☐ Feeding / self-help / adaptive skills
☐ Assistive technology	☐ Transportation
☐ Attendance / school access	☐ Discipline / safety

☐ Transition / future planning	☐ Other: _____

4. PRESENT LEVELS I WANT CORRECTED OR UPDATED

What information in the current IEP is incomplete, outdated, inaccurate, too vague, or missing?

_____
_____
_____

5. GOALS I WANT REVIEWED

Which goals need to be added, changed, made measurable, continued, or reconsidered? What skill should your child be able to demonstrate?

_____
_____
_____

6. SERVICES AND SUPPORTS I WANT CLARIFIED

List special education, related services, supplementary aids, staff supports, or other services you want the team to explain or consider. Ask about frequency, location, duration, start date, and who is responsible.

_____
_____
_____

7. ACCOMMODATIONS, MODIFICATIONS, OR ASSISTIVE TECHNOLOGY

What does your child need to access instruction, communicate, participate, demonstrate learning, or function safely and meaningfully at school?

_____
_____
_____

8. PROGRESS DATA I WANT TO SEE

What evidence do you need? Examples: baseline data, goal progress, work samples, service logs, assessment results, behavior data, attendance data, or other records.

_____
_____
_____

9. PLACEMENT AND LEAST RESTRICTIVE ENVIRONMENT QUESTIONS

What questions do you have about where services will be delivered, participation with nondisabled peers, supports in the general education setting, or another placement issue?

_____
_____
_____

10. WHAT HAS WORKED, AND WHAT HAS NOT?

List strategies, interventions, accommodations, services, routines, or approaches that have helped. Also identify what has been tried without meaningful benefit.

_____
_____
_____

11. MY CHILD'S VOICE

What does your child communicate about school, learning, relationships, comfort, safety, frustration, goals, or preferences? Include communication in whatever form your child uses.

_____
_____
_____

12. INFORMATION I AM BRINGING TO THE TEAM

List evaluations, medical or therapy information, work samples, emails, logs, outside reports, photos, data, or other information you want considered.

_____
_____
_____

13. MY EXACT REQUESTS FOR THE IEP TEAM

Write each request as clearly as possible. Example: 'I am requesting...' or 'I want the team to consider...'

_____
_____
_____
_____
_____

14. TEAM RESPONSE / FOLLOW-UP TRACKER

My Request	Team Response	Agreed / Refused / Pending	Follow-Up / Date

AFAC LANGUAGE TO USE

"Please document my concern and request in the IEP record. Please explain the data and educational basis for the team's decision. If the school proposes or refuses an action that requires Prior Written Notice, please provide that notice in writing."

15. BEFORE I LEAVE THE MEETING

☐ I asked whether all of my concerns were documented.

☐ I asked what the team agreed to do and who is responsible.

☐ I asked when each agreed action or service will begin.

☐ I asked how progress will be measured and reported.

☐ I asked for clarification of anything I did not understand.

☐ I asked for written documentation of proposals or refusals when applicable.

☐ I know what documents I should receive after the meeting.

☐ I wrote down my next follow-up date.

ADVOCACY SUPPORT NOTE

This AFAC worksheet is provided for parent education, meeting preparation, and advocacy support. It is not legal representation or individualized legal advice. Keep a copy of the completed worksheet with your child's educational records.