

## 2016-2017 School Parental Involvement Policy/Plan

School: Liberty Middle

LEA: Orange County Public Schools

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

Liberty Middle 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 schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- ☐ Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(b)(1)];
- ☐ Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(2)(E)];
- ☐ Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- ☐ If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- ☐ Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- ☐ Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and

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- ☐ 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

At Liberty Middle School, we work together with parents to inspire a passion for learning in our students and promote their academic achievement. We are committed to preparing all students to become college and career ready. Parent involvement is an essential part of this process. We inform and empower parents with strategies and resources they can use with their children at home. It is our belief that students achieve at higher levels when the school and parents collaborate with each other. Parental involvement supports student achievement and encourages continued involvement in activities that take place both inside and outside of the school.

1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Liberty Middle School is committed to involving parents in all aspects of Title I programs that occur both inside and outside of the school. The School Advisory Council is comprised of faculty, staff, parents, and community members. More than 50 percent of the members of SAC are parents and community members. The primary responsibility of SAC is to develop, review, implement, and evaluate school based plans such as the School Improvement Plan and the Parental Involvement Plan. Parents are provided with the opportunities to voice their ideas and opinions regarding the plans and are involved with the development and completion of school surveys. The results from these surveys are used for the final development and review of the School Improvement Plan and Parental Involvement Plan. SAC meets on a monthly basis to update the SIP and PIP as well as determine how the use of funds would be most beneficial within the school.

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
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ESE; IDEA; Individuals with Disabilities Act	Supplemental instructional support will be discussed with parents during the development or review of the students IEP. Liberty Middle is fully designed for parents and students with physical disabilities to access all areas of the school. Sign Language is provided for IEP meetings and upon request.
Title I	Funding will be used to support tutoring programs in reading. Parents will be provided with information that will allow them to support their child in the reading process at home as well as participate in upcoming literacy events and tutoring.
Title II	Four OCPS PD Modules will be provided throughout the school year to address Parent Involvement with the school staff;
Title III	ELL Students will receive support with materials and staff will receive training on how to meet the needs of ELL Students.
Title X	Homeless students receive district support from McKinney Vento in terms of supplies, food, and transportation.

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
Development of flyers for Annual Meeting	Parent Liaison	Sept. 23, 2016	Copy of flyer
Development of agenda, handouts, power point presentation for Annual Meeting	Parent Liaison	Sept. 26-28, 2016	Copies of agenda, handout, power point presentation
Development of Sign In Sheets for Annual Meeting	Parent Liaison	Sept. 26, 2016	Sign In Sheets from Annual Meeting
Additional Publicity for Annual Meeting	Parent Liaison	Sept. 26, 2016; Oct 10, 2016; Oct. 17, 2016	Connect ED posting
Annual Meeting Documentation	Parent Liaison	Oct 11, 2016	Documentation will be shared with Title I office for monitoring purposes.
Conduct Annual Meeting	Principal	Oct 11, 2016	Sign in sheets, agenda

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)].

The administration, faculty, and staff at Liberty Middle School recognize the importance of strong parental involvement and its impact on the educational success of the student. Meetings are held in the mornings, during the day, and in the evenings in an effort to accommodate parents and their schedules. Conferences are offered in the mornings on Monday, Tuesday, Thursday, and Friday. If

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parents are unable to attend as these times they may request an afternoon conference or a phone conference. IEP meetings are scheduled around the parents and our ESE coordinator and department make every effort to accommodate all parents. Additional events or meetings that are held in the evenings begin at 6:00pm which allows for parents to get off work and attend the events at the school.

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
Awards Night	Reading Coach/Guidance	Parent will have the opportunity to celebrate their children's academic achievements	June 2017	Program
Parent University Night	CRT	Parents will be provided information on learning strategies to help their children at home; they will also be given information on ProgressBook & Edmodo to assist them in tracking their children's work.	November 2016	Sign In Sheets, Handouts, Agendas
Report Card Night	Principal	Parents will be able to immediately schedule 5 minute conferences with teachers that night.	January 2017	Sign In Sheets
AVID Night	AVID Coordinator	Parents will be provided with information regarding various AVID strategies, the responsibilities of AVID students, and how parents can provide support at home	November 2016; February 2017	Sign In Sheets Agenda
Counseling Services	SSHS: SAFE	Parents will be provided with information regarding counseling services, bullying.	November 2016	Sign In Sheet Handouts
Cybersafety Training	SRO	Parents will be provided with information regarding cybersafety and tips for monitoring students on the internet.	November 2016	Sign In Sheet, Handouts
Fine Arts Festivals	Fine Arts Teacher	Parents will have the	December	Sign In Sheet,

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		opportunity to listen to and view the work of their children who participate in the fine arts programs.	2016; April 2017; May 2017	Program
Literacy/FSA Night	Reading Coach	Content specific stations will be provided for parents and students. Information will include reading strategies that can be used at home, fluency, and information about retrieving a library card.	March 2017	Sign In Sheets, Agenda, Handouts, Evaluations
Assessments discussed during individual conferences	Teachers	Teachers will conduct individual conferences to discuss each child's assessment results, expectations, and goals for the year.	January, 2017	Conference Sheets
FSA standards	CRT	Parents will be able to access information regarding the standards and strategies they can use at home on the school website.	November, 2016	Website information; School newsletter

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
OCPS PI training Module 1	Parent Liaison	Teachers will be provided with a training module to take back to schools in an effort to improve the ability of staff to work effectively with parents	October 13, 2017	Powerpoint; exit slips
OCPS PI training Module 2	Parent Liaison	Teachers will be provided with a training module to take back to schools in an effort to improve the ability of staff to work effectively with parents	January 15, 2017	Powerpoint; exit slips
OCPS PI training Module 3	Parent Liaison	Teachers will be provided with a training module to take back to schools in an effort to improve the ability of staff to work effectively with parents	March 9, 2017	Powerpoint; exit slips
OCPS PI training Module	Parent Liaison	Teachers will be provided with a training module to take back to	May 18, 2017	Powerpoint; exit slips

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4		schools in an effort to improve the ability of staff to work effectively with parents		
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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)].

Liberty Middle School is committed to creating an environment that focuses and supports communication between the school and home. The school will communicate with parents via phone calls, emails, conferences, newsletters, information flyers, website, and podcasts to ensure that they are informed of any and all activities in a timely manner. LMS will also expand the parent resource center to include useful and informative information that will allow for the academic success of students both in and out of school.

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)].

The annual meeting will be held during the fall of each school year. At this meeting, parents will receive information regarding the Title I program, curriculum, academic assessments, and the role of the parent in ensuring the academic success of every child. In addition to the Title I meeting, parents have the ability to request additional information regarding Title I programs or any other school information at any time during the school year. Throughout the course of the school year parents may be involved in a variety of meetings that will allow for their understanding of their child's academic progress within the school. Retention meetings will occur at various times during the school year and these meetings will consist of the student, parent, guidance counselor, and API. Students at risk of failure will be monitored during the school year. If students are assessed as being in danger of failing, a meeting will be scheduled to discuss the issues. IEP Meetings are held throughout the school year and are conducted by the IEP team. Documentation is made at each meeting. Progress Monitoring Meetings are conducted in an ongoing basis by the LEP Team, Teachers, and Parents. Documentation is made at each meeting. All meetings are held with translation available. All school related and Title I documents are translated into Spanish as well.

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)].

Liberty Middle provides families the opportunity for full participation by having translators available at all parent involvement activities. All information that is sent home is translated into both English and Spanish. Translations can be done in Spanish, French, and Haitian Creole, if necessary. All events are advertised on our marquee located at the entrance of the school. Connect Orange messages will be recorded in English and then translated into Spanish for those families requiring assistance. Liberty Middle also offers flexible meetings times for parents during conference weeks and for many of the parent involvement events; allowing for parent who work varied hours. Liberty Middle is fully designed for parents and students with physical disabilities to access all areas of the school where parent involvement activities take place.

**Discretionary School Level Parental Involvement Policy Components**

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

Check all activities the school plans to implement:

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

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

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<b>Activity</b>	<b>Description of Implementation Strategy</b>	<b>Person Responsible</b>	<b>Correlation to Student Achievement</b>	<b>Timeline</b>
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 [Section 1118(e)(7)]	Parents will receive literacy training and strategies during Literacy Nights which will be held at Liberty Middle School. Parents will be able to take this information home and support students in their reading successes at home.	Reading Coach	Parents will be able to assist students with reading strategies while in the home	November 2016; March 2017
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)];	Transportation and meeting times is a limiting factors when scheduling conferences. Parents have the opportunity to request a phone conference with teachers and guidance counselors so that they can receive the necessary information regarding thier child's academic and behavioral progress.	Guidance; Teachers; school social worker	Conferences provide parents with important information regarding academic and behavioral progress. Communication with parents will support student achievement within the classroom.	January , 2017
Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Liberty Middle School has partnered with the community Lowe's to develop a garden that will be maintained by students throughtout the school year. Parents and community members will be invited to a Farmers Market during the school year to support the project.	AP, PIE coordinator	This activity provides parents & students the opportunity to come together for breakfast & prayer as students get ready for the FCAT.	March, 2017

**School-Parent Compact:**

As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Provide a copy of the School-Parent Compact and evidence of parent input in the development of the compact.



**Adoption**

The parental involvement policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by ☐.

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

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

\_\_\_\_\_  
(Date)

Provide evidence that this policy/plan has been developed with the input from parents and based on the review of the 2015-16 PIP.

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

1. Provide a summary of activities provided during the 2015-2016 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Correlation to Student Achievement</b>
AVID Night/Parent University Night	1	59	Parents will be provided with information regarding various AVID strategies, the responsibilities of AVID students, and how parents can provide support at home.
Cyber Safety Training	1	48	Parents will be provided with information regarding cyber safety and tips for monitoring students on the internet.
Fine Arts Festival	1	148	Parents will have the opportunity to listen to and view the work of their children who participate in the fine arts programs at Liberty Middle School.
Parent University Night	1	48	Content specific stations will be provided for parents and students. Information will include Common Core and FSA strategies, academic strategies for student success.
Title I Annual Meeting/Open House	1	71	Parents will be made aware of Public Law, Sec. 1118(c)(1) Policy Involvement; they will be informed of their school's participation under this part and the right of the parents to be involved

2. Provide a summary of the professional development activities provided by the school during the 2015-2016 school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Correlation to Student Achievement</b>
OCPS PI training module 1	1	80	Faculty will complete the four OCPS training modules in an effort to improve the ability of staff to work effectively with parents.
OCPS PI training module 2	1	80	Faculty will complete the four OCPS training modules in an effort to improve the ability of staff to work effectively with parents.
OCPS PI training module 3	1	80	Faculty will complete the four OCPS training modules

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

			in an effort to improve the ability of staff to work effectively with parents.
OCPS PI training module 4	1	80	Faculty will complete the four OCPS training modules in an effort to improve the ability of staff to work effectively with parents.

3. Describe the barriers that hindered participation by parents during the 2015-2016 school year in parental involvement activities. Include the steps the school will take to during the 2016-2017 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Parent participation from the economically disadvantaged population. Parents are unable to attend events due to work schedules and/or limited transportation.	Liberty Middle School will communicate to parents all of the opportunities that they have to become involved within the school. Meetings will be held at flexible times to accommodate those working parents. Food will be provided at evening events in an effort to increase participation.
Communication with ELL families was difficult for members of the faculty and staff. School members were not able to properly communicate academic and behavioral issues due to the language barrier.	Liberty Middle School will provide written communication in both English and Spanish. The school will also have translators available to assist teachers in making phone calls to parents and holding conferences

4. Describe the parental involvement activity/strategy implemented during the 2015-2016 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

Content/Purpose	Description of the Activity

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

School Name: Liberty Middle

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

Policy/Plan Components	YES	NO
<b>2015-2016 Plan Review</b>		
Was evidence adequate to demonstrate that the PIP was developed jointly with and agreed upon by parents of children participating in Title I programs?		
Is the PIP written in an understandable format and provided in a language parents can understand?		
Were revisions/updates to the plan made based upon the review of the 2015-2016 plan? Did the school address the barriers identified in the review?		
<b>LEA Policy Mission Statement</b>		
Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include: <ul style="list-style-type: none"> <li>• Explanation of the purpose of the parental involvement program;</li> <li>• Description of what will be done; and</li> <li>• Description of the beliefs or values of the LEA.</li> </ul>		
<b>1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Identification of the group responsible for the planning, review, and improvement of the Title I program;</li> <li>• Description of the procedures selecting members of the group;</li> <li>• Explanation of how input from parents will be documented; and</li> <li>• Description of the process for schools to involve parents in the development of the required plans; and</li> <li>• Includes information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].</li> </ul>		
<b>2. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Identification of the specific federal program; and</li> <li>• Description of how the programs were coordinated.</li> </ul>		

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

<b>3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)]</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Identification of specific activities or tasks;</li> <li>• Identification of the person(s) responsible for completing the task;</li> <li>• Reasonable and realistic timelines; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		
<b>4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and</li> <li>• Specific examples of the flexible schedule offered to parents.</li> </ul>		
<b>5. Describe how the school will implement activities which will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their children to improve their children's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Content and type of activity including the following:               <ul style="list-style-type: none"> <li>• The state's academic content standards and State student academic achievement standards,</li> <li>• State and local academic assessments including alternative assessments,</li> <li>• Parental involvement requirements of Section 1118, and</li> <li>• How to monitor their child's progress and work with educators to improve the achievement of their child.</li> </ul> </li> <li>• Identification of person(s) responsible;</li> <li>• Reasonable and realistic proposed timelines;</li> <li>• Correlation to student academic achievement; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		

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

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

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

<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 2015-2016 Policy/Plan</b>		
Did the school include a copy of the review of the 2015-2016 policy/plan?		
<p>Did the review include all required components?</p> <ul style="list-style-type: none"> <li>• A summary of the results of the activities conducted for parents;</li> <li>• A summary of the staff training activities;</li> <li>• Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and</li> <li>• Description of how the school will use the information gathered from the review to design strategies for more effective parental involvement policies.</li> </ul>		

**Additional Comments or Concerns:**

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