

2016-2017 School Parental Involvement Policy/Plan
School: Meadow Woods Elementary School **LEA: Orange County, FL**

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

Meadow Woods Elementary School agrees to:

- ☐ Be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- ☐ Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(a)(3)(B)];
- ☐ Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the 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

The mission of Meadow Woods Elementary is to provide leadership that will promote parental involvement as a high priority. The District, school, MWE families, community members, and children work together to increase the academic achievement of all students. We believe that through a collaborative partnership with all stakeholders, all students will succeed.

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)].

Meadow Woods Elementary held an all-inclusive Parent Meeting to organize all of the stakeholders in order to discuss suggestions for 2016-2017 meetings, review the Title I Parental Involvement Plan, and revise the compact. Involvement of parents will be documented through sign in sheets and minutes of meetings. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the SIP and PIP. In addition, all parents were given the opportunity to review the plan and offer their input prior to approval. For the PIP, all parents in attendance were given the opportunity to submit input on activities, trainings, and materials they needed to help their child (ren) for the 2016-2017 school year. Results of parent survey were reviewed as well for consideration. During the Parent Meeting, it was suggested that meetings continue to be paired up with school function nights to increase attendance. Spanish translation of the PIP and SIP was also requested to occur during respective dissemination meetings. Parents also requested that more handouts and communication in Spanish be provided to parents at monthly meetings.

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
VPK	Include PreK in all communications. School wide and Title I activities will include: coordinated meetings with parents, VPK Teachers, and the kindergarten team.
Title II	Funds from Title II, which are designated as funds used for the purpose of Professional Development will be used to pay for substitutes allowing teachers time to participate in professional development opportunities.

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Title I	Funds from Title I will be used to pay stipends and materials necessary for teachers attending afterschool training sessions related to Title I, MTSS , Marzano, Kagan Cooperative Learning, and new Florida Standards.
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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
Marquee Notification	CRT, Title I & Parental Involvement Contact, AP	October 3, 2016	Marquee
Flyer of Annual Meeting sent home in English and Spanish	CRT, Title I & Parental Involvement Contact	October 4, 2016	Copy of Flyer
Agenda and presentation materials developed	Title I & Parental Involvement Contact	October 11, 2016	Copy of materials will be posted on website
Annual Parent Meeting	CRT, Title I & Parental Involvement Contact	October 18, 2016	Sign In Logs, Agenda and minutes

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)].

Meetings will be combined with a schoolwide function to encourage parents to attend as well as see their children perform. Minutes from all meetings will be posted on the MWE website. PowerPoint presentations discussed at meetings will also be posted. SAC meeting minutes will also be posted on the parental involvement page of the school website. The Extended Media Center hours gives all parents the opportunity to review meeting notes if they don't have a computer at home. The CRT/ Title I & Parental Involvement Contact is available to answer questions. Reminders for meetings will also go through the Remind App and/or the school Facebook page.

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

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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
Multicultural Family Night	CCT, Classroom Teachers	Parental Involvement increases student achievement	October 2016	Sign in logs, handouts, agendas, and presentation materials
Story Telling/Writing Family Day	CRT, Title I & Parental Involvement Contact	Parental Involvement increases student achievement	December 2016 May 2017	Sign in logs, handouts, agendas, and presentation materials
Literacy Inquiry Night	Reading Coach, CRT, Title I & Parental Involvement Contact	Parental Involvement increases student achievement	January 2017 / February 2017	Sign in logs, handouts, agendas, and presentation materials
State Testing Tips	CRT, Classroom Teachers	Parental Involvement increases student achievement	March 2017	Sign in logs, handouts, agendas, and presentation materials
Math & Science Family Event	Math / Science Coach, CRT, Title I & Parental Involvement Contact along with Classroom Teachers	Parental Involvement increases student achievement	March 2017	Sign in logs, handouts, agendas, and presentation materials
Fine Arts Night (Talent Show)	Special Area teachers along with classroom teachers	Parental Involvement increases student achievement	May 2017	Ticket sales, pictures of parent attendance

- 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
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Building Ties between School and Home	Title I Contact, PI, teachers	Motivate teachers to keep what's best for students as their main focus and assisting parents with learning what they can do at home to help	August - May	Professional Development sign in sheets and copies of school to home activities
Communicating and working with parents; Conferencing	Teachers and Parents	Parent Teacher Conferences to make sure parents are knowledgeable of expectations/ changing standards and results of their child (ren) reaching goals.	October and February	Conference logs / teacher reflection for review all PI Training Modules
Value of Parental Involvement: Newsletters	Title I Contact, PI, teachers	Providing parents with useful information and best practices make use of available translating resources as often as possible	August - June	Website – Handouts to increase parent involvement with teachers and school community
OCPS PI Training Modules	Title I Contact, PI, teachers	Parent Involvement promotes student achievement and communication skills with parents	August – June	Exit Slips

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)].

MWE will provide a full range of opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Adult ESOL classes will be held at MWE to encourage our parents to enroll. We will have translators for Spanish for families speaking this language. Parent/Student - Teacher Conferences are conducted twice a year to discuss student progress. Every parent is invited to all monthly parent meetings where learning strategies are discussed.

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 school will inform parents of curriculum, assessments, meetings, student progress, proficiency levels via flyers in student backpacks, connect orange, students planner and communication folders. At the annual

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meeting, Meadow Woods ES will present information about the Title I programs, the curriculum, and academic assessments. School's PIP will be distributed in a condensed version via student backpack prior to 10/30/15. Both condensed and full versions will be available on the school's website and in the front office. Distribution of various language brochures will be sent home as applicable. Parents will learn about school programs/events, how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their child. Parents will be given a copy of the parent handbook, which includes more detailed information. Upon conclusion of the general meeting, parents will be invited to visit their child's classrooms and meet staff. During Open House visits, teachers will provide additional information on the subjects they teach, assessment plans, and how parents can help at home. The same information will be provided in an informational packet distributed the following day for all parents unable to attend. Teachers will maintain sign-in sheets and provide a copy to the Title I contact who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Information will also be sent through the Remind App.

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)].

We will provide a full range of opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). We will provide translators in Spanish for meetings, conferences and any other school function on a needs basis. MWE is also handicap accessible. A condensed version of the Parental Involvement Plan will be summarized into a brochure that will be printed in English and provided to all parents. The brochure will outline the major components of the policy and will offer to provide a hard copy upon request. In addition, hard copies will be available in the office and the parent resource room at each Title I school. The complete Parental Involvement Plan will be posted on the Local Educational Agency's website and linked from each Title I school's website. Written communication will be provided for parents in English, Spanish, and Haitian Creole, as needed. Translators will be available at all parent meetings and in school offices to provide translation services to ensure that parents are able to fully participate in parent meetings. The School will ensure that an individual will be available to provide translation services in Spanish at MWE as needed. If other languages are needed, schools will send the material to the Title I office where local companies will be contracted to provide the translations. The English Language Survey results will be used to determine the number and specific needs for translations into a language other than English. LEA will run the Language Survey report at least monthly to determine any changes based on fluctuations in student populations. American Sign Language translation services will be available at Meadow Woods ES if there are several parents who would benefit from these services.

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:

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- ☐ 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
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)]; and	Adult ESOL in conjunction with Title II	CT along with CRT, Title I & Parental Involvement Contact	Building Capacity so parents can help their children	August - May
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	Report Card Conference Week with flexible times	Classroom Teachers	Student Achievement is increased with parental involvement	2 times per year

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conferences at school [Section 1118(e)(10)];				
Developing appropriate roles for community- based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Getting community based and faith based organizations involved to assist parents and students with whatever is needed.	AP & PIE Representative	Improve the ability of parents and community members to participate in the academic achievement of children	August - June

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 minutes from SAC meeting held on May 17, 2016.

This policy/plan was adopted by the school on 05/17/2016 and will be in effect for the period of 08/15/2016 – 05/31/2017 The school will distribute this policy to all parents of participating Title I, Part A children on or before 10/18/2016.

 (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.

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
Meet The Teacher	1	422	Parental Involvement increases student achievement
Young Author's Day	2	200	Parental Involvement increases student achievement
Parent Conferences	2	172	Parental Involvement increases student achievement
Curriculum Nights – Math, Science, Reading, Writing, Fine Arts, FCAT	4	277	Parental Involvement increases student achievement

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)].

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
OCPS PI Training Modules	4	30	Parent Involvement promotes student achievement and communication skills 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
Limited English Proficiency (Hispanic & Haitian)	Translate documents, send connect orange messages in Spanish. Provide translation for meetings, conferences and wherever needed to assist our community.
Child care	Parents are encouraged to attend meetings with their children.
Varied availabilities for best meeting days and times-economics causing varied working hours	Website update, send emails and newsletters to parents

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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
Increasing Parent Participation	All Monthly meeting were conducted to include a learning strategy for the parent to use at home with their children. Showcasing student achievement at monthly meetings.

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

School Name: _____

Reviewer: _____ Review Date: _____

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

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

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

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

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

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

<p>parents on an ongoing basis through, at a minimum—</p> <ul style="list-style-type: none"> ○ Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; ○ Frequent reports to parents on their child's progress; and ○ Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and <ul style="list-style-type: none"> • Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA]. 		
Review of the 2015-2016 Policy/Plan		
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"> • A summary of the results of the activities conducted for parents; • A summary of the staff training activities; • Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and • Description of how the school will use the information gathered from the review to design strategies for more effective parental involvement policies. 		

Additional Comments or Concerns:
