

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

Assurances

Innovations agrees to:

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

Lawton Chiles Elementary School believes that positive parent/family involvement is essential in order to lead our students to success. The faculty and staff of Lawton Chiles Elementary will encourage parent/family involvement in all school activities.

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)].

Lawton Chiles Elementary School encourages all of our parents to be involved in all aspects of its Title I programs. SAC is responsible for developing, implementing and evaluating the SIP and evaluating the PIP. The PIP Parent committee is responsible for developing and reviewing the PIP for each new school year. In addition, all parents are sent a condensed copy of the PIP. In the spring, parents are also given a survey to evaluate the effectiveness of the PIP and to determine barriers for the following years PIP. The parent committee reviews the results of the survey to determine needed changes and make decisions on how the parental involvement funds will be used.

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
Title III	Lawton Chiles Elementary is fully designed for parents and students with physical disabilities to access all areas of the school. Sign Language is provided for IEP meetings and upon request.
ESE Departments: IDEA	Supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP
PKVE	The Title I office and the PKVE office will work together to coordinate transition programs for students entering the regular public school program. Activities may include: coordinated meetings with parents, Teacher, and the kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning, etc.
ESOL and PLC Quarterly	Administration, CCT, sheltered teachers, parents, community members; Board members meet prior to meetings. They prepare the agenda and are present at

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Meetings	meetings. Minutes are recorded and collected for documentation. Upon registration, students who are identified as ESOL, are supplied with information about supplemental instruction support.
Title II	Four OCPS PD Modules will be provided throughout the school year to address Parent Involvement with the school staff.

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)].

Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
Title 1 annual Meeting Flyer/Agenda	Title 1 Contact	September, 3 2015	Documentation is on-going
Annual Meeting Message on School Marquee	Title 1 Contact/Secretary	September 7, 2015	Documentation is on-going
Develop Annual Meeting Power Point	Principal; Title 1 Contact	September 7-17, 2015	Documentation is on-going
Annual Meeting Connect Ed Reminder Message	Principal; CCT	September 16, 2015	Documentation is on-going
Annual Meeting Presentation	Principal/Title 1 Contact	September 17, 2015	Documentation is on-going

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)].

Flexible meeting times will encompass morning, afternoon and evening depending on the event. Childcare will be provided by either using Title 1 funds or teacher volunteers for the events that need this service. Examples of flexible meeting times would be conference week, where parents are able to schedule their child's conference either in the morning, during the school day or in the evenings

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

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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
Extended Media Center Hours	Para Professionals	Parents and students are invited to come in every weekday morning from 7:15 to 8:15 to check out books, take AR tests and or read in improve students' academic achievement	August - December 2015, January - June 2016	Sign in Sheets
SAC	administration, staff, parents, community member	Participate in child's education	Sept, Oct, Nov, Dec of 2015 and Jan, Feb, March, April and May of 2016	Sign in sheets, agenda. min recorded
Open House/Curriculum Overview	Administration & staff	School procedures and curriculum overview for parents	September 2015	Sign in Sheets/Agenda
PLC	Administration, staff, parents, community member	To provide parents of LEP students to be a part of school involvement	Sept. & Oct of 2015 Feb and April of 2016	Sign in sheets, agenda. min recorded
Conference Weeks	Classroom Teacher, Administration, Staff	Students' academic progress	November 2015/ January 2016	Sign in Sheets
Assessment Fair	CRT and Teachers	Inform parents about the nature of standardized tests and answer questions	November 2015	Sign in Sheets
Math Fair	Math Specialist, Math Teachers	Introduces math processes, concept and themes in hands on approach	December 2015	Sign in Sheets
Literacy Projects	CRT and Teachers	Students who are exposed to literature to achieve higher academic scores	January 2016	Sign in Sheets
FSA Brochure	Title I Contact, CRT	Provide parents with tips to help their child during FSA week	March 2016	Sign in Sheets
Science Earth Day	Specialist, Science Teachers	Introduces science processes, concepts and themes in a hands on approach	May 2016	Sign in Sheets

- 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	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
OCPS Module # 1 The importance of Parental Involvement	Title 1 Contact	Increase Student Achievement	October 2015	Increased student achievement and parent involvement
OCPS Module # 2 Building Ties between Home and School	Title 1 Contact	Increase Student Achievements	December 2015	Increased student achievement and parent involvement
OCPS Module # 3 Coordination's and Implementation of Title 1 Programs	Title 1 Contact	Increase Student Achievement	February 2016	Increased student achievement
OCPS Module # 4 Communicating and Working with Parents	Title 1 Contact	Increase Student Achievement	April 2016	Increase student achievement

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)].

Kindergarten BooHoo Breakfast- parents will be apprised of how to join PTA, SAC and PLC. How to sign up to volunteer and the basic workings of the school. Effectiveness will be evaluated by Increased PTA and Volunteer Hours

Meet The Teacher - parents will meet their child's teacher, see the classroom and sign compacts for the first time. Effectiveness will be evaluated by sign in sheets.

Open House - parents will be given an overview of curriculum and assessment information and how the student's school day is structured. Effectiveness will be evaluated by sign in sheets.

FSA Information Brochure - Parents will be able to learn about the FSA for their student's grade level and how best to prepare the student at home to take the FSA. Effectiveness will be evaluated by sign in sheets.

Parent Conference Weeks - Teachers will go over individual student performance and test scores to explain how parents can help support their child. Effectiveness will be evaluated by sign in sheets.

Arts in April – Parents are invited to a night of music and art with their child. Students perform selected music for their parents and are also invited to create an art project with their child. Effectiveness will be evaluated by sign in sheets.

Science Earth Day - Parents are invited to view and participate with their child in the area of science and recycling. Parents will be able to create science related projects with their child. Effectiveness will be evaluated by sign in sheets

Parents are also invited to the STEM Expo Awards presentation.

PTA/SAC/PLC - Parents are able to give input for the SIP/PIP and how funds are spent on the school. Effectiveness will be evaluated by Sign in Sheets.

Math Fair - Parents learn about our new math programs and strategies for working at home to improve student achievement. Effectiveness will be evaluated by Sign in Sheets

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)].

Lawton Chiles Elementary will hold our Annual Meeting in September to cover all Title I programs, the curriculum and academic assessments that will be used during the school year. Upon the conclusion of the Annual meeting, parents will be invited to visit their child's classrooms to be provided with additional information on attendances, subject areas, and assessments. Teachers will explain the school compact, then invite parents and students to sign them. Parents will also be given an overview of our curriculum and the assessments that are used during the school year. Individual student performance and needed proficiency levels on academic assessments are explained in detail during parent/teacher conferences in November and January.

Parents are encouraged to schedule parent/teacher conferences at any time if they have questions or concerns. Teachers also encourage communication by agenda, phone or email at any time the parent has questions during the school year.

Teachers will maintain sign-in sheets and provide a copy to the Title 1 Contact who will also maintain documentation on the dissemination of the information, distribution methods and timelines.

Translation is provided at all school activities and meetings depending on the needs of the 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)].

Lawton Chiles Elementary provides families the opportunity for full participation by having translators available at all parent involvement activities. All information that is sent home is translated into Spanish which is our dominate second language, with access to other less common languages available as well. All events are advertised on our marquee located at the entrance of the school. Connect Orange Messages are sent home before upcoming events. Lawton Chiles also offers flexible meetings times for parents during conference weeks and for many of the parent involvement events allowing for parent who work variable hours.

Lawton Chiles Elementary is fully designed for parents and students with physical disabilities to access all areas of the school where parent involvement activities take place.

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	Anticipated Impact on Student Achievement	Timeline
Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other	Committee plans, advertises, and carries out event. Committee solicits teacher	Reading Coach, CRT, Math Specialist, Science	Parents are shown how the various curriculum assessments are	November 2016

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reasonably available sources of funding for that training [Section 1118(e)(7)]; and	volunteers for presentations and babysitting	Specialist, Title 1 contact, CCT	used and the benchmark levels of achievement	
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)];	Administration advertises and teachers organize conference week (school connect, marquee, LCE website)	Administration, Staff	Keeps parents informed of academic progress	August 2015- June 2016
Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Partners in Education/Additions	ADD/PIE, Coordinators	Provides networking opportunities within school community.	August 2015- June 2016

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 the PIP meeting minutes held 5/6/15.

This policy/plan was adopted by the school on May 6, 2015 and will be in effect for the period of the 2015/2016 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before mm/dd/yy.

(Signature of Authorized Representative)

(Date)

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

Review of 2014-2015 School Parental Involvement Policy/Plan

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

Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
Extended Media	181		
SAC	8	132	Participation in Child's Education
PLC	4	136	To provide parents of LEP students a voice in child's education
Open House	1	383	School procedures and curriculum overview for parents
Conference Weeks	2	623	Students' academic progress
Assesment Fair		32	Provide all parents with information on assessments and other topics relevant to their child's education, ie study skills, test taking tips, anxiety and community resources.
3-5 FSA Brochure	1	159	Inform parents about the nature of the test and answer questions
Parenting Series	3	9	Empowering a positive home environment will promote academic achievement
Family Literacy Project	1	682	Students who are exposed to literature achieve higher academic scores
Math Day	1	131	Introduces math processes, concepts and themes in a hands on approach
Science Earth Day	1		Introduces science processes, concepts and them in a hands on approach.

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

Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
OCPS Module #1 The importance of Parental Involvement	1	75	Increase Student Achievement
OCPS Module #2 Building Ties between Home and School	1	6	Increase Student Achievement
OCPS Module # 3 Coordination and Implementation of Title 1 Programs	1	6	Increase Student Achievement
OCPS Module # 4 Communicating and Working with Parents	1	6	Increase Student Achievement

3. Describe the barriers that hindered participation by parents during the 2014-2015 school year in parental involvement activities. Include the steps the school will take to during the 2015-2016 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited

Review of 2014-2015 School Parental Involvement Policy/Plan

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, ESE, ELL, MVP, FRL, BLK, Hispanic, Multi, White	The school will encourage parents find rides with other parents who live close to them in order to provide access to school activities
Work schedules ESE, ELL, MVP, FRL, BLK, Hispanic, Multi, White	The school will send home a Parent Involvement Calendar so that parents know when events will occur and can ask for time off.
Non English Speaking ESE, ELL, MVP, FRL, BLK, Hispanic, Multi, White	Translation will be provided at all school events and meetings. Flyers will let parents know that translation will be available.
Time of Activity ESE, ELL, MVP, FRL, BLK, Hispanic, Multi, White	Activities will be provided at varied times, morning, afternoon and evenings to allow for all parents to participate in selected activities

4. Describe the parental involvement activity/strategy implemented during the 2014-2015 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

Content/Purpose	Description of the Activity
Holiday Math Fair – Teach parents strategies to be able to help their child effectively at home	Activity was focused on upcoming holiday. Chorus performed a holiday concert. Students from each grade level were recruited to teach math games to parents. Parents and students who received stamps from all math stations were eligible for a free hot dog.

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

School Name: _____

Reviewer: _____ Review Date: _____

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

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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)]		
Strong responses include: <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. 		
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)].		
Strong responses include: <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. 		
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)].		
Strong responses include: <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. 		

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

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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>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. 		
10. Describe how each discretionary activity checked will be implemented.		
<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. 		
School-Parent Compact		
<p>School-Parent Compact must include the following components:</p> <ul style="list-style-type: none"> • Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards; • Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and • Highlight the importance of communication between teachers and 		

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<p>parents on an ongoing basis through, at a minimum—</p> <ul style="list-style-type: none"> ○ Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; ○ Frequent reports to parents on their child's progress; and ○ Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and <ul style="list-style-type: none"> ● Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA]. 		
Review of the 2010-2011 Policy/Plan		
Did the school include a copy of the review of the 2010-2011 policy/plan?		
<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:
