



LEAD Parent Program

**Leadership Education & Advocacy Development
Empowered Parents: Educated, Engaged, Effective!**

Questions To Consider When Talking To Parents

1. Does the parent have a copy of the child's IEP? Does the parent understand what goals and objectives their child is working on?
2. What is the primary concern, need, or priority? Why has the parent contacted you?
3. What is the age and disability of the child, and how does the disability impact the child's learning.
4. If the child has behavior problems, what are the behaviors of concern? Does the behavior occur in multiple settings? How does your child function at home and in the community (i.e., friends, hobbies, and interest)?
5. Have any assessments been conducted? Are they current?
6. Are any accommodations and supports written in the IEP?
7. Is this a new problem? What was the onset? Does it only occur with certain teachers or with all?
8. Is the child on any medications? Have there been recent medication changes?
9. Has the child been suspended or removed? Any prior suspensions? What for?
10. Has a functional behavioral assessment been done?
11. Have the parents observed their child in the school setting?



12. If the child's parents are divorced or if the child is living with someone other than his or her parents, who has the legal right to make decisions for the child?

SOME ADDITIONAL TIPS

1. Public schools are not responsible for giving the best of service, but they are responsible for providing **appropriate, adequate service**.
2. A parent can ask anything, but unless there is a provision in the law with supporting data from the child's records, the school has no legal obligation to meet the request.
3. An advocate doesn't take a position on the various issues (i.e. inclusion, retention, etc.) but explains their rights to the parents.
4. School personnel have the right to determine teaching methodology; however, if a child does not make progress, the team should consider other available methods.