

Component 1: Parent Participation in Evaluation Process				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Parents do not understand the evaluation process and are unsure of timelines associated with the evaluation process. 	<ul style="list-style-type: none"> Parents have a minimal understanding of evaluation procedures and evaluation timelines. Parents obtain information from other sources. 	<ul style="list-style-type: none"> Parents have a minimal understanding of evaluation procedures and evaluation timelines. The school provides parents with information regarding evaluation procedures and evaluation timelines on an inconsistent basis. 	<ul style="list-style-type: none"> Parents understand evaluation procedures and evaluation timelines. The school has procedures in place to inform parents of the evaluation process and evaluation timelines. 	<ul style="list-style-type: none"> Parents understand evaluation procedures and evaluation timelines. The school has written procedures in place to inform parents and <i>assist with their understanding</i> of the evaluation process and evaluation timelines.

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measureable evidence and b) documentation of consistent use.



Component 2: Timely Notice of IEP Meetings				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Parents do not receive timely notice of IEP meetings. The Parent Contact form is not used. 	<ul style="list-style-type: none"> Parents do not always receive timely notice of IEP meetings. Meetings are often rescheduled. The Parent Contact form is not consistently used. 	<ul style="list-style-type: none"> Parents receive timely notice of IEP meetings on an inconsistent basis. Meeting times are not mutually agreed upon. The Parent Contact form is consistently used. 	<ul style="list-style-type: none"> Parents receive timely notice of IEP meetings. School staff attempts at least two calls to the parent to schedule a meeting. Meetings are held at mutually agreed upon times. The Parent Contact form is consistently used. 	<ul style="list-style-type: none"> Parents always receive timely notice of meetings. School staff attempts at least two calls to the parent to schedule a meeting. Meetings are held at mutually agreed upon times <i>with special regard for the parents' schedule.</i> The Parent Contact form is consistently used.

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.



Component 3: Parent Participation in IEP Meetings				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Parents are not given the opportunity to participate at IEP meetings. Parents are unaware of the option to invite other individuals to participate in meetings. 	<ul style="list-style-type: none"> Parents are given the opportunity to participate at IEP meetings. Parents are not provided with any information prior to the meeting. 	<ul style="list-style-type: none"> Parents are given the opportunity to participate at IEP meetings. Parents are provided with information prior to the meeting on an inconsistent basis. 	<ul style="list-style-type: none"> Parents are given the opportunity to participate at IEP meetings. Information is provided to parents prior to the meeting and input is sought prior to the meeting. Parents are aware of the option to invite other individuals to participate in meetings. 	<ul style="list-style-type: none"> Parents fully participate at IEP meetings. Information is provided to parents prior to the meeting and input is sought prior to the meeting. <i>IEPs are finalized at the IEP meeting.</i> Parents are aware of the option to invite other individuals to participate in meetings.

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.



Component 4: Parent Participation in the School				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Parents of students with disabilities are not invited to participate in school functions. Parents of students with disabilities are uninformed regarding school events. 	<ul style="list-style-type: none"> Parents of students with disabilities are invited to participate in school functions. Parents of students with disabilities are informed regarding school events according to the perceived ability levels of their students. 	<ul style="list-style-type: none"> Parents of students with disabilities participate in school functions on an inconsistent basis. Parents of students with disabilities are informed regarding school events according to the perceived ability levels of their students. 	<ul style="list-style-type: none"> Parents of students with disabilities participate in most school functions. Parents of students with disabilities are consistently informed of all school events and participate in all school functions. 	<ul style="list-style-type: none"> Parents of students with disabilities are consistently informed of all school events Parents of students with disabilities participate in most school functions. <i>Events/functions are planned specifically for parents of students with disabilities.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.

Component 5: Parent Understanding of Legal Rights (Procedural Safeguards including Due Process Procedures)				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Parents are not provided a notice of parent's rights. Parents do not understand their legal rights. 	<ul style="list-style-type: none"> Parents receive the notice of parent's rights once per year on an inconsistent basis. Parents do not have a good understanding of their legal rights. 	<ul style="list-style-type: none"> Parents receive the notice of parent's rights once per year on a consistent basis. Parents who do understand their legal rights obtain that information from other sources. 	<ul style="list-style-type: none"> Parents receive the notice of parent's rights once per year. The school has written procedures in place to inform parents and assist with their understanding of their legal rights. 	<ul style="list-style-type: none"> Parents receive the notice of parent's rights once per year. The school has written procedures in place to inform parents and assist with their understanding of their legal rights. <i>Notice is published through various media.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.



Component 6: Parent Access to Progress Reports				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Parents do not receive reports on the progress of their child. Parents are unsure about how to access reports on the progress of their child. 	<ul style="list-style-type: none"> Parents receive reports on the progress of their child upon individual request by teachers on an inconsistent basis. 	<ul style="list-style-type: none"> A process is in place for parents to access reports regarding the progress of their child. Parents access progress reports on an inconsistent basis. 	<ul style="list-style-type: none"> Parents receive progress reports from the school on a consistent basis according to the IEP and the school's academic calendar. 	<ul style="list-style-type: none"> Parents receive progress reports from the school on a consistent basis according to the IEP and the school's academic calendar. <i>Parents have continuous access to progress reports through teachers or an online program.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.



Component 7: School Staff Understanding of the Value of Parent Participation				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> School staff does not receive formal training on working with parents. School staff rarely reaches out to or communicates with parents. 	<ul style="list-style-type: none"> School staff receives some information on working with parents. School staff reaches out to parents or communicates with them on an inconsistent basis. 	<ul style="list-style-type: none"> School staff receives formal training on working with parents on an inconsistent basis. Training is limited to specific staff. School staff reaches out to parents or communicates with them on an inconsistent basis. 	<ul style="list-style-type: none"> All school staff receives formal training on working with parents. School staff reaches out to parents or communicates with them on a consistent basis. 	<ul style="list-style-type: none"> School staff reaches out to parents or communicates with them on a consistent basis. <i>All staff receive training through a staff development program includes research based training modules emphasizing strategies to reach out to, communicate with, and work with parents.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.