Before the ARD Meeting – **A Parent Checklist**

(Be sure to keep a copy for yourself.)

\_\_\_Read your notice to see what issues will be discussed and who will attend.

\_\_\_Be sure enough time is allotted for the meeting.

\_\_\_If necessary, request the meeting be rescheduled at a time you can attend or when more

time can be allotted for the meeting.

\_\_\_Ask the school to invite any representatives of outside agencies (e.g., ECI, DARS, DADS,

etc.) you think should attend.

\_\_\_Ask the school for copies of any relevant information you do not already have, including:

\_\_\_Latest evaluation and any new testing the school has done

\_\_\_Teacher progress notes (if necessary, request a meeting to talk with the

teacher(s) and others for information on the student’s progress such as a pre-ARD meeting)

\_\_\_Texas Essential Knowledge and Skills (TEKS) for your child’s age-appropriate grade level

\_\_\_Student Code of Conduct

\_\_\_The ARD committee agenda

\_\_\_Blank IEP forms/any drafts of IEPs the school may have done

\_\_\_ Gather any reports you have from outside therapists, tutors, consultants or doctors.

\_\_\_ Make a list of your child’s gifts and talents.

\_\_\_ Read the TEKS and list the ones you think your child could learn “as is” or with

modifications. The TEKS can be found on line at www.tea.state.tx.us/teks.

\_\_\_ Make a list of the instructional/behavioral modifications and accommodations you know

work best for your child.

\_\_\_ Make a list of other things you would like your child to learn during the year.

How is this going to help her? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Will she be able to participate more fully in school life? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Will she become more independent? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How will her life change or improve? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ Review the lists and mark four or five things you think are most important for your child.

These will be the basis for developing her IEP goals during the ARD meetings.

\_\_\_ Make a list of her areas of functioning that would increase with assistive technology

(communication, mobility, etc.). Be prepared to make requests for assistive technology if it is needed.

\_\_\_ Make extra copies of each list to bring to the meeting.

\_\_\_ Decide who you will bring to the ARD meeting.

\_\_\_ Decide if you want to meet with the teacher(s), diagnostician or related services provider

before the ARD meeting.

\_\_\_ If you want to record the ARD meeting, gather the equipment , resources and/or assistive technology needed and when they will be made available

\_\_\_A statement of ANY academic or extracurricular activity in which your child will NOT participate with nondisabled students and the reasons why

\_\_\_A determination of which state assessment they will take, STAAR, STAAR-Accommodated or STAAR-Alternate

\_\_\_Any accommodations she needs to take the STAAR

\_\_\_A statement of any exceptions to the district policies such as participation in extracurricular

activities and the student Code of Conduct and the reasons for the exceptions

\_\_\_Transition services to be provided beginning in the school year in which your child turns 14

(or younger if determined appropriate)

\_\_\_Consideration of and plan for the student’s graduation

\_\_\_Goals for ESY from the current IEP

\_\_\_Signatures of the ARD committee members and statements of your agreement or

disagreement with any part of the IEP