

2015-2016 School Parental Involvement Policy/Plan

School: John Young Elementary

LEA: Orange County Public Schools

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The policy establishes the expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and is incorporated into the schoolwide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

Assurances

Innovations agrees to:

- Be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(a)(3)(B)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(b)(1)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(2)(E)];
- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly

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qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and

- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

Parental Involvement Mission Statement

John Young Elementary School has adopted a mission that is consistent with that of Orange County Public Schools – to lead our students to success with the support and involvement of families and the community. The parental involvement program is designed to promote high academic achievement for all students regardless of socioeconomic background. Faculty and staff are dedicated to ensuring that we encourage and empower the schools's most valuable stakeholders, parents and students, by providing the necessary tools and resources to prepare individual students for success in college, career, and life.

1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

The Title I Committee at John Young Elementary will work collaboratively with the School Advisory Council (SAC) to plan, review, and improve the Parental Involvement Plan and other school programs. The principal, Title I coordinator, and Parental Involvement Coordinators will provide the notification of upcoming meeting to parents and offer incentives for families who regularly participate in school events and activities. At the beginning of the year, an informational meeting will inform parents of the policies and requirements of a Title I school, including explanation of the budget. During this meeting, stakeholders, parents, students, and teachers will be provided an opportunity to make suggestions, in writing, for allocation of funds for parental involvement. Additionally, parents will be able to regularly communicate concerns or make requests via the school website, school social media, email, feedback/suggestion forms available in the office, PTA meetings, or SAC meetings. Parents will be able to conveniently access Title I information in the Title I section of the school website or the front office.

2. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs

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such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

Program	Coordination
Voluntary Pre-Kindergarten (VPK)	VPK student at our school will be included in all Title I communication and events. Parents will be provided with a list of VPK providers in the community if our program is full.
Adult Education	Parents will receive information about courses offered at OCPS community schools, libraries, or vocational schools.
Parents as Teachers	During “Academic Parent Involvement” activities, parents will be taught/given instructional strategies and instructional activities that they can use at home with their children to provide ancillary instruction.

- Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Meeting information displayed on the marquee.	Assistant Principal	Week of 8/17/15	# of Participants
Notification on school social media site.	Assistant Principal	Week of 8/17/15	# of Participants
Connect Orange Message	Principal	Week of 8/17/15	# of Participants
Agenda and Presentation preparation	Title I Coordinator	Week of 8/17/15	# of Participants
Prepare and print sign in sheets	Title I Coordinator	Week of 8/17/15	# of Participants
Conduct Title I Annual Meeting	Title I Coordinator	8/20/15 @ 6:00PM to follow Meet the Teacher	# of Participants
Annual Meeting Information on Website.	Program Assistant	Week of 8/17/15	

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4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Conferences: Parents will be provided with multiple opportunities to conference with teachers in order to provide as much flexibility as possible. Parents will be able to conference with teachers either before school, after school (evening), during teacher planning, via email, via phone, or through video conferencing.

Title I Annual Meeting and Parental Involvement Meeting: The Title I Annual Meeting will be following the Meet the Teacher event. This will prevent parents from having to make two meetings and generate greater participation. Parental Involvement Meetings will be held throughout the year during PTA and SAC meetings to give parents an opportunity to discuss parental involvement activities and school events.

Various Parent Involvement Activities: Based on feedback for the previous year’s PIP, parents have requested a more set schedule of meetings and activities to allow for planning on their part. To honor this request, the third Thursday of the month will be designated as Parent Involvement Night. The evening will begin with a SAC meeting, followed by a PTA meeting, then with a Parent Involvement Activity.

Transportation: School will be providing a bus to the one apartment complex, zoned for our school, on parent involvement nights.

Child Care: If the parent involvement activity does not also include an activity for students, the school will provide child care in the form of volunteers from the local high school or school staff.

5. Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
FSA Night, Science Night, Math Night, Literacy Night	Teachers, PI Coordinator, Reading, Math, and Science Coaches	Teaching instructional strategies to parents gives them the opportunities to positively impact student achievement.	Fall, Winter, Spring	Benchmark Assessments, DRA Growth, FSA data,

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Teach In, Family Fun Run, Mother/Son Event, Father/Daughter Event, Book Fairs, movie nights	Teachers, PI Coordinator, Title I Coordinator, Instructional Support Staff, PTA	Academic success is highly connected to parental support and involvement. Providing incentives for active participation increases parental involvement.	Fall, Winter, Spring	Sign-in sheets, parent feedback forms, Title I survey
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6. Describe the training the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Family Involvement PLC	Principal, Title I Contact, Parent Involvement Coordinators	Educating teacher on how to empower parents to be actively involved in their child’s education should improve parental involvement in academics and impact student achievement.	Fall and Spring	Teacher Survey and Parent Survey
Customer Service Training for faculty and staff.	Principal, Title I Contact, Parent Involvement Coordinators	Better communication improves student achievement.	On-going	Teacher and parent feedback

7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their child [Section 1118 (e)(4)].

The school will have a Parent Resource Center in the Media Center and front office and will invite district Parent Academy representatives to visit school. Pictures will be taken of families participating in various parent nights and other parental involvement activities. The pictures will be displayed at school, on the school’s social media page, and the school website (if families have signed the Model Release Form).

8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

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- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

The school will inform parents of vital information during the Title I Annual Meeting in August. During the meeting, parents will be informed about the Parental Involvement Plan, curriculum, how students are assessed, and how student progress and proficiency are determined. Parents will also be informed of Parental Involvement, SAC, PTA, and ELL PLC meetings wherein they may have opportunities to make suggestions or participate in crucial decisions that impact student achievement. Additionally, the school monthly newsletter and a variety of other communications will keep parents informed regarding the new information or information that has already been sent home. The list below includes media we will use to communicate information to parents:

- School Website
- School Messenger
- Monthly Newsletter
- Student Planners (parent signature required daily) and binders
- School Facebook Page
- Email
- Progressbook
- Assessment reports from teachers regarding student progress

9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

All parental involvement activities that include written notification will be communicated in the home languages that reflect the school's student population. This includes correspondence that has been issued from the school and from the district. All aforementioned activities will include accommodations and support, as needed, for families of students or parents with disabilities. Furthermore, there are staff members onsite who will be able to translate and communicate important information to parents with limited English proficiency.

Discretionary School Level Parental Involvement Policy Components

Check here if the school does not plan to implement the discretionary activities.

Check all activities the school plans to implement:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];
- Providing necessary literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
- Training parents to enhance the involvement of other parents [Section 1118(e)(9)] ;
- Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];
- Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

10. Describe how each discretionary activity checked above will be implemented.

Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline
<input type="checkbox"/> Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	Evening, day, and before school conferences	PI Coordinators, Title I Contact, Principal, Assistant Principal	Parental involvement improves student achievement.	Ongoing

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Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Petitioning for donations for various academic nights and all other parental involvement activities	PI Coordinators, Title I Contact, Principal, Assistant Principal	Community involvement and donations help make activities a success for parents and students. When parents are involved, student achievement increases	Ongoing
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School-Parent Compact:

As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Provide a copy of the School-Parent Compact and evidence of parent input in the development of the compact.

Adoption

The parental involvement policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by attached PIP evaluations and reflections.

This policy/plan was adopted by the school on mm/dd/yy and will be in effect for the period of mm/dd/yy. The school will distribute this policy to all parents of participating Title I, Part A children on or before mm/dd/yy.

(Signature of Authorized Representative)

(Date)

Provide evidence that this policy/plan has been developed with the input from parents and based on the review of the 2014-15 PIP.

Review of 2014-2015 School Parental Involvement Policy/Plan

1. Provide a summary of activities provided during the 2014-2015 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
Title I Annual Meeting	1	356	Parents are partners in the education of their children. They need to be aware of the programs that will help their students.
Parent/Teacher Meetings (Meet the Teacher, Open House, 2 Parent Conference Nights)	4	Average 325	Parents need to be vested in their students' education. Meeting with teachers on a regular basis gives parents the information they need to support the teacher.
Literacy Night, Parent Training, Math and Science Night	3	Average of 60 families	Parents are given resources and ideas for continuing education in the home.

2. Provide a summary of the professional development activities provided by the school during the 2014-2015 school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
Parent Involvement Modules	1	65	Understanding the benefits and barriers to working with parents. This knowledge increases student achievement when teacher are able to overcome the barriers.

3. Describe the barriers that hindered participation by parents during the 2014-2015 school year in parental involvement activities. Include the steps the school will take to during the 2015-2016 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Many of our evening activities were too early for our working parents. Also, the times were changing and parents found it difficult to plan.	There will be a set schedule for events and the activities will be scheduled later to accommodate working parents.

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Many parents felt that communication was lacking for our parent involvement activities. Especially our non-English speaking parents felt out of the loop.	An electronic newsletter is being added to our list of communications. The communication will be available in multiple languages
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4. Describe the parental involvement activity/strategy implemented during the 2014-2015 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

Content/Purpose	Description of the Activity
Science Night – To expose families to the various science standards and activities to learn about the standards.	The Orlando Science Center provided different learning stations. The stations are manned by OSC staff and teachers. Students rotate around to the different stations, each a hands on activity, relevant to the standards.

Review Rubric for 2014-2015 School Parental Involvement Policy/Plan

School Name: _____

Reviewer: _____ Review Date: _____

Policy/Plan Components	YES	NO
2014-2015 Plan Review		
Was evidence adequate to demonstrate that the PIP was developed jointly with and agreed upon by parents of children participating in Title I programs?		
Is the PIP written in an understandable format and provided in a language parents can understand?		
Were revisions/updates to the plan made based upon the review of the 2014-2015 plan? Did the school address the barriers identified in the review?		
LEA Policy Mission Statement		
Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include: <ul style="list-style-type: none"> • Explanation of the purpose of the parental involvement program; • Description of what will be done; and • Description of the beliefs or values of the LEA. 		
1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].		
Strong responses include: <ul style="list-style-type: none"> • Identification of the group responsible for the planning, review, and improvement of the Title I program; • Description of the procedures selecting members of the group; • Explanation of how input from parents will be documented; and • Description of the process for schools to involve parents in the development of the required plans; and • Includes information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)]. 		
2. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].		
Strong responses include: <ul style="list-style-type: none"> • Identification of the specific federal program; and • Description of how the programs were coordinated. 		

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<p>3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)]</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Identification of specific activities or tasks; • Identification of the person(s) responsible for completing the task; • Reasonable and realistic timelines; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		
<p>4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and • Specific examples of the flexible schedule offered to parents. 		
<p>5. Describe how the school will implement activities which will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their children to improve their children’s academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> • The state’s academic content standards and State student academic achievement standards, • State and local academic assessments including alternative assessments, • Parental involvement requirements of Section 1118, and • How to monitor their child’s progress and work with educators to improve the achievement of their child. • Identification of person(s) responsible; • Reasonable and realistic proposed timelines; • Correlation to student academic achievement; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		

Review Rubric for 2014-2015 School Parental Involvement Policy/Plan

<p>6. Describe the training for staff the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools [Section 1118(e)(3)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> ○ Value of parental involvement, ○ Communicating and working with parents, ○ Implementation and coordination of parental involvement program, ○ Building ties between home and school, and ○ Cultural sensitivity; • Specific correlation to student achievement; • Reasonable and realistic timelines; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		
<p>7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Identification of the type of activity; • Specific steps necessary to implement this activity; • Person(s) responsible; • Timeline; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		
<p>8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:</p> <ul style="list-style-type: none"> • Timely information about the Title I programs [Section 1118(c)(4)(A)]; • Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]; and • If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]. <p>Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Process for providing information to parents; • Dissemination methods; • Reasonable and realistic timelines for specific parent notifications; and • Description of how the school will monitor that the information was provided. 		

Review Rubric for 2014-2015 School Parental Involvement Policy/Plan

<p>9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Process for translating information into a parent’s native language; • Description of how the school will ensure that parents with disabilities have access to parental involvement activities and/or services; • Description of how the school will ensure that information is available to parents considering the fluctuating student populations; • Specific languages that information will be routinely provided; and • Process the school will use to monitor the dissemination of information to parents. 		
<p>10. Describe how each discretionary activity checked will be implemented.</p>		
<p>Strong Responses Include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> ○ Involve parents in the development of staff training, ○ Provide literacy training, ○ Pay reasonable and necessary expenses to conduct parental involvement activities, ○ Train parents to help other parents, ○ Maximizing parent participation, ○ Adopt and implement model parental involvement programs, or ○ Develop roles for community organizations and/or businesses in parental involvement activities; • Description of the implementation strategy; • Identification of person(s) responsible; • Correlation to student academic achievement; and • Reasonable and realistic timelines. 		
<p>School-Parent Compact</p>		
<p>School-Parent Compact must include the following components:</p> <ul style="list-style-type: none"> • Description of the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s student academic achievement standards; • Identification of ways parents will be responsible for supporting their children’s learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child’s classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and • Highlight the importance of communication between teachers and 		

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<p>parents on an ongoing basis through, at a minimum—</p> <ul style="list-style-type: none"> ○ Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child’s achievement; ○ Frequent reports to parents on their child’s progress; and ○ Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and <ul style="list-style-type: none"> ● Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA]. 		
Review of the 2010-2011 Policy/Plan		
<p>Did the school include a copy of the review of the 2010-2011 policy/plan?</p>		
<p>Did the review include all required components?</p> <ul style="list-style-type: none"> ● A summary of the results of the activities conducted for parents; ● A summary of the staff training activities; ● Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and ● Description of how the school will use the information gathered from the review to design strategies for more effective parental involvement policies. 		

Additional Comments or Concerns:
