

P10370 **PARENTAL CHECK LIST  
FOR QUALITY EDUCATION**

Education should prepare your son or daughter for adult life within integrated communities. Therefore, he or she must be included in and participate in all the activities of an integrated school: interacting regularly with individuals without disabilities—both of similar ages and adults.

Federal law (P.L. 94-142) guarantees that you are the primary decision maker for the education of your son or daughter. The goals and statements on the next page describe quality educational programs. Answering the questions in this Check List will help you evaluate the quality of the education your student is receiving.

- Use this Check List while you are helping in developing your student's Individualized Education Program (IEP).
- Check the statements that are true in the school your son or daughter attends.
- Discuss your answers with your child's teachers.

Keep one copy of this check list for yourself, give one to the school, and please mail the pre-addressed copy to the RI Developmental Disabilities Council. Sending it to the Council will help it continue to work with schools to improve the quality of education for students with developmental disabilities. Please fold, tape it, and mail it. It needs no stamp.

Thank you for your assistance.



**RHODE ISLAND  
DEVELOPMENTAL DISABILITIES COUNCIL**

**Goal 1: *Sharing Places*—using the same buses, classes, and facilities as students without disabilities.**

- Your student attends the same school that he or she would attend if he or she did not have a disability.
- Your student uses the same transportation that he or she would use if not disabled.
- Your student arrives and departs from school at the same time as those without disabilities.

Check all the supports provided to allow your student to participate with students without disabilities throughout the school day.

- |   |  |
|---|--|
| <input type="checkbox"/> modified curriculum    | <input type="checkbox"/> communication devices   |
| <input type="checkbox"/> testing accommodations | <input type="checkbox"/> adaptive equipment      |
| <input type="checkbox"/> peer/buddy support     | <input type="checkbox"/> support staff to assist |

**Goal 2: *Increasing status*—building a positive reputation by participating in both academic and non-academic school activities with students without disabilities.**

—AND—

**Goal 3: *Encouraging friendships*—increasing the social interactions with students without disabilities.**

- Your student participates in extracurricular activities with students of similar ages who do not have disabilities.
- The school provides transportation to allow your student to participate in extracurricular activities.

Check all the activities in which your student participates with students without disabilities of similar ages.

- |  |  |
|--|--|
| <input type="checkbox"/> lunch   | <input type="checkbox"/> library/media                     |
| <input type="checkbox"/> assemblies/programs                                       | <input type="checkbox"/> vocational education              |
| <input type="checkbox"/> extra-curricular activities                               | <input type="checkbox"/> free time (during the school day) |
| <input type="checkbox"/> classes such as math, social sciences, and English        |  |
| <input type="checkbox"/> other classes, such as art, music, and physical education |  |

**Goal 4: *Building competencies*—developing real life skills.**

- Goals and objectives are specific and measurable, and are based on the student's needs and abilities.

Check all the skills your student is learning in school.

- |  |  |
|--|--|
| <input type="checkbox"/> reading             | <input type="checkbox"/> making decisions                |
| <input type="checkbox"/> taking care of self | <input type="checkbox"/> carrying on a conversation      |
| <input type="checkbox"/> using money         | <input type="checkbox"/> career exploration and training |

**Goal 5: *Making choices*—developing independent decision making.**

- Choices are available in educational and extra-curricular activities.
- Your son or daughter participates in planning his or her education and extra-curricular activities.

**Cooperative Planning**

- You frequently discuss your view of your student's progress toward achieving his or her goals in school, at home and in the community with his or her teachers.
- You are treated as a member of your student's Multi-Disciplinary Team (MDT).
- The IEP included your views.

**Teacher Support**

Check all the supports available to your student's teacher that help your student to be educated in an integrated environment.

- |  |   |
|--|---|
| <input type="checkbox"/> an aide             | <input type="checkbox"/> consultation with specialists  |
| <input type="checkbox"/> planning time       | <input type="checkbox"/> modified curricular materials. |
| <input type="checkbox"/> in-service training | <input type="checkbox"/> student peer/buddy support     |

**Please** write the name of your School District

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Check all the supports provided to allow your student to participate with students without disabilities throughout the school day.

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|---|--|
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Check all the skills your student is learning in school.

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|--|--|
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