ADVANCE FOUNDATIONS ADVOCACY CENTER

Empowering Families. Protecting Student Rights. Ensuring Equitable Education for Every Child.

FAITH. Education. Justice.

PARENT INPUT STATEMENT

For IEP, 504, Evaluation, School Support, and Student Planning Meetings

PURPOSE OF THIS FORM

This form helps a parent or caregiver organize the information they want the school team to understand about their child. It can be completed before a meeting, shared with the team, attached to a parent email, or used as notes during an IEP, 504, evaluation, eligibility, behavior, support, or other school meeting.

THE PARENT HOLDS THE HISTORY

The history of every child begins with the parent or caregiver who has been there from the beginning. Professionals bring expertise. Parents bring history. The child brings lived experience and voice. All three matter. AFAC does not replace the parent's voice. We help strengthen it.

1. STUDENT AND PARENT INFORMATION

Student Name: _____	**Date of Birth:** _____
School: _____	**Grade:** _____
Parent/Caregiver: _____	**Date Completed:** _____
Meeting Type / Date: _____	**Best Contact Information:** _____

2. WHO IS MY CHILD?

Describe your child beyond a diagnosis, disability, grade, behavior, or test score. What should the team know about who your child is as a person?

_____

_____

_____

_____

3. MY CHILD'S STRENGTHS

What does your child do well? Include interests, talents, personality, relationships, communication, motivation, independence, creativity, persistence, or other strengths.

_____

_____

_____

_____

4. WHAT MY CHILD ENJOYS AND WHAT MOTIVATES THEM

What people, activities, subjects, routines, rewards, interests, environments, or approaches help your child engage and succeed?

_____

_____

5. MY BIGGEST CONCERNS RIGHT NOW

What concerns you most about your child's learning, communication, behavior, social-emotional health, safety, access, independence, development, or school experience?

6. WHAT I AM SEEING AT HOME

Describe patterns, changes, strengths, struggles, homework experiences, emotional responses, communication, behavior, sleep, routines, or other information that may help the team understand your child.

7. WHAT MY CHILD COMMUNICATES ABOUT SCHOOL

Record your child's words, concerns, preferences, behavior, AAC communication, gestures, signs, or other ways your child communicates about school, learning, relationships, safety, or support.

8. WHAT HAS WORKED

What strategies, services, accommodations, routines, supports, people, environments, or approaches have helped your child make progress or feel successful?

9. WHAT HAS NOT WORKED OR NEEDS TO CHANGE

What has been ineffective, inconsistent, harmful, confusing, inaccessible, or no longer appropriate?

10. IMPORTANT HISTORY THE TEAM SHOULD KNOW

Include developmental, educational, medical, communication, behavioral, family, mobility, sensory, service, placement, or other history that is relevant to educational planning. Share only what you believe the team needs to understand your child's educational needs.

11. AREAS I WANT THE TEAM TO ADDRESS

☐ Academic / learning	☐ Reading / writing / math
☐ Communication / speech / AAC	☐ Behavior
☐ Social-emotional / mental health	☐ Attention / executive functioning
☐ Sensory needs	☐ Vision / hearing
☐ Motor / mobility	☐ Adaptive / self-help
☐ Health / medical	☐ Assistive technology
☐ Attendance / school access	☐ Discipline / removals
☐ Bullying / safety	☐ Related services
☐ Placement / LRE	☐ Transition / future planning
☐ Other: _____	

12. MY PRIORITIES FOR THIS MEETING

If the team can address only a few things today, what are the most important issues you want discussed and resolved?

13. MY QUESTIONS FOR THE TEAM

Write the questions you want answered. Examples: What does the data show? Why is this service being changed? How will progress be measured? Who is responsible? When will this begin?

14. MY REQUESTS

Write each request clearly. Use language such as, 'I am requesting...' or 'I want the team to consider...'

15. INFORMATION OR RECORDS I AM PROVIDING

List evaluations, medical or therapy information, work samples, logs, emails, outside reports, parent notes, photographs, data, or other information you want the team to consider.

16. PARENT INPUT FOR PRESENT LEVELS / PLAAFP

If this statement is being used for an IEP meeting, summarize the parent information you want considered when the team describes the student's present academic achievement and functional performance.

17. MY CHILD'S FUTURE

What do you want your child to learn, experience, communicate, access, accomplish, or become more independent in over the next year and beyond?

18. WHAT I WANT DOCUMENTED IN THE MEETING RECORD

Use this section for concerns, requests, disagreements, clarifications, or other parent input you want clearly reflected in the IEP, 504, meeting notes, Prior Written Notice, or other appropriate school record.

AFAC LANGUAGE TO USE

"I am providing this Parent Input Statement so the team has a written record of my child's strengths, history, needs, my concerns, and my requests. Please consider this information as part of the team's discussion and decision-making. I am asking that my parent concerns and input be accurately reflected in the appropriate meeting and student records."

19. AFTER THE MEETING

☐ I reviewed whether my concerns were discussed.
☐ I asked whether my written parent input will be included or reflected in the appropriate record.
☐ I wrote down what the team agreed to do.
☐ I noted any request the school refused or left unresolved.
☐ I asked when agreed services, evaluations, supports, or changes will begin.
☐ I know what documents I should receive after the meeting.
☐ I saved a copy of this completed Parent Input Statement.
☐ I calendared my follow-up date.

20. PARENT SIGNATURE

Parent/Caregiver Name: _____	**Date:** _____
Signature: _____	**Preferred Follow-Up Contact:** _____

ADVOCACY SUPPORT NOTE

This AFAC form is provided for parent education, meeting preparation, documentation, and advocacy support. It is not legal representation or individualized legal advice. Parents may adapt the form to fit their child's circumstances and should keep a copy with their educational records.