

**2016-2017 School Parental Involvement Policy/Plan**  
**School: Dover Shores 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**

Dover Shores 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**

Dover Shores Elementary is committed to facilitating communication to parents about ongoing educational methods, and working in collaboration to plan and review meaningful and enriching Title I school-wide programs. In an effort to align our endeavors, our school hosts an Annual Title I Meeting to provide specific information about how a Title I school functions and operates. Throughout the year, parents are encouraged to take part in PTA, SAC and differentiated parent workshops. Parents and community members are able to sign-up to become board members of the SAC and Title I Committee. Administration and staff work closely with the Title I Committee and the SAC to correlate expectations and build programs directly related to parent interest and needs for parental involvement. They provide tailored meeting notifications, agendas, and minutes in order to promote ongoing, sustained engagement. Communication is kept fluid through school issued and online parent newsletters, the school marquee, connect school, flyers and agendas; and information is provided in English, Spanish and other languages or accessibilities as needed. The website and marquee are updated regularly, with timely information relative to parent and student necessities. Parent input is also gathered and analyzed through the school effectiveness survey as well as surveys at regularly scheduled meetings and events. All survey results and suggestions are discussed with possible implementation ideas among the Title I committee, in an effort to better our school.

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)].

Dover Shores Elementary is committed to involving parents in all Title I programs. The SAC has the responsibility for emerging, applying and assessing the ongoing school-level plans, including the SIP and the PIP. Dover Shores Elementary has an established parental involvement committee that consists of parents, teachers, and administration. These members were not selected and are serving on a volunteer basis. Committee members have shared an ongoing commitment toward our school mission; ensuring success for all students.

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)].

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<b>Program</b>	<b>Coordination</b>
Title I	The Title I department will provide technical assistance to school staff, in compliance and parental involvement. Title I funds will also be used to support student learning (i.e. tutoring, additional staff and technology).
Title II	Title II funds will be used to provide professional development modules on parental involvement and specifically designed to build capacity.
McKinney-Vento	Provides clothing through the Cool Fit program, pays for field trips, and provides additional support to homeless families.

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>Activity/Task</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Develop presentation, materials, and agenda for required Title 1 components	Parental Involvement Coordinator	August 2016	Copies of agenda, power point and handouts
Notification of the Annual Meeting will be sent home in both English and Spanish invitations	Parental Involvement Coordinator	September 2016	Meeting flyer dissemination
Develop sign-in sheets and advertise meetings	Parental Involvement Coordinator	August 2016	Sign in sheets for meetings and individual classrooms
Facilitate Annual Title 1 Meeting	Parental Involvement Coordinator	September 2016	Parent feedback and surveys
Maintain documentation	Parental Involvement Coordinator	September 2016	Title 1 Compliance box housed in Dean's office.

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)].

Dover Shores Elementary acknowledges the importance of parental participation. School staff is flexible when scheduling parent meetings throughout the school year and during Conference Night. For instance, teachers are available for conferences throughout the week of conference night and at various times of the school day. Teacher utilized varying approved technology to maintain daily communication with parents in the areas of student achievement and academics.

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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	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Read Around the World	Reading Coach & Committee	Exposure and training on curriculum content, reading readiness and test taking skills will raise parent and student expectations.	November 2016	Parent Feedback, Surveys, Common Assessments
Character Parade Promoting Literacy	Reading Committee & Admin Team	Exposure and training on curriculum content, reading readiness and test taking skills will raise parent and student expectations.	October 2016	Parent Feedback, Surveys, Common Assessments
Book Fair Night	Admin Team & PTA	Exposure and training on curriculum content, reading readiness and test taking skills will raise parent and student expectations.	September 2016 March 2017	Parent Feedback, Surveys, Common Assessments
Grand Event / Grandparents and Literacy	Admin Team & PTA	Exposure and training on curriculum content, reading readiness and test taking skills will raise parent and student expectations.	September 2016 March 2017	Parent Feedback, Surveys, Common Assessments
STEM Night	Admin Team Math/Science Committee	Exposure and training on curriculum content, reading readiness and test taking skills will raise parent and student expectations.	March 2017	Parent Feedback, Surveys, Common Assessments
Pastries for Parents	Reading Committee & Admin Team	Exposure and training on curriculum content, reading readiness and test taking skills will raise parent and student expectations.	May 2017	Parent Feedback, Surveys, Common Assessments
Fine Arts Night	Special Areas Teacher, PTA, Admin Team	Exposure and training on curriculum content through creative content and presentation will raise parent and student expectations.	May 2017	Parent Feedback, Surveys, Common Assessments
Parent Workshops	Admin Team	Using Building School and Home Connections curricula to build	TBD	Parent Feedback, Surveys, Common Assessments

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		capacity for parental involvement in school.		
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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)].

<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>
Module 1: The Importance of Parental Involvement	Parental Involvement Coordinator	Data shows that better communication between home and school improves student academic achievement levels and behavior.	Fall 2016	Staff Feedback and Surveys
Module 2: Building Ties Between Home and School	Parental Involvement Coordinator	By implementing these planned trainings we will educate our faculty and staff on strategies and interventions that could be used to better meet the needs of our school population.	Fall 2016	Staff Feedback and Surveys
Module 3: Implementation and Coordination of Parental Involvement Programs	Parental Involvement Coordinator	Providing teachers with the tools and understanding to communicate with parents more effectively, improves student achievement.	Spring 2017	Staff Feedback and Surveys
Module 4: Implementation and Coordination of Parental Involvement Programs	Parental Involvement Coordinator	Data shows that better communication between home and school improves student academic achievement levels and behavior.	Spring 2017	Staff Feedback and Surveys

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)].

Dover Shores is committed to providing parents with the necessary resources to support student learning. Activities occur throughout the year, with the support of the community, volunteers, and partners. Activities include food drives, book drives, clothing and school supply donations and distributions. We also sponsor a gift drive for students in need.
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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)].

Dover Shores is committed to informing parents of opportunities at school and abroad, in a timely manner. The school informs parents of curriculum, academic assessments, meetings and Title I programs at the beginning of the year, during our Annual Title I Meeting. This occurs in September, in conjunction with Open House. Curriculum, assessment, student progress and proficiency levels are also discussed with parents at the following events: Open House, Conference Nights and IEP Meetings, Student Agenda, Progress Book, Curriculum Night, STEM Night, PTA & SAC Meetings and other meetings per parent request. Parent newsletters are sent home prior to the first of each month which also include events for the upcoming month. Administration advertises all events in multiple formats, including flyers, the marquee, school website and Connect School.

Dover Shores Elementary School will inform our parents of academic assessments, student progress and proficiency levels students are expected to meet through parent teacher conferences and notes sent home via the student's planner.

Dover Shores Elementary School will provide transportation and child care for selected evening events so that parents are afforded the opportunity to attend regular meetings, formulate suggestions and participate in the decision making process.

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)].

Dover Shores provides communication between home and school in both English, Spanish, and for hearing and vision impaired. A Spanish translator is also available at all parent meetings and event. Communications will also be readily available in audio format, larger print format; a sign language interrupter will be available as needed. In addition, our school registrar will run the Language Survey report monthly to determine and plan for changes in language needs throughout the school year. All activities are held in areas which are wheelchair accessible and offer comfortable mobility.

**Discretionary School Level Parental Involvement Policy Components**

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

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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
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)];	Offering a variety of events for parents, with flexible days and times. Providing timely communication, in home language. Ongoing communication between home and school. Analyzing data gathered from parent surveys.	Administration & School Staff	Data shows that better communication between home and school improves student academic achievement levels and behavior.	ongoing
Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	ADDITIONS and PiE coordinators will contact volunteers, partners and community members in an effort to develop appropriate roles and support structures for increasing and	Administration, ADDitions coordinator, PiE coordinator	Data shows that better communication between school and home/community improves student academic achievement levels and behavior.	ongoing

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	facilitating parental involvement activities.			
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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 .

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.

<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Correlation to Student Achievement</b>
Grand book fair event	2	434	Exposure and training on curriculum content, reading readiness and test taking skills increasing a shared interest in parent and student expectations.
Character Parade Promoting Literacy	1	90	Exposure and training on curriculum content, reading readiness and test taking skills increasing a shared interest in parent and student expectations.
Donuts for Dads	0	0	Exposure and training on curriculum content, reading readiness and test taking skills increasing a shared interest in parent and student expectations.
Title I meeting	1	228	Providing parents with the tools and understanding to communication with educators more effectively to improve student achievement.
Muffins for Moms	0	0	Exposure and training on curriculum content, reading readiness and test taking skills increasing a shared interest in parent and student expectations.
Partries for Parents	1	134	Exposure and training on curriculum content, reading readiness and test taking skills increasing a shared interest in parent and student expectations.
STEM Night	1	421	Exposure and training on 20th century math, science, and higher thinking skills increasing a awareness and comprehension within the concerntarions using real world applications.
PTA/SAC meeting	8	168	Exposing and training parents on curriculum, school readiness and preparedness, as well as test taking skills and informs and empowers parents to support student learning.
Meet the teacher;Curriculum exposure	2	228	Exposing and training parents on curriculum, school readiness and preparedness, as well as test taking skills and informs and empowers parents to support student learning.
Parent Teacher conferences	3	723	Exposing and training parents on curriculum, school readiness and preparedness, as well as test taking skills and informs and empowers parents to support student learning.
Fine Art Night	1	221	Exposing and training parents on curriculum, school readiness and preparedness, as well as test taking skills

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

			and informs and empowers parents to support student learning.
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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
Module 1: The Importance of Parental Involvement	1	42	Educators exposed to detailed information and correlations to data reporting better communication between home and school improves student academic achievement levels and behavior.
Module 2: Building Ties Between Home and School	1	42	Implementation information from trainings educated our faculty and staff on strategies and interventions to better meet the needs of our school population.
Module 3: Implementation and Coordination of Parental Involvement Programs	1	42	Provided teachers with the tools and understanding to communication with parents more effectively in an effort to improve student achievement.
Module 4: Implementation and Coordination of Parental Involvement Programs	1	42	Educators exposed to detailed information and correlations to data reporting better communication between home and school improves student academic achievement levels and behavior.

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
Transportation (F/R lunch, ESE)	Contact the Principal of Grand Avenue to possibly host parent events/meetings at their location. Provide bus transportation for all curriculum events.
Language (Hispanic)	The school will provide a translator at all Parental Involvement activities.

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

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
STEM Night	Students were exposed to over twenty interactive station focused on the area of science, technology, engineering, and math. All stations were designed and monitored by members of the community, including local high schools and middle school students.

# 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>		

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<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>		
Strong responses include: <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>		
<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>		
Strong responses include: <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>		
<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>		
Strong responses include: <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

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

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

<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>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>		
<b>10. Describe how each discretionary activity checked will be implemented.</b>		
<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>		
<b>School-Parent Compact</b>		
<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>		

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<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>		
Did the school include a copy of the review of the 2015-2016 policy/plan?		
<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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