

## 2015-2016 School Parental Involvement Policy/Plan

School: Frangus Elementary

LEA: Frangus

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

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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

Frangus Elementary School's vision is to collaborate with parents, students, staff and the community to provide skills, knowledge and resources necessary to build strong families and to prepare our students to be productive and successful citizens in our community.

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)].

At Frangus Elementary school, The School Advisory Committee (SAC) is responsible for monitoring the Community members are invited to participate. The participants are able to give input on academic goals, planned activities, action plan and objectives. The Survey of school conditions is given out annually to staff, students and parents in the Frangus community. The results are shared and made available to all interested parties through SAC. In addition, parents have the opportunity to assist in developing and reviewing the pip and contributing to the Parent/Student/Teacher Compact. Frangus also offers opportunities for parents to become involved through the Parent Teacher Association (PTA) and also the Parent Leadership Council (PLC)

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
Individuals with Disabilities Act	Supplemental instructional support supplied by Title I will be discussed with parents during the development of the students IEP
Title I	Professional development modules are provided to the school to support the developmental need of the staff related to parental involvement. Title I funds were utilized to purchase substitutes, which will allow the teachers to go to the trainings to keep current on procedures and practices. The parents in turn, will be trained by the teachers on using different methods to help children improve their achievement.

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Title III	Title III collaborates with Title I planning, implementing and participating in parent training. The school assists parents with becoming educated decision makers for their students. The school has an active Parent Leadership Council(PLC) based on requirements set by the META decree. Brochures, Materials, and worksheets are provided in other languages used at school.
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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)].

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Determine information to be given to parents	Principal and Parent Resource Teacher	9/3/2015-9/18/2015	Copy of Agenda
Create an Agenda the addresses Title I components applicable to Frangus Elementary.	Principal and Parent Resource Teacher	9/3/2015 – 9/18/2015	Copy material, send home
Advertise annual meeting	Principal and Parent Resource Teacher	9/3/15 – 9/18/15	Copy of Flyer, Marquee, Connect Orange Message
Create Sign in Sheets	Parent Resource Teacher	9/18/15	Sign-in sheets
Distribute information not present at the meeting	Classroom Teachers	9/21/15	Take home information packets for those not in attendance

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)].

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Frangus will develop the master calendar with events scheduled for mornings, afternoons and evenings. Communication regarding school meetings will be provided utilizing the Connect Orange automated phone system, flyers sent home and the school marquee. Teachers will develop schedules for Report Card Conference Night which include meeting times for morning, afternoon and evening, allowing parents to select a time that's most convenient for them. Additional school functions will be scheduled at various times of the day to allow all families to attend. For example, Curriculum Nights are held in the evenings, Science Fair during the school day and chorus has both daytime and evening performances. The PTA Board meetings are held after school, followed by SAC meetings in the evening. PLC meetings are held 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 school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Progress book/Parent Access	Classroom Teachers	Access to child's progress, grades, assignments and classroom behavior	8/2015-6/2016	Report of Parent Access to Progress Book
Science Night	STEM coordinator 5 <sup>th</sup> grade teachers	Parents will be provided with strategies to use at home, grade level proficiency and assessment methods for Science.	October 2015	Sign in sheets
Open House-Expectations for the school year	Classroom teachers, Resource teachers, CRT	Informative session on expectations for each grade level, curriculum requirements and assessment requirements	September 2015	Sign in sheets, copy of expectations
Report Card Conference Night	Classroom Teachers	Teachers conduct individual conferences to discuss progress in all academic areas.	Oct.- Nov. 2015	Sign in sheets
Family Reading Night	Classroom Teachers, Resource Teachers, CRT	Parents will be provided with strategies to use at home, grade level proficiency and assessment	Oct. 2015	Sign in sheets

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			methods for reading.		
	Family Writing Night	Classroom Teachers, Resource Teachers, CRT	Parents will be provided with strategies to use at home, grade level proficiency and assessment methods for writing.	Jan. 2016	Sign in sheets
	Family Math Night	Classroom Teachers, Resource Teachers, CRT	Parents will be provided with strategies to use at home, grade level proficiency and assessment methods for math.	March 2016	Sign in sheets

6. Describe the training the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
The Importance of Parental Involvement	PIRC	Communication between parents and staff, will increase student achievement in all areas.	October, 2015	Sign in sheets
Communicating and working with Parents	PIRC	This will provide parents with opportunities to work with their children at home as well as keep parents abreast of new school developments and learning strategies.	Various dates throughout the 2015-2016 school year	Sign in sheets
Coordination Of Parental Involvement Plans	CRT & PIRC	Increasing the amount of parents participating in activities	By June 2016	Sign in sheets

7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their child [Section 1118 (e)(4)].

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Frangus offers extended Media hours to all students and their families twice a week. In addition, Frangus has a parent resource room and a parent resource teacher, to assist families in finding out information about the school. A Spanish and Haitian Creole translator are available every day during school hours and most evening activities.

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)].

Frangus Elementary School will hold a Title I Annual Meeting in September, 2015. The agenda will include Title 1 components such as School/Parent/Teacher Compact, the Parental Involvement Plan, Title I Budget what Title I does for families, and some of the activities that will be conducted during the year. We will discuss grade level curriculum, academic assessments, and information regarding Florida standards. Parents will learn about school wide technology programs, how to schedule parent-teacher conferences, and opportunities to participate in decisions related to the education of their children. Frangus Elementary will notify parents through a variety of methods. Frangus Elementary will utilize ConnectOrange, school newsletters, school marquee, student planners and our Frangus Facebook page to notify parents and families regarding school activities and events throughout the year.

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)].

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Frangus Elementary ensures that all parents are welcome and have the opportunity to participate in activities and meetings. We will accommodate disabled parents to the best of our ability, with easy access to meeting sites. The majority of our ESOL students speak Spanish or Creole, we have personnel that are available to translate both languages. Meeting information is translated into the student's home language. We will monitor this on a regular basis to ensure translation is available to whomever shall require it.

### **Discretionary School Level Parental Involvement Policy Components**

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

Check all activities the school plans to implement:

- ☐ Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];
- ☐ Providing necessary literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];
- ☐ Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
- ☐ Training parents to enhance the involvement of other parents [Section 1118(e)(9)] ;
- ☐ Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];
- ☐ Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and
- ☐ Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

10. Describe how each discretionary activity checked above will be implemented.

Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline
Involving parents in the development for training for teachers, principals, and other educators to improve the effectiveness of the training.	Parental Involvement in SAC, PLC and PTA	Principal	Parental Involvement allows them to gain understanding of the school functions and how their input can impact the school.	2015-2016 school year

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Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training.	Curriculum Nights	PIRC, CRT and selected teachers	Parents are provided with information and programs that can be used at home.	Three or four times throughout the year
Training parents to enhance the involvement of other parents	PLC trainings, curriculum nights, and specific training for parents to become parent leaders and to assist their children at home while encouraging others to do so.	PIRC	Provide training to parents.	Various times throughout the year.
Conducting at home or phone conferences for those parents that are unable to attend school conferences	Face to face or phone conferences or any others means of communication to relay information.	Classroom teachers	Parents receive information in a variety of ways to keep abreast of their student's progress.	Throughout the 2015-2016 school year
Developing appropriate roles for community-based organizations and businesses	STARS Backpacks program, Partners in Education	PIRC	Local organizations are encouraged to support the school and become involved with activities to support increased parent involvement	Throughout the 2015-2016 school year

## School-Parent Compact:

As a component of the school-level parental involvement policy/plan, each school shall



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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 May 10, 2015 and will be in effect for the period of 8/24/2015. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/18/2015.

  
\_\_\_\_\_  
(Signature of Authorized Representative)

10/17/15  
\_\_\_\_\_  
(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	Correlation to Student Achievement
Progressbook Parent Access	1	640	Access to child's progress, grades, assignments, and classroom behavior.
Science Night	1	126	Parents will be provided with strategies to use at home, grade level proficiency and assessment methods for science
Title 1 Annual meeting / Open House	1	170	Informative sessions on expectations for each grade level, curriculum requirements, and assessments required. Along with Title1 benefits
Report Card conference night	1	200	Teachers conduct individual conference to discuss progress in all academic areas
Family Writing Night	1	6	Parents will be provided with strategies to us at home, grade level proficiency and assessment methods for writing
Family Reading Night	1	12	Parents will be provided with strategies to us at home, grade level proficiency and assessment methods for Reading
Family Math Night	1	63	Parents will be provided with strategies to us at home, grade level proficiency and assessment methods for Math

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	Correlation to Student Achievement
Communicating with the parents about curriculum and student expectations	5	570	Educating parents on what's expected of their children increases the student's performance rate

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 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
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## Review of 2014-2015 School Parental Involvement Policy/Plan

Language	The school provides translators for all parent meetings
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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

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

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

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

Policy/Plan Components	YES	NO
<b>2014-2015 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 2014-2015 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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<p><b>3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)]</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Identification of specific activities or tasks;</li> <li>• Identification of the person(s) responsible for completing the task;</li> <li>• Reasonable and realistic timelines; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		
<p><b>4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and</li> <li>• Specific examples of the flexible schedule offered to parents.</li> </ul>		
<p><b>5. Describe how the school will implement activities which will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their children to improve their children's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Content and type of activity including the following: <ul style="list-style-type: none"> <li>• The state's academic content standards and State student academic achievement standards,</li> <li>• State and local academic assessments including alternative assessments,</li> <li>• Parental involvement requirements of Section 1118, and</li> <li>• How to monitor their child's progress and work with educators to improve the achievement of their child.</li> </ul> </li> <li>• Identification of person(s) responsible;</li> <li>• Reasonable and realistic proposed timelines;</li> <li>• Correlation to student academic achievement; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		

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

<p><b>6. Describe the training for staff the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools [Section 1118(e)(3)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Content and type of activity including the following: <ul style="list-style-type: none"> <li>○ Value of parental involvement,</li> <li>○ Communicating and working with parents,</li> <li>○ Implementation and coordination of parental involvement program,</li> <li>○ Building ties between home and school, and</li> <li>○ Cultural sensitivity;</li> </ul> </li> <li>• Specific correlation to student achievement;</li> <li>• Reasonable and realistic timelines; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		
<p><b>7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Identification of the type of activity;</li> <li>• Specific steps necessary to implement this activity;</li> <li>• Person(s) responsible;</li> <li>• Timeline; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		
<p><b>8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:</b></p> <ul style="list-style-type: none"> <li>• Timely information about the Title I programs [Section 1118(c)(4)(A)];</li> <li>• Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]; and</li> <li>• If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)].</li> </ul> <p><b>Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Process for providing information to parents;</li> <li>• Dissemination methods;</li> <li>• Reasonable and realistic timelines for specific parent notifications; and</li> <li>• Description of how the school will monitor that the information was provided.</li> </ul>		

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<p><b>9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Process for translating information into a parent's native language;</li> <li>• Description of how the school will ensure that parents with disabilities have access to parental involvement activities and/or services;</li> <li>• Description of how the school will ensure that information is available to parents considering the fluctuating student populations;</li> <li>• Specific languages that information will be routinely provided; and</li> <li>• Process the school will use to monitor the dissemination of information to parents.</li> </ul>		
<p><b>10. Describe how each discretionary activity checked will be implemented.</b></p>		
<p><b>Strong Responses Include:</b></p> <ul style="list-style-type: none"> <li>• Content and type of activity including the following: <ul style="list-style-type: none"> <li>○ Involve parents in the development of staff training,</li> <li>○ Provide literacy training,</li> <li>○ Pay reasonable and necessary expenses to conduct parental involvement activities,</li> <li>○ Train parents to help other parents,</li> <li>○ Maximizing parent participation,</li> <li>○ Adopt and implement model parental involvement programs, or</li> <li>○ Develop roles for community organizations and/or businesses in parental involvement activities;</li> </ul> </li> <li>• Description of the implementation strategy;</li> <li>• Identification of person(s) responsible;</li> <li>• Correlation to student academic achievement; and</li> <li>• Reasonable and realistic timelines.</li> </ul>		
<p align="center"><b>School-Parent Compact</b></p>		
<p><b>School-Parent Compact must include the following components:</b></p> <ul style="list-style-type: none"> <li>• Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;</li> <li>• Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and</li> <li>• Highlight the importance of communication between teachers and</li> </ul>		

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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 2010-2011 Policy/Plan</b>		
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"> <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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