Component 1: Parent Participation in the Evaluation Process

- **New York State Positive Behavioral Interventions and Supports (PBIS) Family Engagement Checklist**

This checklist can be utilized by schools and family partners to assess the status of PBIS family implementation activities in the following domains: School climate, Parent Involvement in Learning Activities at Home, Communication with Parents and Families, Parent and Family Involvement at School, and Parent and Family Involvement in Decision-making.

CLICK HERE TO VIEW.

- **Parent Engagement and School-wide PBS Activities**

These documents provide suggestions of how to incorporate six different types of parent engagement into School-wide PBIS activities: They include: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with Community.

CLICK HERE TO VIEW.

- **Oklahoma State Department of Education Special Education Handbook: Initial Evaluation and Eligibility, page 59**

This document provides Local Education Agencies (LEAs) with guidance pertaining to parents rights throughout the Initial Evaluation and Eligibility process.

CLICK HERE TO VIEW.

- **Parent Consent, page 60**

This document provides Local Education Agencies (LEAs) with guidance pertaining to parental consent during the evaluation process.

CLICK HERE TO VIEW.

Component 2: Timely Notice of IEP Meetings

- **Oklahoma Parents Center Procedural Safeguards Regarding Surrogates, Notice and Consent**

This article discusses parents' rights regarding notice of meeting and consent for services.

CLICK HERE TO VIEW.

Component 3: Parent Participation in IEP Meetings

- **U.S. Department of Education The IEP Team Members**

This manual discusses IEP participants and the roles they hold on the IEP Team. It specifically addresses the parents as key members of the team.

CLICK HERE TO VIEW.

- **Oklahoma State Department of Education Special Education Handbook: Parent Participation in Individualized Education Programs, page 92-98 & 101**

This document provides Local Education Agencies with guidance on ensuring parent participation during the IEP process.

CLICK HERE TO VIEW.

Component 4: Parent Participation in the School

- **National Center for Family and Community Connections with Schools**

Engaging Families at the Secondary Level: What Schools Can Do to Support Family Involvement: This article discusses developing purposeful relationships and engaging families at the secondary level.

CLICK HERE TO VIEW.

- **Tips and Strategies for Increasing Parent and Family Involvement in Virginia Schools**

This article provides educators with several strategies to support the involvement of parents and families in the school system.

CLICK HERE TO VIEW.

Component 5: Parent Understanding of Legal Rights

- **U.S. Department of Education What if Parents Don't Agree With the IEP?**

This document addresses the parents' right to challenge decisions about their child's eligibility, evaluation, placement, and the services that the school provides to the child.

CLICK HERE TO VIEW.

- **The Individuals with Disabilities Education Act and Parent Participation**

This article provides information regarding parent involvement and participation under the Individuals with Disabilities Education Act (IDEA). It lists multiple federal requirements and gives a general description of each.

CLICK HERE TO VIEW.

- **National Dissemination Center for Children with Disabilities NICHCY: Questions and Answers about IDEA: Parent Participation**

This fact sheet provides families with information regarding parent participation and parent rights according to the Individuals with Disabilities Education Act (IDEA).

CLICK HERE TO VIEW.

Component 6: Parents Access to Progress Reports

- **National Dissemination Center for Children with Disabilities Measuring and Reporting Progress**

This site provides guidance on how to report to parents on their child's progress.

CLICK HERE TO VIEW.

Component 7: School Staff Understanding of the Value of Parent Participation

- **The IRIS Center Collaborating with Families Module**

Designed to help teachers build positive relationships with families, this module highlights the diversity of families and addresses the factors that school personnel should understand about working with the families of children with disabilities. This module includes a(n): outline, step by step guidance, discussion questions, video, and assessment.

CLICK HERE TO VIEW.

- **National Center for Family and Community Connections with Schools: How Do School Staff Build Meaningful Relationships With All Stakeholders?**

This article discusses developing purposeful relationships between family members and school staff.

CLICK HERE TO VIEW.