

Questions to Ask at an IEP/504 Meeting

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

Learning goal: Prepare family and learner questions about access and advanced learning.

A family wants to know how an existing plan supports challenging instruction. Ask who provides each accommodation, how access is checked and how advanced learning goals are preserved. Use a fictional or de-identified example here; the learner controls what to share.

1. Use a fictional example or discuss the situation without identifying a child.
2. Complete each planning section with the learner's choices at the center.
3. Select one feasible change, who will provide it and when you will check it.
4. Keep any completed paper privately; do not use it to diagnose, rank or label a learner.

Grades 3–5 support: Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

Understand the goal and access

Ask who provides each accommodation, how access is checked and how advanced learning goals are preserved. Separate the thinking goal from an access barrier.

Meaningful learning goal or interest

Barrier or preference to check with the learner

Questions to Ask at an IEP/504 Meeting

Choose an action together

Invite the learner's response in their preferred communication mode. Choose one feasible change and an adult responsibility.

Learner's choice or question

Support action, responsible adult and timing

Optional deeper thinking · Grades 6–8

Compare two support choices for the same intellectually demanding goal and identify how the learner's preferences shape the decision.

Questions to Ask at an IEP/504 Meeting

Review and keep it respectful

This is not legal advice or an official plan; keep records private and seek qualified guidance for formal decisions. Decide how you will check the support with the learner, not just compliance or speed.

Evidence of access or participation to look for

Review question and next adjustment

My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

Questions to Ask at an IEP/504 Meeting

Accessibility & alternative responses

Use selectable text, clear headings, AAC/partner-assisted participation, read-aloud or large print as chosen. Keep completed plans private; no diagnosis or medical details are needed.

Teacher facilitation

Ask who provides each accommodation, how access is checked and how advanced learning goals are preserved. This is not legal advice or an official plan; keep records private and seek qualified guidance for formal decisions.

Family-use suggestion

Ask who provides each accommodation, how access is checked and how advanced learning goals are preserved. This is not legal advice or an official plan; keep records private and seek qualified guidance for formal decisions.

Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.