

The Schools' Efforts to Partner with Parents Scale:
Complete List of Validated Items in Calibration Order

Item calibration	Item text
702	My child's school provides funding, transportation, or other supports for parents to participate in training workshops.
687	My child's school invites parents to assist in training school staff.
687	The school or district holds public meetings to gather parent input on special education services.
670	My child's school connects families to other families that can provide information and mutual support.
664	The school offers parents training about special education issues.
661	My child's school offers parents training if they need help understanding the curriculum being taught to their child.
661	My child's school has helped me find resources in my community such as after-school programs, social services, etc.
659	My child's school connects parents to organizations that serve parents of children with disabilities.
657	My child's school provides parents with training on how to resolve disagreements using processes like conciliation and mediation.
652	The school gives parents the help they may need to play an active role in their child's education.
650	My child's school has support groups for parents.
647	I was given information about organizations that offer support for parents of students with disabilities.
645	My child's school encourages parents to organize support groups.

643 My child's school told me how to request therapies that my child needs.

641 I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.

640 I have been asked for my opinion about how well special education services are meeting my child's needs.

640 In preparation for my child's transition planning meeting I was given information about options my child will have after high school.

638 The school provides information on agencies that can assist my child in the transition from school.

628 The school gives me choices with regard to services that address my child's needs.

626 I was given information about the research that supports the instructional methods used with my child.

600 The school explains what options parents have if they disagree with a decision of the school.

596 Written justification was given for rejecting any of my proposals.

591 I was given information about the continuum of alternative placements.

589 The school communicates regularly with me regarding my child's progress on IEP goals.

585 I was given information about the curriculum and materials used with my child.

583 I was given information about the instructional methods used with my child.

583 My child's school gives me enough information to know whether or not my child is making adequate progress.

581 I was given information about expectations about what my child will be able to achieve.

581 I was given all reports and evaluations related to my child prior to the IEP meeting.

576 At the IEP meeting, we discussed how my child would participate in statewide assessments.

576 The school has a person on staff who is available to answer parents' questions.

576 Teachers and administrators at my child's school invite me to share my knowledge and experience with school personnel.

573 Written justification was given for the extent that my child would not receive services in the regular classroom.

567 Teachers and administrators at my child's school consider what my hopes and dreams are for my child.

567 Teachers and administrators seek out parent input.

566 I feel I can disagree with my child's special education program or services without negative consequences for me or my child.

563 Teachers and administrators at my child's school answered any questions I had about Procedural Safeguards.

563 I was offered the services of an interpreter, if needed.

561 Teachers and administrators ensure that I have fully understood the Procedural Safeguards [the rules in the federal law that protect the rights of parents].

561 We discussed whether my child needed services beyond the regular school year.

559 I am considered an equal partner with teachers and other professionals in planning my child's program.

559 All of my concerns and recommendations were documented on the IEP.

558 I was given enough time to fully understand my child's IEP.

556 My child's teachers are good at working with families.

554 Teachers and administrators show sensitivity to the needs of students with disabilities and their families.

552 I was given information about my child's educational needs.

552 Teachers and administrators at my child's school expect parents to participate in decision-making.

552 Teachers and administrators at my child's school value my ideas and input.

551 The evaluation results were thoroughly explained to me.

549 The school principal is available when I need his/her help concerning my child.

554 We discussed whether my child could be educated satisfactorily in the regular classroom with appropriate aids and supports.

542 The school offers parents a variety of ways to communicate with teachers (face-to-face meetings, email, phone, etc.).

541 I felt part of the decision-making process.

541 Teachers and administrators at my child's school willingly accept information that I offer about my child.

540 Teachers and administrators encourage me to participate in the decision-making process.

537 I (would) feel comfortable expressing disagreement with school staff.

536 My child's evaluation report is written in terms I understand.

535 I have a good working relationship with my child's teacher's.

534 I was given information about the behavior and discipline policies of my child's school.

534 Teachers and administrators at my child's school acknowledge parents' efforts.

534 I feel welcome when I come into my child's classroom.

532 At the IEP meeting, we discussed accommodations and modifications that my child would need.

531 My child's teachers give me enough time and opportunities to discuss my child's needs and progress.

531 Teachers and administrators at my child's school respect my family's values.

531 IEP meetings are scheduled at a time and place that are convenient for me.

528 I was given information about my rights as addressed in the Procedural Safeguards.

528 Teachers treat me as a team member.

525 I am comfortable asking questions and expressing concerns to school staff.

523 Teachers and administrators at my child's school maintain the confidentiality of students and families.

521 Teachers and administrators respect my cultural heritage.

519 Written information I receive is written in an understandable way.

516 My child's teachers answer my questions.

512 I was given adequate notification of upcoming IEP meetings.

512 I was given information about my child's eligibility for and placement in special education.

511 Teachers are available to speak with me.

509 Everyone at the IEP meeting was introduced to me.

502 I was given information about my rights as a parent of a child who is eligible for special education services.

499 Information is provided to me in a language I understand.
