The Office of Special Education Programs (OSEP) has identified 20 indicators to guide SEAs in their implementation of the Individuals with Disabilities Act (IDEA) Part B. These indicators are also used by the SEA to report progress and performance to OSEP. This, in turn, allows OSEP to report concrete data back to Congress and to monitor and supervise State implementation in specific areas.

Indicator 8 is focused on the degree to which schools support the involvement of parents in the educational life of their child with a disability. The indicator reads as follows:

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. [20 U.S.C. 1416(a)(3)(A)]

Driving Question: Are parents of students with disabilities provided the opportunity to be involved in their child's education?

Instructions

Prior to beginning the self-assessment, the Local Education Agency (LEA) may need to gather and review educational records, processes, information and documents related to **parent involvement** in the LEA. This information may include:

1) **Parent Survey Data**
2) **Professional Development Resources or Presentations**
3) **Informational Flyers/Posters**
4) **Written Policies and Procedures**

Each component and best practice description is followed by a list of measures and examples of those measures. An LEA's stage of practice should be informed by these measures.

Stages of Practice

The self-assessment is intended to identify an LEA's stage of practice in the area of parent involvement and provide guidance for LEAs in improving their practice. The Oklahoma State Department of Education – Special Education Services (OSDE-SES) envisions stages of practice along this continuum:

1) No or Little Knowledge
2) Basic Knowledge
3) Partial Application
4) Regular Practice
5) Best Practice

An LEA may assess its practice as "Best Practice" if the LEA has measurable/observable evidence of the practice and documentation of consistent use.

Components

For the area of **parent involvement**, the Oklahoma State Department of Education, Special Education Services division (OSDE-SES) has identified 7 quality indicators. These indicators provide a comprehensive description of **parent involvement** in the LEA.

1) **Parent Participation in the Evaluation Process**
2) **Timely Notice of Individualized Education Programs (IEP) Meetings**
3) **Parent Participation in IEP Meetings**
4) **Parent Participation in the School**
5) **Parent Understanding of Legal Rights**
6) **Parent Access to Progress Reports**
7) **Staff Understanding of the Value of Parent Participation**

Self-Assessment Team

A team consists of more than one person. The self-assessment should be completed by a team of at least 3-5 individuals. The Self-Assessment Team may include:

Director of Special Education Services

1) Special Education Teachers
2) General Education Teachers
3) Principals/Assistant Principals
4) Counselors
5) Related Services Personnel
6) Parents

List the team here:

Name	Role	Signature

Components

1) **Parent Participation in Evaluation Process**

Best Practice: The school has procedures in place to inform parents and *assist with their understanding* of the evaluation process and evaluation timelines.

Measures:

___ Parents are provided with information about the evaluation process.

___ Written procedures are in place to disseminate information about the evaluation process.
- Ex. The LEA has a written policy in place outlining consistent language to use when informing parents about the evaluation process.
- Ex. The LEA has documents or policy with information about the evaluation process to give to parents (or utilizes relevant sections of the Oklahoma Special Education Handbook).

___ The LEA assists with parent understanding of the evaluation process.
- Ex. An LEA representative contacts the parent to explain the evaluation process and provides clarification.

Questions for Parents:

- Has a member of the school staff explained the evaluation process to you?
- Do you understand the purpose of the evaluation process?
- Do you understand your role in the evaluation process?
- Is your input sought during the evaluation process?
- Do you utilize resources not provided by the school to aide in your understanding of the evaluation process?

Comments/Documentation:

2) Timely Notice of IEP Meetings

Best Practice: Parents always receive timely notice of meetings. School staff attempts at least two attempts to contact the parent to schedule a meeting. Meetings are held at mutually agreed upon times *with special regard for the parents' schedule*. The Parent Contact form is consistently used.

Measures:

___ Parents are provided timely notice of IEP meetings.

- Ex. Parents receive the Notification of Meeting at a reasonable time prior to the IEP meeting, allowing them to consider their availability and make necessary arrangements.

___ Teachers use the Parent Contact form.

____Consistent ____Inconsistent

- Ex. Teachers document all contact, including phone and email, with the parent on the Parent Contact form.

___ Meetings are scheduled for mutually agreed upon times.

- Ex. All IEP team members agree to the time of the IEP meeting prior to sending the Notification of Meeting.

___ Meetings are scheduled to best accommodate parents.

- Ex. Parents are asked about their availability first.
- Ex. Meeting times vary according to the availability of parents.

Questions for Parents:

- Do you receive timely notice of IEP meetings?
- Is the IEP meeting scheduled with your input on the best time?
- Are you asked if you agree on the date and time of the IEP meeting?

Comments/Documentation:

3) Parent Participation in IEP Meetings

Best Practice: Parents fully participate at IEP meetings. Information is provided to them prior to the meeting and input from them is sought prior to the meeting. *IEPs are finalized at the IEP meeting.* Parents are aware of the option to invite other individuals to participate in meetings.

Measures:

___ Parents are always invited to IEP meetings.
- Ex. Parents are listed as participants on the Notification of Meeting.
- Ex. Parents sign the IEP.

___ Parents are provided with information prior to IEP meetings.

____Consistent ____Inconsistent

- Ex. Parents are provided resources about specific items that will be addressed at the IEP meeting.
- Ex. Parents are provided student data prior to the IEP meeting.

___ Parent input is sought prior to IEP meetings.
- Ex. Parents are provided a draft IEP prior to the IEP meeting.
- Ex. Parents are asked what they would like to discuss prior to the IEP meeting.

___ IEPs are finalized at the IEP meeting.
- Ex. Parent concerns are documented on the IEP.
- Ex. A final draft is given to parents after the IEP meeting.
- Ex. The final draft of the IEP reflects the consensus of team members.

Questions for Parents:

- Are you invited to participate in the IEP meeting?
- Are you aware that you may invite other individuals to participate in the IEP meeting?
- Are you provided with information prior to the IEP meeting?
- Does the school staff seek your input prior to the IEP meeting?
- Is input from the IEP team during the IEP meeting considered prior to finalizing the IEP?
- Does your copy of the IEP reflect the decisions made at the IEP meeting?

Comments/Documentation:

4) Parent Participation in the School

Best Practice: Parents of students with disabilities are consistently informed of all school events and participate in all school functions. *Events/functions are planned specifically for parents of students with disabilities.*

Measures:

___ Parents are informed about all school events/functions.

____Consistent ____Inconsistent

- Ex. Information is sent to all parents regarding school events/functions.
- Ex. All teachers provide the same information to parents.

___ Events/functions are planned specifically for parents of students with disabilities.

- Ex. Events are planned that specifically focus on issues of concern for parents of students with disabilities (parent night, resource fair, etc.).

Questions for Parents:

- Are you aware of most school events/functions?
- Are you invited to participate in most school events/functions?
- Do any school events/functions address concerns specific to you?

Comments/Documentation:

5) Parent Understanding of Legal Rights

Best Practice: The school has written procedures in place to inform parents and assist with their understanding of their legal rights. Parents receive the notice of parent's rights once per year *and the school publishes the notice through various media*.

Measures:

___ Parents receive a notice of their rights.

____Consistent ____Inconsistent

- Ex. The *Parent's Rights in Special Education: Notice of Procedural Safeguards* document is provided to parents at the annual IEP meeting.
- Ex. The *Parent's Rights in Special Education: Notice of Procedural Safeguards* document is also provided to parents on request.

___ School staff provides an explanation of parent's rights to parents.

- Ex. When teachers give parents the *Parent's Rights in Special Education: Notice of Procedural Safeguards* document they also explain what is contained in the document.
- Ex. Parents are asked if they have any questions regarding their rights after they are given the *Parent's Rights in Special Education: Notice of Procedural Safeguards* document.

___ The LEA publishes the *Parent's Rights in Special Education: Notice of Procedural Safeguards* document in various media.

- Ex. The *Parent's Rights in Special Education: Notice of Procedural Safeguards* document is available online or other accessible formats and paper copies are located at the school.

Questions for Parents:

- Do you understand your rights as a parent?
- Do you receive the *Parent's Rights in Special Education: Notice of Procedural Safeguards* document at the annual IEP meeting?
- Has the *Parent's Rights in Special Education: Notice of Procedural Safeguards* document been explained to you by school staff?

Comments/Documentation:

6) Parents Access to Progress Reports

Best Practice: Parents receive progress reports from the school on a consistent basis according to the IEP and the school's academic calendar. *Parents have continuous access to progress reports through teachers and an online program.*

Measures:

___ Parents are provided progress reports.

____Consistent ____Inconsistent

- Ex. LEA academic calendar notes when progress reports for students will be issued.
- Ex. The LEA has a written procedure for issuing progress reports to parents.

___ Parents have access to progress reports.

- Ex. Progress reports are available online.
- Ex. Teachers can provide reports to parents.

Questions for Parents:

- Do you receive progress reports?
- Are you able to access progress reports whenever you need them?

Comments/Documentation:

7) School Staff Understanding of the Value of Parent Participation

Best Practice: An ongoing staff development program exists that includes research based training modules emphasizing strategies to reach out to, communicate with, and work with parents; such as, developing school-parent compacts, parent-teacher conferencing, and IEP meetings.

Measures:

___ School staff receives formal training for communicating and working with parents.

____All Staff ____Specific Staff

- Ex. Professional development opportunities are available to teachers relevant to working with parents.

___ School staff communicates with parents on a regular basis.

- Ex. Teachers maintain call logs using the parent contact form.
- Ex. Teachers send information to all parents on a general and individual basis.
- Ex. Teachers immediately inform parents of potential barriers to the success of their student.

___ The LEA has an ongoing staff development program for communicating and working with parents.

- Ex. Teachers are trained annually and receive updates or guidance throughout the year (training is research-based).
- Ex. Training includes IEP meetings, parent-teacher conferencing, school-parent compacts.

Questions for School Staff:

- Do you feel adequately prepared to effectively communicate with parents?
- Do you receive information on communicating and working with parents from your administrators?

Comments/Documentation:

Parent Questionnaire (Appendix 1)

Directions: *We are conducting a survey for our school regarding the quality of special education services in our school. Please provide your feedback to the following questions.*

Site: _____ Parent Name: _____

Date: _____

General Education Teacher Name: _____

Special Education Teacher Name: _____

	Criteria	Yes	No
1.	Has a member of the school staff explained the evaluation process to you?	No	
2.	Do you understand the purpose of the evaluation process?	No	
3.	Do you understand your role in the evaluation process?	No	
4.	Is your input sought during the evaluation process?	No	
5.	Do you utilize resources not provided by the school to aide in your understanding of the evaluation process?	No	
6.	Do you receive timely notice of IEP meetings?	No	
7.	Is the IEP meeting scheduled with your input on the best time?	No	
8.	Are you asked if you agree on the date and time of the IEP meeting?	No	
9.	Are you invited to participate in the IEP meeting?	No	
10.	Are you aware that you may invite other individuals to participate in the IEP meeting?	No	
11.	Are you provided with information prior to the IEP meeting?	No	
12.	Does the school staff seek your input prior to the IEP meeting?	No	
13.	Is input from the IEP team during the IEP meeting considered prior to finalizing the IEP?	No	

14.	Does your copy of the IEP reflect the decisions made at the IEP meeting?	No
15.	Are you aware of most school events/functions?	No
16.	Are you invited to participate in most school events/functions?	No
17.	Do any school events/functions address concerns specific to you?	No
18.	Do you understand your rights as a parent?	No
19.	Do you receive the *Parent's Rights in Special Education: Notice of Procedural Safeguards* document at the annual IEP meeting?	No
20.	Has the *Parent's Rights in Special Education: Notice of Procedural Safeguards* document been explained to you by school staff?	No
21.	Do you receive progress reports?	No
22.	Are you able to access progress reports whenever you need them?	No

Additional Comments: