



Indicator 8 Planning Tool

Families and Educators of Students with Disabilities

Indicator #8: 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. (U.S. Department of Education, Office of Special Education Programs)

Name (Optional):

Role (Family Member or Educator or Team):

Date:

Directions: Select the column that best describes your role. Mark your rating of the practice for your site or situation from your perspective. This tool is designed to help stakeholders examine similarities and differences between family and educator views, thus guiding strategic planning and training to support effective family-school partnering focused on improving student learning. Each question is aligned with one of the *National Standards for Family-School Partnerships* (PTA, 2008), but numerous of the practices could have been aligned with several of the *Standards*. The one that seemed most relevant was chosen.

Rate your level of agreement with the following statements using the options on the right. Complete according to your role.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
	Families	Educators	1	2	3	4	5
1	I was asked to provide input for the assessment (testing) plans for my child.	We ask families to provide input for the assessment (testing) plans their child.					
	National Standard: <i>Sharing Power</i>						
2	My child's evaluation reports are written in terms that I understand.	We write reports in terms that are understandable to families.					
	National Standard: <i>Supporting Student Success</i>						
3	I was given timely notice of the IEP meeting.	We give families timely notice of IEP meetings.					
	National Standard: <i>Sharing Power</i>						
4	At my child's last IEP meeting, I provided input about my child's	At IEP meetings, we ask families for input about their child's					



	participation in statewide testing (state assessment or alternate state assessment).	participation in statewide testing (state assessment or alternate state assessment).					
	National Standard: <i>Communicating Effectively</i>						
5	I am an equal partner with teachers and other professionals in planning my child’s educational program.	Families are equal partners with teachers and other professionals in planning their child’s educational program.					
	National Standard: <i>Sharing Power</i>						
6	My child’s school provided me with information about opportunities for training on my child’s needs and/or IEP goals.	We provide families with information about opportunities for training on their child’s needs and/or IEP goals.					
	National Standard: <i>Supporting Student Success</i>						
7	My recommendations are documented on the Prior Written Notice (Prior Written Notice is the written explanation of the actions that the school is proposing or refusing to take).	We document families’ recommendations on the Prior Written Notice.					
	National Standard: <i>Sharing Power</i>						
8	Teachers or administrators helped me to understand the Procedural Safeguards (the federal requirements that protect the rights of parents and students).	We help families to understand the Procedural Safeguards.					
	National Standard: <i>Speaking Up for Every Child</i>						



9	I receive regular reports on child's progress toward the annual goals listed on the IEP.	We provide families with regular reports on their child's progress toward the annual goals listed on the IEP.					
	National Standard: <i>Supporting Student Success</i>						
10	When I request information from the school about my child, it is provided promptly and in ways that I understand.	When families request information from the school about their child, it is provided promptly and in ways they understand.					
	National Standard: <i>Communicating Effectively</i>						
11	I feel comfortable to initiate communication with the school about my child.	We let families know how to initiate communication with the school about their child.					
	National Standard: <i>Communicating Effectively</i>						
12	My child's school initiates communication with me about my child.	We initiate communication with families about their child.					
	National Standard: <i>Communicating Effectively</i>						



13	My child's school offers me a variety of ways to communicate with teachers.	We offer families a variety of ways to communicate with teachers.					
	National Standard: <i>Communicating Effectively</i>						
14	Teachers and administrators respect my cultural heritage.	We respect each family's cultural heritage.					
	National Standard: <i>Welcoming All Families into the School Community</i>						
15	Members of my family or I have opportunities to actively participate in school committees, events, and programs.	Families participate in school committees, events, and programs.					
	National Standard: <i>Welcoming All Families into the School Community</i>						
16	My child's school has given me information about organizations that offer support for parents of students with disabilities.	We provide families with information about organizations that offer support for parents of students with disabilities.					
	National Standard: <i>Collaborating with the Community</i>						
Average Score: _____			Total (SD):	Total (D):	Total (N):	Total (A):	Total (SA):



National Standards for Family-School Partnerships (National PTA, 2008)

Standard 1 – Welcoming All Families into the School Community

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2 – Communicating Effectively

Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3 – Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4 – Speaking Up for Every Child

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5 – Sharing Power

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6 – Collaborating with the Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.