

## 2016-2017 School Parental Involvement Policy/Plan

School: Ocoee Elementary

LEA: \_\_\_\_\_

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

Ocoee Elementary 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

The mission of Ocoee Elementary school is to lead our students to success with the support and involvement of families and the community. We strive to help parents and children understand that all appropriate social and academic behaviors are tied to an aspect of the "Cardinal Code: Safe, Responsible, Respectful and Kind." Following the Cardinal Code results in all students being "Focused on Learning and Achieving Success...Everybody, Every Day." Parental involvement is key in achieving this success.

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)].

Ocoee Elementary School believes in involving parents in all aspects of its Title I programs. The SAC provides assistance in implementing, and evaluating the various school level plans. More than 50 percent of the members of the SAC are parent (non-employee) representatives. The PTA Board is made up of parents with the addition of a teacher liaison. Monthly board meetings are held to discuss parent involvement. PTA Input/feedback is requested/gathered in the form of surveys and/or question and answer session at meetings. Parents are given the opportunity to review the parent involvement plan and offer their input prior to approval. Parents are given an extensive survey in the Spring of each school year which seeks their input on activities, training, and materials needed to help their child. Results of parent surveys are reviewed by the SAC to determine needed changes. During the SAC meeting when the PIP and/or SIP are developed, the committee assists in the decision-making. Ocoee Elementary School will utilize multiple avenues to get information out to parents regarding various meetings and all parental involvement events. The different ways we will inform parents are: newsletters, marquee messages, messages in students' planners, Connect Orange phone messages, and putting dates/events on our school internet and parent calendars. These events will illicit parental involvement and participation in all SAC meetings, PTA meetings, curriculum nights, Title I Annual Meeting, parent conference nights, and other school hosted events.

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

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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)].

<b>Program</b>	<b>Coordination</b>
Title I	Funding provides staff development opportunities on how to help parents understand their child’s academic content and assessments as well as how to support their child’s learning. Funding also provides additional Media Center hours so that parents can check out books and read with their children. Funds will also provide Family Night activities that are focused on teaching parents about the standards, assessments and curriculum and strategies for helping their children at home. Funds will also support tutoring program (AST) offered on specific days to support our students with reading and math.
Supplemental Academic Instruction (SAI)	Funds allotted to this area are being used for teachers to provide before, during and after school small group intervention with both computer and text based materials (iReady, Fountas and Pinnel guided reading, and Level Literacy Instruction). Reading material and activities are sent home with students so that parents can help their children at home.
Migrant Ed.	District liaison provides support for migrant students and families.
VPK (Pre-Kindergarten )	The school provides full day Pre-K at Ocoee Elementary School to promote early childhood education to increase school readiness skills.
McKinney-Vento	The Guidance Counselor coordinates resources for families identified as homeless, such as food, clothing, school supplies, transportation, and referrals. The Guidance Counselor works closely with the district department to ensure that we are aware of and are able to offer resources to our qualifying families. We have established a collaborative relationship with a local church to provide food items on a weekly basis to families in need.

- 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)].

<b>Activity/Task</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Annual Parent meeting Date posted on school marquee	Ana Gonzalez	Two weeks prior before the meeting / August 2016	Picture of marquee, Number of participants (Sign in sheets)
Annual Parent meeting via Connect Orange phone message	Ana Gonzalez	Week of the meeting / September 2016	Message count statement by Connect Ed, Connect Orange script by Principal Number of participants (Sign in sheets)

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Reminder Meeting Flyer will be sent home to encourage parent participation.	Kiran Singh	One week prior to meeting/ September 2016	Dated reminder meeting flyer, Number of participants (Sign in sheets)
Prepare and Print Classroom Sign-in Sheets	Kiran Singh	Week of the meeting / September 2016	Number of participants (Sign in sheets)
Develop agenda, handouts, and materials that address required components	Kiran Singh	Week of the meeting / September 2016	Copies of developed agenda, PowerPoint Presentation, handouts, and materials that address required components
Conduct the Annual meeting	Ana Gonzalez / Kiran Singh	September 2016	Sign in sheets, agenda and materials that address required components
Maintain documentation	Kiran Singh	September 2016	Sign in sheets, agenda and materials that address required components

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)].

Meetings will be held afterschool or in the evening based on individual parental preferences. A variety of activities will be held before school, afterschool, or evenings to accommodate varying parent work schedules. Parent conferences will be held before, during and after the school day.

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)].

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Correlation to Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Meet Your Teacher	Kiran Singh, Classroom teachers	Increase parent awareness	August 2016	Sign-in sheets, Script from Connect Orange, Teacher welcome letters/newsletters
Open House	Jennifer Cotterill Classroom teachers	Increase parent understanding of	September 2016	sign in sheets, grade level

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		academics, increase parental understanding of grade level expectations		handouts, school marquee and flyer
Literacy Night	Cheryl Garner	Increase in reading achievement through literacy related activities that support students' literacy skills. Parents and students will have hands-on experience with activities they can use at home to help their child.	December 2016	Sign in sheets, photos, handouts, school marquee and flyer
Assessment Information Night	Jennifer Cotterill	Provide information for parents about the design and components of the new state assessment to better prepare their students. Increase awareness of expectations and assessment	February 2017	Sign in sheets, feedback forms, session handouts, school marquee, and flyer
Mathematics and Science Night	Kiran Singh, Jennifer Cotterill	Increase student achievement in math and science and increase parental understanding of grade level expectations through related activities that support students' skills, hands-on experiences, and activities they can use at home to help their child.	February 2017	Sign-in sheets, photos, handouts, school marquee, and flyers
Storytelling Night	Isabel Turner	Increased parent participation of shared reading with their children.	October 2016, March 2017	Sign in sheets, photos, handouts, school marquee, and flyers
Evenings at the Book Fair	Isabel Turner	Building Community, increased literacy	October 2016, March 2017	Sign in sheets, School Marquee and flyers
Parent Conferences	Kiran Singh classroom teachers	Teachers will provide feedback on students' progress, explain / discuss student data to increase parents understanding of the curriculum expectations, and will	November 2016, January 2017 and throughout the year	Conference forms and notes

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		provide resources for parents to support their child at home.		
SAC meetings	Ana Gonzalez / Michael Gladden	Increase the school's understanding of parental point of view by giving parents a voice in the operations and structure of the school, we will achieve their buy-in and further develop the parent/school relationship	Monthly.	Sign-in sheet, school marquee, and agenda and notes
PTA Meetings	Ana Gonzalez / Michael Gladden	Increase the school's understanding of parental point of view by giving parents a voice in the operations and structure of the school, we will achieve their buy-in and further develop the parent/school relationship.	Monthly.	Sign-in sheet, school marquee, and agenda and notes
TEACH-IN	Jennifer Cotterill	Supporting school functions builds a sense of belonging and allows the students to learn about careers.	November 2016	Sign-in sheets, handouts, school marquee, and flyers

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)].

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Correlation to Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
The Importance of Parental Involvement / Parent Module 1	Kiran Singh	Increased parent participation, communication, and knowledge	October 2016	Completed Exit Slips and PD sign in sheets
Parental Involvement	Kiran Singh	Increased parent participation, communication, and knowledge	October 2016	Completed Exit Slips and PD sign

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REFRESHER				in sheets
Building Ties Between Home and School / Parent Module 2	Kiran Singh	Increased parent participation, communication, and knowledge	January 2017	Completed Exit Slips and PD sign in sheets
Implementation and Coordination of Parent Involvement Programs / Parent Module 3	Kiran Singh	Increased parent participation, communication, and knowledge	March 2017	Completed Exit Slips and PD sign in sheets
Communicating and Working with Parents / Parent Module 4	Kiran Singh	Increased parent participation, communication, and knowledge.	May 2017	Completed Exit Slips and PD sign in sheets

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)].

District Migrant department will coordinate classes on campus for migrant families. We will also provide informational sessions for parents. Childcare will be provided for evening activities when feasible. Free resource materials will be sent home to parents or made available in the school lobby.

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

- 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)].

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Ocoee Elementary will use newsletters and meetings to provide information such as the Annual Title 1 meeting, PTA, SAC and MPLC meetings. Curriculum and Information Night will be geared to provide parents with information on the academic assessments and curriculum implementation for the year as well as criteria for proficiency demonstration. Parents have expressed a preference for activities where they interact with their children while learning. Scheduling of conferences will take into consideration the work schedule of the parents and parents will be offered flexibility of appointment times - before, during or after the school day. Parents are offered various opportunities to provide feedback ask questions or voice their concerns. They can do this via meetings, phone calls, written notes or by scheduling a conference.

Advertising will be sent two weeks prior to event via newsletters. Connect Orange messages will be sent **out** on the week prior to the event. Written communication will be sent out in English and Spanish. Reminders will also be written in the students' agendas. Events will be posted on the school website and the marquee in front of the school.

Student's progress and grades are noted on progress reports and report cards, as well as Progress Book. Parents will also be given access to Progress Book to check status on their children's academics. Parents will be provided with their child's progress by means of mid-quinn progress reports, weekly progress reports from Progress Book, and Report Card Conference Nights. A student planner has been purchased for each child to write homework and includes a space for parents and teachers to write notes back and forth to one another. Email and Classroom Dojo will be utilized for increased communication options between school, teachers, and parents.

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)].

The school will provide bilingual services at meetings and parent teacher conferences to assist parents of English Language Learners. We have many staff members to assist in translating school information when needed. The school will provide translations for parents primarily for parents who speak Spanish. For other languages, we will seek outside assistance. Newsletters will be provided in parent home language whenever feasible. Notices will also be broadcast via the school marquee. Connect Orange messages will be used as a follow up to written notifications to access parents in English, Spanish, and those parents who do not read at all. A report is generated following a Connect Orange which enables the school registrar to update parent phone numbers in SMS to ensure that all families are receiving the Connect Orange messages. The needs of parents with disabilities will be met by providing visual aids, utilizing audio enhancement systems, and adapting the physical environment if necessary. An elevator is also available for individuals with mobility issues who need to attend events on the second floor. A condensed version of the PIP will be summarized into a brochure that will be printed in English, Spanish and Creole and will be provided to parents. The brochure will outline the major components of the PIP policy.



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**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.

<b>Activity</b>	<b>Description of Implementation Strategy</b>	<b>Person Responsible</b>	<b>Correlation to Student Achievement</b>	<b>Timeline</b>
Curriculum Nights (Literacy night, Math and Science night)	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and	Instructional Coaches and classroom teachers	Increase reading proficiency	December 2016 - February 2017
Conferences are held before, during and after school hours (varying times of meetings)	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	Teachers	Increased motivation and attainment of goals	August 2016 through June 2017

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	educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];			
School supply backpacks, holiday food drive, weekly food packages for homeless families, shoes	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Guidance Counselor	Increased sense of security and preparedness	August 2016 through June 2017

**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 .

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)

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Provide evidence that this policy/plan has been developed with the input from parents and based on the review of the 2015-16 PIP.

## Review of 2015-2016 School Parental Involvement Policy/Plan

1. Provide a summary of activities provided during the 2015-2016 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
Meet-Your-Teacher	1	979	Parents understand expectations and curriculum which will lead to improved homework completion and increased student test scores.
Title 1 Annual Meeting	1	73	Increased parent involvement.
Parent Teacher Association (PTA) Meeting	5	98	Parent involvement increases student achievement
School Advisory Council (SAC) Meeting	8	117	Parent involvement increases student achievement
Open House	1	167	Parent involvement increases student achievement
Conference Night	2	523	Parent involvement increases student achievement
Late Night Book Fair Shopping Event	1	66	Parent involvement increases student achievement
Button Awards Assembly	3	659	Parent involvement increases student achievement
Teach-In	1	30	Parent involvement increases student achievement
Literacy Night	1	95	Parents learn practical and engaging ways to help their child's literacy which will lead to improved test scores.
Math and Science Night	1	136	Parent involvement increases student achievement
Field Day	1	64	Parent involvement increases student achievement

2. Provide a summary of the professional development activities provided by the school during the 2015-2016 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
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## Review of 2015-2016 School Parental Involvement Policy/Plan

The Importance of Parental Involvement / Parent Module 1	1	4	Increase communication between home/school. Parent involvement is linked to student achievement
Parental Involvement REFRESHER	1	45	Increase communication between home/school. Parent involvement is linked to student achievement
Building Ties Between Home and School / Parent Module 2	1	7	Increase communication between home/school. Parent involvement is linked to student achievement
Implementation and Coordination of Parent Involvement Programs / Parent Module 3	1	6	Increase communication between home/school. Parent involvement is linked to student achievement
Communicating and Working with Parents / Parent Module 4	1	6	Increase communication between home/school. Parent involvement is linked to student achievement

3. Describe the barriers that hindered participation by parents during the 2015-2016 school year in parental involvement activities. Include the steps the school will take to during the 2016-2017 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
Parents have limited English Proficiency and/or literacy.	Translators will be provided. Communication is sent home in the native language whenever feasible, and interpreters are made available during school events, if feasible. We will continue to contact the multilingual department and Migrant Ed. For support.
Parents are economically disadvantaged.	Childcare will be investigated. We had staff volunteers offer childcare so that parents can attend meetings. Food may need to be offered to entice parents to attend.

## Review of 2015-2016 School Parental Involvement Policy/Plan

Parents have limited time to attend functions due to work schedules.	Flexible meeting times will be offered. Activities will be interactive and involve the entire family.
Parents do not become aware of school events, due to incorrect phone numbers, parents don't check planners, students don't give parents flyers, etc.	The school makes every effort to communicate events using multiple forms of media, such as, Connect Orange, flyers, posters, planners, marquee, and school website. Registrar frequently updates numbers that have been changed.

4. Describe the parental involvement activity/strategy implemented during the 2015-2016 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

<b>Content/Purpose</b>	<b>Description of the Activity</b>
Building Capacity of Parents	Interactive Family Nights to help children and families understand academic concepts through games and hands-on activities. Also holding school wide conference nights with invited translators.

# Review Rubric for 2015-2016 School Parental Involvement Policy/Plan

School Name: \_\_\_\_\_

Reviewer: \_\_\_\_\_ Review Date: \_\_\_\_\_

Policy/Plan Components	YES	NO
<b>2015-2016 Plan Review</b>		
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 2015-2016 plan? Did the school address the barriers identified in the review?		
<b>LEA Policy Mission Statement</b>		
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"> <li>• Explanation of the purpose of the parental involvement program;</li> <li>• Description of what will be done; and</li> <li>• Description of the beliefs or values of the LEA.</li> </ul>		
<b>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)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Identification of the group responsible for the planning, review, and improvement of the Title I program;</li> <li>• Description of the procedures selecting members of the group;</li> <li>• Explanation of how input from parents will be documented; and</li> <li>• Description of the process for schools to involve parents in the development of the required plans; and</li> <li>• 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)].</li> </ul>		
<b>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)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Identification of the specific federal program; and</li> <li>• Description of how the programs were coordinated.</li> </ul>		

## Review Rubric for 2015-2016 School Parental Involvement Policy/Plan

<p><b>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)]</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Identification of specific activities or tasks;</li> <li>• Identification of the person(s) responsible for completing the task;</li> <li>• Reasonable and realistic timelines; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		
<p><b>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)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and</li> <li>• Specific examples of the flexible schedule offered to parents.</li> </ul>		
<p><b>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)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Content and type of activity including the following: <ul style="list-style-type: none"> <li>• The state’s academic content standards and State student academic achievement standards,</li> <li>• State and local academic assessments including alternative assessments,</li> <li>• Parental involvement requirements of Section 1118, and</li> <li>• How to monitor their child’s progress and work with educators to improve the achievement of their child.</li> </ul> </li> <li>• Identification of person(s) responsible;</li> <li>• Reasonable and realistic proposed timelines;</li> <li>• Correlation to student academic achievement; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		



## Review Rubric for 2015-2016 School Parental Involvement Policy/Plan

<p><b>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)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Content and type of activity including the following: <ul style="list-style-type: none"> <li>○ Value of parental involvement,</li> <li>○ Communicating and working with parents,</li> <li>○ Implementation and coordination of parental involvement program,</li> <li>○ Building ties between home and school, and</li> <li>○ Cultural sensitivity;</li> </ul> </li> <li>• Specific correlation to student achievement;</li> <li>• Reasonable and realistic timelines; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		
<p><b>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)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Identification of the type of activity;</li> <li>• Specific steps necessary to implement this activity;</li> <li>• Person(s) responsible;</li> <li>• Timeline; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		
<p><b>8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:</b></p> <ul style="list-style-type: none"> <li>• Timely information about the Title I programs [Section 1118(c)(4)(A)];</li> <li>• 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</li> <li>• 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)].</li> </ul> <p><b>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)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Process for providing information to parents;</li> <li>• Dissemination methods;</li> <li>• Reasonable and realistic timelines for specific parent notifications; and</li> <li>• Description of how the school will monitor that the information was provided.</li> </ul>		

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<p><b>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)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Process for translating information into a parent’s native language;</li> <li>• Description of how the school will ensure that parents with disabilities have access to parental involvement activities and/or services;</li> <li>• Description of how the school will ensure that information is available to parents considering the fluctuating student populations;</li> <li>• Specific languages that information will be routinely provided; and</li> <li>• Process the school will use to monitor the dissemination of information to parents.</li> </ul>		
<p><b>10. Describe how each discretionary activity checked will be implemented.</b></p>		
<p><b>Strong Responses Include:</b></p> <ul style="list-style-type: none"> <li>• Content and type of activity including the following: <ul style="list-style-type: none"> <li>○ Involve parents in the development of staff training,</li> <li>○ Provide literacy training,</li> <li>○ Pay reasonable and necessary expenses to conduct parental involvement activities,</li> <li>○ Train parents to help other parents,</li> <li>○ Maximizing parent participation,</li> <li>○ Adopt and implement model parental involvement programs, or</li> <li>○ Develop roles for community organizations and/or businesses in parental involvement activities;</li> </ul> </li> <li>• Description of the implementation strategy;</li> <li>• Identification of person(s) responsible;</li> <li>• Correlation to student academic achievement; and</li> <li>• Reasonable and realistic timelines.</li> </ul>		
<p><b>School-Parent Compact</b></p>		
<p><b>School-Parent Compact must include the following components:</b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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</li> <li>• Highlight the importance of communication between teachers and</li> </ul>		

## Review Rubric for 2015-2016 School Parental Involvement Policy/Plan

<p>parents on an ongoing basis through, at a minimum—</p> <ul style="list-style-type: none"> <li>○ 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;</li> <li>○ Frequent reports to parents on their child’s progress; and</li> <li>○ Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and</li> </ul> <ul style="list-style-type: none"> <li>● Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].</li> </ul>		
<b>Review of the 2015-2016 Policy/Plan</b>		
<p>Did the school include a copy of the review of the 2015-2016 policy/plan?</p>		
<p>Did the review include all required components?</p> <ul style="list-style-type: none"> <li>● A summary of the results of the activities conducted for parents;</li> <li>● A summary of the staff training activities;</li> <li>● 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</li> <li>● Description of how the school will use the information gathered from the review to design strategies for more effective parental involvement policies.</li> </ul>		

**Additional Comments or Concerns:**

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