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 school wide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

**Assurances**

**Ray V. Pottorf Elementary School**  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 school wide 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 (Optional)**

Not applicable

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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

In the fall, Ray Pottorf Elementary School administration will conduct an Annual Title I meeting with faculty, parents, and community partners to jointly develop with and distribute to parents a written plan that describes how the parent involvement requirements will be implemented. We will present and discuss the Title I federal programand discuss with parents how the parental involvement funds will be used~~.~~ In order to enhance parent communication, and we will utilize a Talk System, which provides simultaneous translations in their native language. In addition to the Parent Involvement Plan, we will meet with parents to review and revise the current School/Parent/Student Compact. The School /Parent/Student Compact will outline how parents, school staff, and students will share the responsibility for improving student achievement and work together to build school, community and parent involvement toward student achievement. We will continue to provide policy in a language parents can understand, and review and update annually. This will be accomplished through SAC meetings, parent nights, newsletters, and our Annual Title I meeting. All documentation, such as agendas, sign-in sheets, and handouts will be maintained in the Title I Tool Kit.

1. 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, Reading First, 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 funding | We will purchase Native Language Dictionaries and distribute books to ESOL families. The connection between language development and academic support with homework will increase student achievement. |

1. 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 (school wide 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)].

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| --- | --- | --- | --- |
| **Activity/Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness**  |
| Title I Annual Meeting/Open House/Curriculum Night1. The meeting will be publicized by school newsletter, Parent Link notices, as well as flyers sent home to parents of the upcoming event dates and times.
2. The annual meeting to inform parents about Title I services will be held at our Open House/Curriculum Night with staggered meetings throughout the evening.
3. Parents will be informed during a Title I Annual Meeting about the following topics: Title I Services, School/Parent/Student Compact, School Curriculum, Academic Assessments, and Parent’s Rights.
4. Parents will attend their child’s classrooms to meet their teacher and gather information about their child’s curriculum in reading, math, and writing.
5. Parent’s will approve the compact as a voluntary agreement to promote a home-school connection.
 | AdministrationTeachersParents | August -June  | Power point Flyer/Parent LinkSign in sheets |

1. 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)].

 Ray V. Pottorf Elementary School is committed to providing varying opportunities for parents to attend meetings or conferences scheduled throughout the school year. We will provide translators, daycare opportunities, and home visits will be as needed. We will offer parent conferences during morning or evening hours at staggered times so parents can attend. Parents are encouraged to reschedule the meeting if conflicts arise. We will provide staggered times during our Annual Title I /Open House/Curriculum Night so all parents have the opportunity to be informed members of our Ray V. Pottorf Elementary family.

1. 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)].

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| --- | --- | --- | --- | --- |
| **Content and****Type of Activity** | **Person Responsible**  | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Title I Annual Meeting /Open House/Curriculum Night MAPPSMiracle of Reading NightGrade Level Academic NightsSAC Meetings | AdministrationTeachersAdministrationReading CoachMath CoachTeachersAdministrationReading CoachTeachersParent Involvement SpecialistAdministrationTeachersAdministrationSAC Members | Provide information to parents on expectations and how parents can help their children.Provide information to parents on expectations and how parents can help their children.Provide information to parents on expectations and how parents can help their children.(Bookmark strategies)Provide information to parents on expectations and how parents can help their children.Increase the level of involvement of parents to be more active in the decisions made at school that include parental involvement funding. | *August -June* *Twice a year for K-2**Twice a year for 3-5**March**Five times a year**Ongoing*  | NewslettersFlyersSign In SheetPower PointSign-In SheetsFlyersActivitiesWorkshop EvaluationsNewslettersFlyersActivities/workshopSign-In Sheet Evaluations/requestsNewslettersFlyersActivitiesSign-In Sheet Workshop Evaluations/requestsAgendasSign-In SheetsHandouts |

1. Describe the training the school will provide to educate its 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)].

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| --- | --- | --- | --- | --- |
| **Content and Type of Activity** | **Person Responsible** | **Correlation to Student Achievement**  | **Timeline** | **Evidence of Effectiveness** |
| Monthly research based articles on parent involvement in monthly RVP newsletters Ray Pottorf school web site to include monthly update on parent involvement strategiesPresentation at faculty meeting on parent involvement initiatives  | Technology SpecialistAdministrationParent involvement SpecialistTechnology SpecialistAdministrationParent Involvement SpecialistAdministration | Provide information to parents on expectations and how parents can help their children.Provide information to parents on expectations and how parents can help their children.Improve the ability of staff to work effectively with parents | Monthly August -June MonthlyQuarterly | Monthly newsletters How many people access the web siteAgendaSign-in SheetsAgenda  |

1. 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)].

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| --- | --- | --- | --- |
| **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Enhance a family friendly school | AdministrationTechnology Specialist | Ongoing through the school year August -June | Parent Survey/feedbackFlyersAgendas |

1. 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 school wide 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)].
* In the fall, parents of RVP students will be invited to join the staff at the annual Title I Meeting and Open House/Curriculum Night. Information explaining Title I and the programs that are funded through Title I will be presented at this time. Data from the previous school year and the School Improvement Plan will also be presented. During the school year, any new information regarding Title I will be sent home in the monthly newsletters and discussed at SAC meetings.
* The curriculum at Ray Pottorf Elementary will be shared with parents in a variety of ways. Teachers will share their academic plans during the Open House/Curriculum night at the beginning of the school year. The school’s monthly newslettesr will highlight the academic goals for each grade level. Curriculum and upcoming assessments will also be shared in weekly newsletters that are sent home from various classrooms. Also, information on students’ progress will be sent home in written form on a regular basis, as well as verbally communicated during parent conferences. Parent conferences are available at staggered times both morning and evenings. Parents that are unable to attend will receive a packet of information and a phone call from the teacher. These conferences are documented by sign in sheets that are filed in the Title I box.
* Upon parent request, a meeting will be scheduled to review suggestions regarding their child’s progress.
* If a parent is not satisfied with the school’s parent involvement plan, the school will also submit the parents’ comments on the plan directly to the Title I office.
1. 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)].
* Communication such as parent involvement policies, compacts, comments on interims and report cards, Super Stars tutoring information, ELL meeting notices and RTI meeting notices will be sent to parents in their native language when possible (feasible).(Spanish, and Creole upon request.)
* When necessary, parent phone calls will be provided in Spanish and Creole.
* Student mobility rate has been addressed through marketing parent packets that include school information and video that is dispersed to area daycares and student assignment office (LCSD) for parents to view and make informed decisions.
* As new students enroll throughout the school year, they will receive a welcome packet that includes school information, as well as, Title I information and the Right to Know letter.
* Translators will be provided at school events, when feasible, so parents have the opportunity to participate fully in parent meetings. A talk system is used when necessary as well as parent link where parents may select the language of choice.
* The school will make every effort to provide special accommodations (when requested) for parents with disabilities and/or special needs.

Discretionary School Level Parental Involvement Policy Components

* Check if the school does not plan to implement any discretionary parental involvement 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 LEA 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)];
* Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and
* Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].
1. Describe how each discretionary activity checked above will be implemented.

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| --- | --- | --- | --- | --- |
| **Activity** | **Description of Implementation Strategy** | **Person Responsible**  | **Correlation to Student Achievement** | **Timeline** |
|  |  |  |  |  |

**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 parent involvement plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidence by SAC Minutes.

This plan was adopted by the school at the first SAC meeting of the school year and will be in effect for the period of one academic year. The school will distribute this plan to all parents of participating Title I, Part A children during the first month of school.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Signature of Authorized Representative) (Date)

Provide evidence that the policy/plan has been developed with the input from parents.

1. Provide a summary of activities provided 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.

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| --- | --- | --- | --- |
| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Correlation to Student Achievement** |
| Title I Meet/Greet/Curriculum  | 3 | 428 | Provide information to parents on expectations and how parents can help their children |
| * Parent Conferences
 | 2 | 308 | Provide information to parents on expectations and how parents can help their children |
| * Volunteer Training
* Grade Level Parent Nights
* MAPPS(Math Awareness Parent Partnership
* Miracle of Reading Night
 | 30 | 32Participants: 338Participants: 340163 | *Provide information to parents and community members on how to assist students with academics.**Provide Information to parents on expectations and how parents can help their children.**Provide Information to parents on expectations and how parents can help their children.**Provide information to parents of expectations and how parents can help their children* |

1. Provide a summary of the professional development activities provided by the school 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)].

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| --- | --- | --- | --- |
| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Correlation to Student Achievement** |
| * The Importance of Volunteers

. | 1  | 50 | Improve the ability of staff to work effectively with parents |

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

|  |  |
| --- | --- |
| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Parents will limited English proficiency exhibited difficulties understanding speakers at meetings | The Talk system and/or a translator were used at Open House and parent conference nights year to ensure we met the needs of parents and provide printed materials in a bilingual format(Spanish, Haitian Creole) at meetings. |

1. Describe the parental involvement activity/strategy the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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| --- | --- |
| **Content/Purpose** | **Description of the Activity** |
| The Miracle of Reading Parent Night | Reading comprehension cubes with specificity to each grade level were developed with educators and presented at our Read Across America Parent Night. Decoding skills, along with comprehension strategies, were presented by teachers to parents in small reading sessions. Some of the comprehension strategies presented included connecting and summarizing, and questioning and story elements. Parents who attended these small reading sessions for each grade level learned how to use these strategies effectively with their children at home. |

**School Name: \_\_\_\_Ray V., Pottorf Elementary School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Plan Year: 2011-2012**

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

|  |  |  |
| --- | --- | --- |
| **Policy/Plan Components** | **YES****(Page #)** | **NO** |
| **2012-2013 Plan Review** |
| Was evidence adequate to demonstrate that the PIP as developed jointly with and agreed upon by parents of children participating in Title I programs? | yes |  |
| Is the PIP written in an understandable format and provided in a language parents can understand? | yes |  |
| Were revisions/updates to the plan made based upon the review of the 2011-2012 plan? Did the school address the barriers identified in the review? | yes |  |
| **LEA Policy Mission Statement (optional)** |
| The mission statement should meet the following criteria: * Explains the purpose of the parental involvement program;
* Tells what will be done;
* Includes beliefs or values;
* Is concise, free of jargon, and parent-friendly; and
* Inspires stakeholders to be involved and supportive of the program.
 | yes |  |
| 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 [Sections1118(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**: * 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)].
 | YesYesYesyes |  |
| 1. **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, Reading First, 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**: * Identification of the specific federal program; and
* Description of how the programs were coordinated.
 | YesYes |  |
| 1. **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**: * Identification of specific activities or tasks;
* Identification of the person(s) responsible for completing the task;
* Timeline; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.
 | YesYesYesYesYes |  |
| 1. **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**: * 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.
 | YesYes |  |
| 1. **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)].**
 |
| **Strong Responses Include**: * Content of the session including each of the following:
* 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.
* Type of activities;
* Correlation to student achievement; and
* Reasonable and realistic proposed timelines.
 | YesYesYesYes |  |
| 1. **Describe the training for staff the school will provide to educate its 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)].**
 |
| **Strong Responses Include**: * Content of the session;
	+ 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;
* Type of Activities;
* Specific correlation to student achievement;
* Reasonable and realistic timelines; and
* Method to determine the success and document completion.
 | YesYesYesYes |  |
| 1. **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)].**
 |
| **Strong Responses Include**: * Identification of the type of activity;
* Specific steps necessary to implement this activity;
* Person(s) responsible;
* Timeline; and
* Method to determine the success and document completion.
 | YesYesYesYes |  |
| 1. **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)]:**

**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)].** |
| **Strong Responses Include**: * 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.
 | YesYesYesYes |  |
| 1. **Describe how the LEA 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)].**
 |
| **Strong Responses Include**: * 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.
 | YesYesYesYes |  |
| **10. Describe how the discretionary activities will be implemented.** |  |  |
| **Strong Responses Include**: * Content of the session including the following:
	+ Involve parents in the development of staff training,
	+ Offer literacy training,
	+ Pay reasonable and necessary expenses to conduct parental involvement activities,
	+ Train parents to help other parents,
	+ Adopt and implement model parental involvement programs, or
	+ Develop roles for community organizations and/or businesses in parental involvement activities;
* Type of activity;
* Specific correlation to student achievement; and
* Reasonable and realistic timelines.
 | YesYesYes |  |
| **School-Parent Compact** |
| **Does the School-Parent Compact include all required components:** * 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 parents on an ongoing basis through, at a minimum—
	+ 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 [Section 1118(d), ESEA].
 | YesYesyes |  |
| **Review of the 2012-2013 Policy/Plan** |
| Did the school include a copy of the review of the 2012-2013 policy/plan? |  |  |
| Did the review include all required components?* 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:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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