




PARENT CHECKLIST

	BEFORE THE ARD/IEP MEETING
	<p>Review the meeting invitation (ARD/IEP Notice)</p> <ol style="list-style-type: none"> 1. What will be discussed? What information will be reviewed? 2. Talk to the school about rescheduling the meeting if the day and time don't work for you or you feel more time is needed. 3. Who will be attending? Is it appropriate for your child to attend? 4. Are there other school people you wish to come to the meeting? 5. Notify the school if you are bringing participants to the meeting. 6. Notify the school if you want other topics to be added to the agenda. 7. Notify the school you will be taping the meeting. 8.
	<p>Review information---previous IEPs and current data/progress</p> <ol style="list-style-type: none"> 1. Review previous IEPs, Progress Reports, Report Cards and any state and local assessment results you might have received in the past. 2. Compare present levels of functioning (PLAAFP). Look for progress over time. 3. Is the PLAAFP information specific enough to track progress? 4. Note any connections/disconnections between Report Cards & IEPs. 5. Review draft(s) provided by school prior to the meeting. 6. Review Commitment or Promise Lists/Actions Plans for completion. 7. Review any schoolwork for indications of success or failure (needs/weakness?) 8. Review any reports from school staff or outside resources. 9. Request copies of any relevant information not already received. 10.
	<p>Identify goals for your child</p> <ol style="list-style-type: none"> 1. Talk to your child- what does he like best and least about school? Make a list of your child's strengths, needs and interests. 2. Consider ways of involving your child in developing his IEP 3. Think about your child's educational progress. What has been working and what has not? 4. Prioritize what you want your child to achieve in the coming year. 5. Think about where you want your child to be in the short-term/long-term. 6. If reports show limited progress, think about what actions you think are needed. 7. Summarize goals you would like to see in the IEP. 8. Identify supports needed to help child move closer to grade level expectations. 9. "Mark up" your ARD/IEP copy with ideas to assist in discussions. 10.
	<p>Gather and organize any supporting documents and data</p> <ol style="list-style-type: none"> 1. Maintain and organize information in Parent Notebook or file 2. Collect articles or sample documents from a variety of resources to share with the team. 3.
	<p>Prepare your "talking points" to increase your level of participation in the ARD</p> <ol style="list-style-type: none"> 1. Write down important points you want to make in the meeting. 2. List any action you would like to see the school take. 3. Share any information with school prior to meeting. 4. Note on the agenda where you want to be sure to contribute information. 5. Develop pre-written comments/suggestions that can be easily added to the ARD. 6. Review your copy and mark up your ARD Report copy with ideas to help you in the meeting

	<p>DURING THE ARD MEETING</p>
	<p>Identify the participants and their role</p> <ol style="list-style-type: none"> 1. If there is no visible means of identifying the participants and their roles, ask for names tags and/or name tents.
	<p>Clarify the purpose of the meeting and the agenda for the discussion</p> <ol style="list-style-type: none"> 1. Ask for your topics/concerns to be added if not on the agenda. 2. Follow agenda provided by school. Make notes on the agenda where you want to be sure to provide input. 3. If there is no written agenda, request the school provide an overview of the agenda and make notes---what will be discussed and in what order. 4. Make sure required members are present or school has followed excusal procedures. 5.
	<p>Inquire about the ground rules or communication expectations for the meeting</p> <ol style="list-style-type: none"> 1. If no discussion guidelines or ground rules are identified, inquire about ways that ARD participants should behave and what is expected during the discussion. 2.
	<p>Ensure that you are able to follow the IEP paperwork as it is being completed</p> <ol style="list-style-type: none"> 1. Make sure documents are made available to you so you can follow the discussion effectively, e.g., drafts, projection of information on room wall, copies of reports being discussed 2.
	<p>Use effective communication skills</p> <ol style="list-style-type: none"> 1. Listen to what others have to say with the intent to understand their view. 2. Ask questions to get more information 3. Repeat and restate decision ask team members if they have the same understanding. 4. Stay focused on your child. The meeting is about him and his needs.
	<p>Think creatively about ways to handle differences during the ARD</p> <ol style="list-style-type: none"> 1. Everyone share his "view" of the situation and explain reasons for the view. 2. Consider suggesting a trial period with a designated return date to review results and data. 3.
	<p>Think about IEP content that will be reviewed or changed:</p> <ol style="list-style-type: none"> 1. Review formal and informal evaluations reviewed to identify strengths, performance gaps (weaknesses), present levels of performance and needs. 2. Discuss how your child's disability impacts him academically and socially (including behavior) in the school setting. 3. Ask if the goals are written as standard-based IEP Goals 4. Identify support and services, accommodations and modifications your child needs to receive educational benefit and make progress. 5.
	<p>Before the meeting is adjourned:</p> <ol style="list-style-type: none"> 1. Ask for a summary of commitments / due dates made by team members including the parent. 2. Ask how you will receive your copy and who to contact if you have questions. 3.

	AFTER THE ARD/IEP MEETING
	Review meeting documents
	Monitor implementation of IEP <ol style="list-style-type: none"> 1. Utilize existing school communication systems to stay in touch, e.g., daily planners, teacher websites 2. Review Progress Reports and Report Cards when received from school. If not provided, request progress reports on speech therapy and any related service. 3. Compare reports with IEP. Confirm that the progress is measured and reported in the way the goal is written. 4.
	Communicate regularly with school <ol style="list-style-type: none"> 1. Tell school about any changes at home that might affect school performance. 2. Participate in school wide parent events, e.g., parent conference, open house. 3. Update school team on any concerns or questions. 4.
	Gather and organize any supporting documents and data <ol style="list-style-type: none"> 1. Place updated ARD Report in your Parent Notebook or other file. 2.
	Foster a positive working relationship. <ol style="list-style-type: none"> 1. Give compliments and recognize efforts of team members. 2.

