

2016-2017 School Parental Involvement Policy/Plan

School: Zellwood Elementary

LEA: Shannon Fisher

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

Zellwood 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

2016-2017 School Parental Involvement Policy/Plan

School: Zellwood Elementary

LEA: Shannon Fisher

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

All parents at Zellwood Elementary are encouraged to become involved in their child’s education. The school recognizes that parents are an important part of their student’s success. Throughout the year parents are provided opportunities to participate in many ways including learning skills that will result in increased academic and social achievement of their scholar.

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 Zellwood School Advisory Committee is made up of a combination of parents, community leaders and school personnel. The SAC committee attempts to have a balanced representation of ethnicity and socio-economic status. All parents are encouraged and invited to attend all SAC meetings. Participation is documented in meeting minutes. The SAC committee meets monthly to discuss, plan and evaluate activities, provide school updates and gather parental and community input.

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)].

Program	Coordination
VPK	Weekly newsletters are sent home to VPK parents. VPK families are invited to participate in all parental involvement activities. Three times a year parents and the VPK teacher meet to discuss student progress.
Title I	Title I provides Zellwood Elementary with staff, resources and equipment
Title II	Title II provides Zellwood Elementary staff with professional development.
Title X	Title X provides activities for, and services to, Zellwood Elementary’s homeless children and youth including preschool-age children that enable these children and youth to enroll, attend, and succeed in school. These services provide before

2016-2017 School Parental Involvement Policy/Plan

School: Zellwood Elementary

LEA: Shannon Fisher

	or after school tutoring, supplemental instruction and enriched educational activities.
--	---

- 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
Advertise annual meeting	Parent Involvement Coordinator	August/September	Annual Title I Flyer
Develop Agenda and Sign in sheets	Parent Involvement Coordinator	September During our Open House	Sign in sheets and agenda.
Zellwood E.S. will present a power point presentation to inform parents about the Title I program.	Parent Involvement Coordinator	September During our Open House	A record of attendance will be kept and submitted to the Title I office.

- 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>Report Card Conference Night Zellwood Elementary is aware that many of our parents work during the day and are only able to attend workshops in the evening. Many of our activities such as College Family Night and Family Reading Night are held in the evenings. Report card conferences are held on multiple nights with flexible meeting times. Occasional workshops are held in the morning. Parents are also able to arrange phone conferences with the teacher to discuss progress. By offering flexible meeting times, a greater number of parents are able to attend school events.</p>
--

- 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

2016-2017 School Parental Involvement Policy/Plan

School: Zellwood Elementary

LEA: Shannon Fisher

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
Open House	Classroom Teachers	Increase parent’s knowledge of how to assist their scholar at home to achieve in the classroom	September	Flyer, Sign in Sheets, Handouts
Report Card Conference Night	Classroom Teachers	Parent’s increased knowledge of child’s assessment results, expectations and goals for the year.	October 2016 March 2017	Conference logs, school compacts
Bully Prevention Family Night	Guidance Counselor	Recognize the warning signs that their child is involved in bullying. They could be being bullied, bullying others, or witnessing bullying. Although these signs could signal other issues, parents should talk to their child if they display any sort of behavioral or emotional changes. Parents will also learn what bullying is and what it is not. Understanding what bullying is the first step in forming a plan to prevent or respond to bullying with their child. Many behaviors that look like bullying may be just as serious, but may require different response strategies. Many times kids won’t ask for help, so it is important to know what to look for.	November 2016	Flyer, Agenda, Sign-in-sheets
Snuggle Up & Read	Reading Coach	Increased parent confidence in reading with their child leading to children having greater confidence when reading.	December 2016	Flyer, Agenda, Sign-in-sheets
STeAM Night	Math/Science Coach	Family Science Night is a time for students to explore STEAM related topics outside of the classroom and	January 2017	Flyer, Agenda, Sign-in-sheets

2016-2017 School Parental Involvement Policy/Plan

School: Zellwood Elementary

LEA: Shannon Fisher

		to display it so others can learn from what they have done. The purpose is to encourage a sense of wonder and curiosity in each student and to increase self-directed questioning of the world around them. This will provide an opportunity for parents to collaborate with their student and encourage their student to be curious about their world; learn to study independently and above all, to enjoy science!		
Florida Standards Assessment Night	Curriculum Resource Teacher	Increased parent knowledge concerning the rigors of the state assessments and how it measures student attainment of the state standards.	February 2017	Flyer, Agenda, Sign-in-sheets
Literacy Night	Reading Coach	Increased parent confidence in reading with their child. Students have opportunities to practice reading in a variety of settings. Parents are informed of the latest trends in literacy.	March 2017	Flyer, Agenda, Sign-in-sheets
Awards Ceremony	Guidance Counselor	Parental involvement at our award assembly is rewarding. Parents are invited to share in their scholar's academic, or behavior success. Students receive awards based on academics, perfect attendance, citizenship, eagle awards, and the Golden Eagle Award! Parents have the pleasure of watching their scholar walk across the stage, shake hands with administration, and receive their award in front of the audience. What	April 2017	Flyer, Agenda, Sign-in-sheets

2016-2017 School Parental Involvement Policy/Plan

School: Zellwood Elementary

LEA: Shannon Fisher

		an Accomplishment!		
Kindergarten Round UP	Guidance Counselor	It's never too early to prepare children for Kindergarten. It is important for both parents and their children to become equipped so he or she has a good start at "the big school." This time can be exciting and stressful for the whole family. Children ask where they will be going and what they will be doing. Parents have lots of questions too. Kindergarten Round-Up is the time to get those questions answered. During this event parents can begin the registration process.	May 2017	Flyer, Sign-in-sheets, handouts

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
District parent involvement modules 1-4	Parent Involvement Coordinator	Teachers will have an increased understanding of the different roles of parent involvement and how these roles impact student achievement.	Quarterly	Exit Slips 1-4

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)].

2016-2017 School Parental Involvement Policy/Plan

School: Zellwood Elementary

LEA: Shannon Fisher

Zellwood Elementary's media center has extended media hours. During this time families are able to use the computer and check out books. Parents are encouraged to open their own media account so they can check out books to read at home with their children.

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)].

Zellwood Elementary uses many different methods to inform families of upcoming events and other pertinent information. A newsletter in both English and Spanish is sent home monthly. The marquee in front of the school is also used to display information in both English and Spanish. Weekly connect-ed messages are sent out in both English and Spanish by the principal or designee.

At the beginning of each school year information is sent home informing parents of the curriculum, assessments and expected proficiency levels for each subject and grade level. Zellwood Elementary School has a website that is updated monthly. Through the website parents can access a link to the school improvement plan as well as a monthly newsletters focusing on parenting issues and activities.

Report card conference night is held twice a year so that parents and teachers are able to discuss student's data as it relates to proficiency. In addition to report card conferences parents also have access to progress book which informs parents of grades and assignments.

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)].

Zellwood Elementary provides opportunities our Spanish speaking families and our families with

2016-2017 School Parental Involvement Policy/Plan

School: Zellwood Elementary

LEA: Shannon Fisher

disabilities to participate in all parental involvement activities.

All printed communication is sent home in both English and Spanish. The school marquee is displayed in both English and Spanish. All connect-ed messages are recorded in both English and Spanish.

All meetings and activities, including the Title I Annual Meeting and SAC meetings, are translated. Accommodations are made for our parents and families with disabilities.

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

2016-2017 School Parental Involvement Policy/Plan

School: Zellwood Elementary

LEA: Shannon Fisher

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)

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 the Teacher		493	Parents and Scholars were able to meet their teacher for the coming school year and receive information regarding their classroom.
Title I Annual Meeting		134	Parents were informed that Zellwood Elementary is a Title I school. The power point was reviewed.
Bully Prevention		41	Parents learned the difference between bullying and teasing, along with how to identify problematic behaviors.
Struggle Up & Read		54	Parents were invited to attend a morning session reading with their scholars.
Eagle Writing Night		23	Parents were invited to learn the components of the FSA writing Assessment
Literacy Night Family Reading Night		100	Parents and scholars participated in an evening of reading and literacy activities together.
AVID Family Night		77	Parents and scholars participated in an evening filled with activities related to building awareness of learning including middle school, high school, and college.
Awards Ceremony		200	Parents were invited to share in their scholars successes.
Kindergarten Roundup		23	Parents of incoming kindergarten students were invited to participate in building school readiness and kindergarten registration.

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
Parental Involvement	4	Zellwood Elementary faculty and staff ≤ 75	Staff and faculty were provided with resources and strategies to learn the value and utility of contributions of parents, how to reach out and communicate with parents and assist with parents becoming equal

Review of 2015-2016 School Parental Involvement Policy/Plan

			partners.

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
Time management: the majority of our parents indicated on the evaluation that they were unable to participate due to other obligations, such as sports and other activities at other schools for siblings.	
Suggestions included sending home notifications with more advanced notice.	This year Zellwood will send out the monthly calendar's one month ahead of time.

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)

Content/Purpose	Description of the Activity

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

School Name: Zellwood Elementary School

Reviewer: _____ Review Date: _____

Policy/Plan Components	YES	NO
2015-2016 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 2015-2016 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. 		

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

<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 2015-2016 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 2015-2016 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 		

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"> ○ 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 2015-2016 Policy/Plan		
<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"> ● 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:
