**This school-level template is designed to be used by schools within the LEA as a model to assist the school in the development of their 2015-2016 Parental Involvement Policy/Plan (PIP).**

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**

**The school agrees to:**

X 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;

X 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)];

X 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)];

X 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)];

X 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)];

X 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)];

X 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)];

X 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

X 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)**

|  |
| --- |
|  |

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)].

|  |
| --- |
| At San Carlos Park, we will focus on P.A.R.E.N.T.S.:  \*Positive partnership promoting \*Academic achievement by \*Reaching out to our community and parents, \*Ensuring a \*Neighborhood driven \*Towards \*Success. SAC is advertised to all parents to be involved in through newsletters, handouts, Parent Link and signs at school. The SAC discusses and votes on how parent involvement funds benefit of the school and the students. |

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, 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** |
| NA |  |

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)].

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity/Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Administration & Leadership Team meet to plan | Administration; Leadership Team | April to September | Meeting minutes |
| Publicize in newsletter, Parent Link, flyers | Administration; Office Staff | August-September | Newsletter; Parent Link Log |
| Parents have opportunity to review the Compact and Parent Involvement Plan | Administration; Teachers | September | Sign-in sheets; signed Compacts; suggested changes in writing by parents |
| Title I PowerPoint shown in all classrooms and/or common areas to provide information on Title I | Administration; Tech Specialist | September | Questions, comments and suggestions from parents |

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)].

|  |
| --- |
| San Carlos Park Elementary will:  ·Offer meetings in flexible formats, dates and times.  ·Provide child care during parent training workshops and conferences.  ·Translators will be available during all parent involvement   opportunities, and/or the use of the Talk System for translation.  ·Transportation may be provided.  ·In special circumstances, we may conduct in-home conferences with the assistance of our Social Worker |

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)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content and**  **Type of Activity** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Monthly Newsletters | Administration, Coaches, Teachers, Clerk Typist | Provide information to parents on expectations and how parents can help their children. | Monthly | Newsletter |
| Title I Annual Mtg./Curriculum Night | Administration, Leadership Team, Teachers, Parents, Staff, Tech Specialist | Provide information to parents about the Title I program, expectations, and how they can support their children at home. | May-September | Parent Compacts |
| SAC/PTO Meeting | Principal, SAC Chair, SAC Committee, PTO Chair | Increase the level of involvement of parents to become active in the decisions being made at the school. | Monthly | Flyers, Agenda, Minutes, Handouts (if applicable,) Parent Link Log, Sign-In Sheets |
| Family Math Night | Administration, Leadership Team, Math Coach, Teachers, Parents | Provide information to parents on expectations and supporting their child in learning and understanding the math process. | Spring 2016 | Flyer, Agenda, Handouts, Sign-In Sheets, Parent Link Log, School Website |
| STEM Night | Administration, Leadership Team, Math Coach, Science Coach, Tech Teacher, Teachers, Parents, EE Rep | Provide information to parents on curriculum expectations and supporting their child in learning the connection between Science, Technology, Engineering and Math. | August-March | Flyer, Agenda, Handouts, Sign-in Sheets, Parent Link Log, School Website |
| Grade Level Performances (as part of Arts School) | Administration, Special Area Teachers, Grade Level Teachers | Provide expectations of students in alignment with the standards for music/dance/art and standards for academics in the specific performances. | Throughout school year - each grade level chooses a specific month for their performance. | Flyer, Parent Link Log, School Calendar, Sign-In Sheets |
| Kindergarten Open House | Meet administrators and teachers. Exposure to expectations and curriculum. How parents can help. | Administration, Leadership Team, Kindergarten Teachers, Special Area Teachers. | March-May | Flyer, Handouts, Sign-in Sheets, Parent Link Log, School Website. |
| Reading Night | Administration, Leadership Team, Reading Coaches, Teachers, | Provide information to parents on expectations, and learn strategies and ways they can help their child/children as well as the benchmark expectations of FSA. | August-January | Parent Link Log, Newsletter, School Calendar, School Website, Flyer, Handouts, Sign-In Sheets. |
| Fun Fest | Administration, Teachers, PTO | Include academic games such as math, science. Games will be manned by teachers/paraprofessionals. | October | Flyer, Newsletter, School Website |
| Book Fair | PTO, Reading Coaches, Teachers, Paraprofessionals | Parents will receive a mini-workshop on ways books can help with fluency, vocabulary, reading comprehension. | Fall 2015 | Flyer, Newsletter, School Website |

1. 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** |
| Volunteer Coordinator | Volunteer Coordinator | Gain an understanding of the volunteer role in assisting teachers/helping students in the classroom. | All Year Long | Newsletter, Sign-In Sheets |
| Mini-professional development opportunities for teachers to view videos and/or articles to bridge the teacher/parent gap. | Leadership Team, Teachers | Use videos and/or articles to learn how to increase parent involvement. | Ongoing | Exit Slips, District Evaluation Form |
| Parent Involvement Paraprofessional will take information learned through district trainings and relay to teachers through either a whole staff meeting or grade level specific meeting. | Parent Involvement Paraprofessional, Teachers | Train staff on information given through district trainings to help build parent relationships and enlist the help of parents in supporting their children in school. | Ongoing | Exit Slips, District Evaluation Form, Teacher Feedback, Teacher Communication Log |
| Professional Learning Communities (PLCs) | Administration, Leadership Team, Teachers | Train staff on the PLC process. Dedicate time weekly for grade level teams to meet and to discuss data and individual student needs. Communicate process to parents. | Ongoing | Inservice Sign-In Sheets, Minutes from PLC (grade level) meetings, Monthly Newsletters |

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)].

|  |
| --- |
| San Carlos Park Elementary will enhance our family-friendly school by welcoming parents and providing caring and efficient services to their needs in person or on the phone. In all areas of our school we will answer questions in a courteous manner that demonstrates the importance for parents to be a partners in their child's education. We will conduct a survey annually in order to evaluate our success and make changes as suggested. |

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 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)].

**Response:** During the Open House and Annual Title I meeting, parents will gain an understanding of the school's Title I status and its implications. A Title I PowerPoint will be shown that explains Title I requirements. Parents will be given the opportunity to review the School-Parent Compact and Parent Involvement Plan. Parents will have the option of asking questions or making suggestions before signing. Questions, comments and suggestions will be encouraged.   
  
  
  
In the event that San Carlos Park Elementary School's Parent Involvement Plan is not satisfactory to a parent of participating children, the school will submit the parent's comments and/or suggestions to the Lee County School District Title I office.  
  
  
  
District adopted curriculum for Reading, Math, Social Studies and Science will be used along with the Academic Plans and Pacing Guides provided by the district with additional supplemental resources.  
  
  
  
Assessments will be given at the end of a chapter, unit or topic. STAR Early Literacy and STAR Reading, FSA, in addition to district required assessments, will be given based on the testing schedule provided by the district. These assessments will be used to track the progress of students. Proficiency levels will be determined by the district or state. A "meets," or Level 3 or above, will show proficiency in STAR Reading, district assessments and/or FSA.   
  
  
  
Parents will be encouraged to actively participate and communicate in their child/children's education as outlined in Section 5. Agenda books will be used to communicate back and forth between teacher and parents daily: quarterly interims and report cards will be sent home. In addition to at least one annual parent-teacher meeting, parents will have an opportunity to call and/or email the teacher/school with any questions and/or concerns.

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)].

|  |
| --- |
| Every effort will be made to ensure that full opportunities for the participation of parents of all students including those who are Limited English Proficient (LEP), those with disabilities, and those who are migrant. San Carlos Park Elementary shall provide information and school reports in a format, and whenever possible, a language that parents can understand, including Spanish and English (Creole when requested.)     All report cards, progress notes, Parent Link calls, and other written and/or spoken communication will be translated and documented. The Talk System will also be used as a means of translating during parent trainings, meetings, and conferences. We will make every effort to provide full opportunities for parents with disabilities and those with special needs.  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 |

Discretionary School Level Parental Involvement Policy Components

X 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)].

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 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 schoolon mm/dd/yyyy and will be in effect for the period of one year through mm/dd/yyyy. The school will distribute this policy to all parents of participating Title I, Part A children on or before mm/dd/yyyy.

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

(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 previous year PIP.

1. Provide a summary of activities provided during the previous 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** |
| Annual Title I Meeting/Open House | 1 | 350 | Parents are given pertinent information and school expectations. They will receive information on home/school partnerships to help increase student achievement and be provided with resources. |
| Volunteer Orientation | 1 | 20 | Provide volunteers with information about the school and their responsibilities as a school volunteer. |
| SAC/PTO Meetings | 7 | 143 | Parents are given the opportunity to provide input into the SIP and other required documents, as well as being involved in a variety of decision making opportunities. |
| Curriculum Night | 1 | 230 | Parents and students make games and educational activities to work on at home. Parents are provided with grade level proficiency strategies and assessment methods to ensure student comprehension and application of knowledge. |
| Grade Level Performances | 6 | 1755 | Provide expectations of students in alignment with the music/dance/art and standards for academic in the specific performance. |
| Fall Fun Fest | 1 | 550 | Provide parents and families to time to come together get to know one another and the members of the school and community to build a stronger school community. |
| Veterans Days Celebration | 1 | 44 | Provide information to parents on the content of the Social Studies standards. |
| Winter Show | 1 | 332 | Provide expectations of students in alignment with the music/dance/art and standards for academic in the specific performance. |
| Watch DOGS Donuts with Dad | 1 | 111 | In an informal setting, the principal talks with parents about school policies and meets their needs as these arise. Share current school data, help parents understand curriculum and offer homework strategies. |
| Sharing of Leadership Notebooks/Student Led Conferences | 1 | 37 | Students conduct conferences with their parents to explain their grade level goals, work and expectations as they relate to their instruction and correlation to the NGSSS. |
| Family Math Night | 1 | 347 | Share current math data and how specific data correlates to NGSSS. Resources/strategies are offered to parents to increase automaticity of math facts and to assist with math homework. |
| Family STEM Night | 1 | 179 | Parents will participate in Science activities tied to the NGSSS. They will be taught expectations and how they can help their child with their science project. |
| Arts Night | 1 | 318 | Provide expectations of students in alignment with the music/dance/art and standards for academic in the specific performance. |
| Kindergarten Orientation | 1 | 178 | Parents will be given an overview of the grade level expectations for their kindergarten child. |

1. Provide a summary of the professional development activities provided by the school during the previous 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** |
| Faculty Meetings | 9 | 60 | Work with faculty on new and innovative ways to have family involvement |
| APPLES Meetings | 9 | 6 | Work with new teaches to build relationships with families to support academic achievement |

1. Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take to during the next 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** |
| Lack of transportation | Have meetings at a variety of times (ie. Before school, right as school is ending) |
| No babysitting | Provide babysitting |
| During meal times | Provide meals |
| Lack of time in notification | Ensure notices are sent out in timely manner |
| Remembering events | Use parent link and reminder notices of events |

1. Describe the parental involvement activity/strategy implemented during the previous 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** |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Policy/Plan Components** | **YES** | **NO** |
| **Current Year 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? | X |  |
| Is the PIP written in an understandable format and provided in a language parents can understand? | X |  |
| Were revisions/updates to the plan made based upon the review of the current year plan? Did the school address the barriers identified in the review? | X |  |
| **LEA Policy Mission Statement (Optional)** | | |
| 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:   * 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 [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)]. | X |  |
| 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, 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. |  | X |
| 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; * Reasonable and realistic timelines; and * Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. | X |  |
| 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. | X |  |
| 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)]. 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:   * Content and type of activity including 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. * 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. | X |  |
| 1. **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)].** | | |
| Strong responses include:   * Content and type of activity including the following:   + 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. | X |  |
| 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 * Description of the evidence the school will use to demonstrate   the effectiveness and/or completion of the activity/task. | X |  |
| 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)]; 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)].**   **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. | X |  |
| 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 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. | X |  |
| 1. **Describe how each discretionary activity checked will be**   **implemented.** |  |  |
| **Strong Responses Include**:   * Content and type of activity including the following:   + 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. | X |  |
| **School-Parent Compact** | | |
| **School-Parent Compact must include the following 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; and * Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA]. | X |  |
| **Review of the Current Year Policy/Plan** | | |
| Did the school include a copy of the review of the current year 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. | X |  |

**Additional Comments or Concerns:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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