

ReportDecoder

Questions About School Support

To use this guide, record what your report identified and the support you want to raise for each item, then use the same blocks during the meeting to capture what the team decides. The result is one clear record, from preparation through to next steps.

As always, final decisions about diagnoses, services, and accommodations belong with the qualified professionals working with you or your child.

About this meeting

Student's name	Meeting date
School and grade	Who will attend

1 Strengths to build on

Plans work best when they use what a student is already good at. Note strengths here, from the report, a teacher, or what you see at home, to raise with the team. Not every plan will connect to each one, and that is okay.

2 Needs the report identified

For each concern or diagnosis the report named, note the support you want to ask about, then fill in what the team decides during the meeting. The goal is for every need to be discussed.

1	Concern or diagnosis	
	Support to ask about	
	What the team decided	
2	Concern or diagnosis	
	Support to ask about	
	What the team decided	
3	Concern or diagnosis	
	Support to ask about	
	What the team decided	
4	Concern or diagnosis	
	Support to ask about	
	What the team decided	

3 Other concerns to raise

A report cannot capture everything, and your child is meant to take part in this process. Note any concern you, a teacher, or your child has about learning at school, using the same blocks. Something you are unsure about can still be worth recording.

1	Concern noticed	
	Support to ask about	
	What the team decided	
2	Concern noticed	
	Support to ask about	
	What the team decided	

4 How the support process works here

School support systems differ by country and region, so this section leaves room to record how your school does things. Ask the school these questions rather than assuming the answer.

What is this type of plan or process called here? (for example, an IEP, a 504 plan, or an IPP)

How does the school decide who receives a plan, and who makes that decision?

What are the timelines, from today's meeting to supports actually starting?

How often is the plan reviewed, and what happens if we do not agree with it?

5 Other questions for the school team

Write any other questions you want to make sure you ask, so nothing gets forgotten in the moment.

6 Meeting summary and other notes

Use this space for an overall summary of the meeting, plus anything decided that did not fit a specific need above.

7 Questions still open after the meeting

Some questions may not get answered in the meeting, such as how often a service will happen or when it will start. Record them with who to follow up with.

Question still open

Who to follow up with

8 My follow-up action steps

List up to three things you plan to do next, such as returning a form, booking a service, or following up on an open question. A specific date makes a step more likely to happen.

Action step

By when (optional)

☐		
☐		
☐		

What's Next?

Keep this worksheet with your records and bring it to your next school meeting. It helps you track what changes, follow up on anything still open, and see the plan through in partnership with the team working with you or your child.

Next review meeting (date)

With whom