

Parental IEP Plan: Specific Learning Disability (SLD)
High School (SLD)

The following document is a Parental IEP Plan.

I, _____, would like these questions answered and requests agreed to during the IEP meeting. I would also like this page added to my child's IEP document.

Date of IEP: _____

My questions:

(List any questions you may have regarding your child's educational progress, behavior, academic/behavioral supports, services, accommodations, etc.)

- 1.
- 2.
- 3.
- 4.
- 5.

My concerns are:

I am concerned that...

- 1.
- 2.
- 3.
- 4.
- 5.

My requests:

I would like my child to have...

- 1.
- 2.
- 3.
- 4.



Suggested Guiding Questions (Adjust to Fit Your Child)

High School (SLD)

Which advanced academic areas are most affected by my child's SLD, and how were they identified?

High school introduces more complex coursework—research papers, advanced math, and in-depth reading comprehension. Which specific skills (like writing organization, algebraic reasoning, or analytical reading) does she find most challenging, and how did recent tests (PSAT, SAT, or district exams) highlight these gaps?

What high school interventions are available to address SLD needs?

I'm interested in any specialized classes (like a reading lab or structured writing workshop) or after-school tutoring programs that focus on high-level reading comprehension and writing skills. Are these interventions integrated into her daily schedule, or do they occur during resource Periods?

How will the school monitor progress toward graduation and postsecondary readiness? I'd like to know how frequently we'll receive updates on grades, test scores, or teacher feedback regarding her writing, reading, and problem-solving.

Will there be ongoing check-ins so we can adjust her IEP if she struggles with certain courses? Are teachers using structured strategies for advanced reading and writing?

In subjects like English and social studies, large reading volumes and complex analysis are often required. Are teachers employing any structured literacy approaches, graphic organizers, or executive functioning strategies to support her? Similarly, for math or science, how does instruction address problem-solving for a student with learning disabilities?

Which accommodations transfer to standardized tests (SAT/ACT) or final exams? If she receives extended time, a separate testing location, or formula sheets in class, can she also get these accommodations on standardized tests? What documentation do we need, and how do we apply?

How do special education and general education teachers coordinate across all Subjects?

In high school, students typically rotate among multiple classes. I'd like to be sure her accommodations—like extra time, assistive technology, or note-taking support—are consistently provided. Is there a central system where teachers can check her IEP needs? How can lengthy projects or research papers be broken down?

She may find large assignments overwhelming. Can deadlines be segmented into smaller checkpoints—like an outline due on one date, a draft on another—to help her stay on track without getting overwhelmed?

Is assistive technology an option for writing and organizational tasks?

In high school, good note-taking and essay writing are crucial. Could she use text-to-speech, speech-to-text, or organizational apps for brainstorming and planning? If so, is the school providing access to these tools?

How is she learning to communicate her needs in preparation for college or work?

At this point, self-advocacy becomes vital. Does the school offer guidance sessions or support for talking to teachers, counselors, or future college disability services about her SLD? She'll need to request accommodations confidently.

What can we do at home to support her transition to adulthood?

Finally, I'd love suggestions for test prep, time management, and keeping a consistent homework schedule. If she's planning for college, are there specific scholarships or resources for students with learning disabilities? And if employment or vocational programs are on the horizon, can we coordinate with any agencies or supports that might help her after graduation?



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