

Parental IEP Plan: Specific Learning Disability (SLD)
Middle 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)

Middle School (SLD)

How was my child's current reading and math level determined, and which areas are most impacted by SLD?

Middle school demands more complex skills, so I'd like to know how the school assessed my child's current reading comprehension, written expression, or math reasoning. Do recent standardized test scores or grade-level benchmarks show specific patterns in her performance?

Which interventions are specifically geared toward older students? For middle schoolers with SLD, I know targeted interventions might focus on reading comprehension strategies, explicit writing instruction, or advanced math support.

*Which interventions is my child receiving, and how do they fit into her school schedule (during electives or a resource period)? Also, how often will she attend these sessions?
How will the school track progress on tests, quizzes, or assignments?*

I want to understand if teachers will monitor her performance on unit tests, reading comprehension quizzes, and math problem-solving tasks to gauge improvement. Will we review this data monthly or quarterly, and can changes to her plan be made promptly if we see little growth?

*Is a multi-sensory or explicit instructional approach used in reading and writing?
As texts and writing tasks become more advanced, are teachers providing structured literacy programs or note-taking strategies that help students who struggle with reading or processing?*



And if she can't keep up, how will instruction be adjusted? What accommodations (and possible modifications) are documented? I'd like to review which accommodations are currently in place (extended time, calculator use, text-to-speech software).

If these aren't effective, under what circumstances might the team consider modifying the curriculum, like simplifying reading materials or providing alternate tasks?

**How do general education teachers collaborate with special education staff?
In middle school, my child likely has multiple teachers (English, Math, Science, Social Studies). How do they coordinate to ensure her accommodations are implemented consistently across all subjects?**

*Is there a system for sharing updates on her progress?
How can homework be adjusted?*

With more demanding homework and projects, I want to know if teachers can break down larger assignments into manageable chunks. Could she have reduced written output or be allowed alternative project formats if writing is a significant challenge?

What types of assistive technology might support longer reading/writing tasks? Are tools such as text-to-speech software, organizational apps, or graphic organizer programs available? Can she use a laptop or other devices in class to streamline note-taking or essay writing?

How will she learn to self-advocate for clarity or additional help?

Middle schoolers often need to learn to approach teachers for extra help or more time before deadlines. Are there advisory programs or teacher-led sessions that coach her in these self-advocacy skills?

How can we support her at home?

Finally, I'd like practical ideas for home—structured homework routines, recommended reading materials, or tutoring if needed. Also, if the school can share study guides aligned with her current curriculum, that would help us reinforce the strategies she's learning.

