

## 2016-2017 School Parental Involvement Policy/Plan

School: Union Park Elementary

LEA: Orange County

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

Union Park 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

**2016-2017 School Parental Involvement Policy/Plan**  
**School: Union Park Elementary** **LEA: Orange County**

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**

Response: In support of the OCPS mission, to be the top producers of successful students in the nation, we at Union Park Elementary acknowledge our roles is to lead our students to success with the support of involvement of families and the community. We fully understand the importance in communicating and involving families to help increase participation in their children's education.

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)].

Response: We firmly believe that the SIP and Title 1 PIP are key to the success of Union Park Elementary School's Title 1 programs. The PIP is developed with a core group of teachers, parents and community members. All parents were given the opportunity to review the plan, give input and make revisions prior to the approval of our plan. Revisions are addressed as needed. An agenda for these meetings is created as well as a list of participants. Title 1 and funding is discussed at SAC meetings. A parent representative is requested for Budget Advisory Committee meetings to discuss best ways to utilize the funds to support parental involvement and student academic success. School surveys are sent yearly and discussed during SAC and PTA meetings to drive decision making. Agendas are created prior to the next SAC meeting to include Title 1. All meetings are advertised and attendance is promoted. The PIP is shared with all community stakeholders for review and future planning.

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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**2016-2017 School Parental Involvement Policy/Plan**  
**School: Union Park Elementary**      **LEA: Orange County**

Title I Academic Title Tutoring Services	After school tutoring provided by the UPE teachers for specifically identified students to assist with academic needs and provide parents with additional resources.
Title III	ELL Paraprofessional supports parents and students to provide assistance in communication with teachers, along with supporting our magnet program (Dual Language).
VPK	UPE staff and the VPK office will work together to ensure appropriate transition to kindergarten through regular parent conferencing and informational events.
Title II	Professional development at UPE will focus on how to best support our students on campus and provide resources that can be utilized at home to continue to increase parental support.
Title X	UPE Staff supports parents and students who struggle with permanent locations for housing by providing available resources to those in need.
Title I Extended Media Hours	Information will be shared with parents to learn about various computer programs to help their child at home.

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
Advertisement of the meetings. Flyers, stickers with information for each child	Principal/ Asst Principal	August 2016	Flyer, phone calls
Title I information posted on school website	Title I Contact	August 2016	website
Maintain documents	Principal Title I Contact- Teachers	August 2016-June 2017	Agenda-Sign-in, photos, flyer
School Messenger-Connect Ed. Translations in Spanish is provided	Assistant Principal	September 2016	Phone/voice messages and email.

**2016-2017 School Parental Involvement Policy/Plan**  
**School: Union Park Elementary** **LEA: Orange County**

Conduct Annual Parent Meeting	Title I Contact	September 2016	Agenda, Sign-in
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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)].

Response: We offer multiples times throughout the day for parents meetings. Programs and meetings are also scheduled outside of the school day for such things as PTA, SAC, MPLC, All ProDads, iMoms Curriculum Events, Open House, Book Fair, and others. Daycare through after school care is offered at some parent m,eedings for school-age children. In addition REporty Card Conferences are available at various times throughtout the day to best suit the parent's schedules. Translators in English-Spanish will be available upon request.

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
1	Book Fair	Media Specialist	Increase reading proficiency	September 2016, March 2017	Sign-In, Flyer
2	MPLC Meeting	CCT	Increase parent and community involvement	Aug 2016- May 2017	Sign-in/ Agenda/Notes
3	Curriculum Nights	Teachers	Increase understanding of Florida Standards	October 2016, January 2017, March 2017	Sign-in, Flyer
4	Open House	Principal- Teachers	Share OCPS mission	September	Sign-in sheets

**2016-2017 School Parental Involvement Policy/Plan**  
**School: Union Park Elementary** **LEA: Orange County**

			of high expectations of students academic achievement and procedures for home, school and teacher connections.	2016	
5	PTA General Meeting	PTA President	School involvement; ways to support parents with homework and increase parental involvement	September 2016-May 2017	Sign-in/Agenda/Notes
6	Learning Conferences	Principal- Teachers	During teacher-parent conference, teacher will review student's progress with parentss	September 2016, October 2016, February 2017	Sign-in sheets
7	Meet the Teacher	Teachers- Principal	Classroom academic expectations	August 2017	Sign-in sheets
8	Dual Language (DL)Tours	Dual Language Coordinator/ DL Teachers/ Assist Dual LanguagePrincipal/	Increase parental involvement as well as district involvement in offering a language rich magnet program to elementary students.	October-November 2016, February 2017	Sign –in sheets
9	Dual Language Picnic/Dinner/ Awards	Dual Language Teachers/DL Coordinator/Asst. Principal/Principal	Bringing together all parents from the DL Magnet Program to increase support from the parents and increase student achievement in all academic areas.	September 2016//May 2017	Sig-in, Flyer/ Photos
10	FSA Night	Principal, Asst Principal, Leadership Team and Teachers	Information regarding the new state assessment	2017	Sheets/Agenda
11	Talent Night Show	PTA and Music Teacher	Increase parental support and involvement in Arts.	May 2017	Sign-in sheets/ Program/ Photos
12	Teach-In	Behavior Coach	Increase parental support and involvement in career/community education for students	November 2016	Sign-in Sheet/ Flyers/ Photos

**2016-2017 School Parental Involvement Policy/Plan**  
**School: Union Park Elementary**                      **LEA: Orange County**

13	Annual Title I Meeting	Title I Coordinator	To advise parents that we are a Title I school, how funds are used to increase academic success across the curriculum.	September 2016	Sign-in sheets / Agenda/ Photos
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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)].

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Correlation to Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Title I Refresher Module	Title I Coordinator	Teachers and school personnel will review the barriers that a Title I school struggles with and how to overcome the obstacles presented to close the achievement gap for students.	October 2016	Exit Slips gpt returning UPES Teachers
Module I- The importance if Parental Involvement	Title I Coordinator	Teachers and school personnel will be able to define parental involvement, why parental involvement matters in the lives of children in school improvement and they will be able to describe the six types of involvement and list examples	October 2016	Exit slips for New Teachers to UPES
Module 2- Building Ties between Home and School	Title I Coordinator	Teachers and school staff will be able to identify how attitudes impact behaviors at school , identify possible barriers to parent participation, name the	March –May 2017	Exit slips for New Teachers to UPES

**2016-2017 School Parental Involvement Policy/Plan**  
**School: Union Park Elementary** **LEA: Orange County**

		components of a welcoming and family friendly schools. They will learn to list ways the classroom activities can be modified to ensure a positive parent rapport.		
Module 3- Implementation and Coordination of Parental Involvement Programs	Title I Coordinator	Teachers and school staff will be able to describe the parental involvement plans and policies for the LEA and school. They will be able to identify how PIP's are developed and list ways in which classroom activities can support the implementation of the PIP, as well as describe examples of parental involvement beyond participation in LEA or school activities.	March –May 2017	Exit Slips for New Teachers at UPES
Module 4- Implementation and Coordination of Parental Involvement Programs	Title I Coordinator	Teachers and school staff will be able to identify the components of an effective parent- teachers conference, list the required parent notification letters and create parent-friendly notices for students to take home	March-May 2017	Exit Slips for New Teachers to UPE

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)].

**Response:** We will hold curriculum nights and conduct surveys with our parents to ensure they are receiving the necessary help needed for them and their children to be successful and to inform them on the new Florida Standards. We will invite parents to serve as school volunteers in and out of the classroom, and we ensure parent communication is accessible in both languages. There are also many times throughout the year where school spirit and community is built through various events such as field day, Zumba, and jump Rope for Heart.

**2016-2017 School Parental Involvement Policy/Plan**  
**School: Union Park Elementary**      **LEA: Orange County**

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)].

Response: Title I and funding is discussed at the annual meeting and at all SAC meetings. Parent representation is requested at Budget Advisory Committee meetings to discuss best ways to utilize the funds to support parental involvement and student academic success. The PIP plan is discussed at SAC meetings and comments for revisions are submitted to the Title I office and included in the SAC notes. School surveys are sent yearly and discussed during SAC and PTA meetings to drive decision making. Agendas are created before the following SAC meetings to include Title I information. All meetings are advertised and attendance is promoted. The PIP is shared with all community stakeholders for review and future planning.

In order to communicate information about the curriculum, expected levels of proficiency, and assessment measures, parents are invited to meet with staff members, at minimum, 2 times per year. Staff members are accessible through voice mail and email and return messages within a 48 hour period. Parents are encouraged to meet on a regular basis and the compact is discussed regularly throughout the year. The other various ways information about curriculum and assessments are communicated to parents include curriculum nights, parent letters regarding district and state assessments, report cards and progress reports, an MTSS brochure, and personal invitations to MTSS meetings.

Overall communication sent to parents is sent in English and Spanish, and is dated. A communication log is kept in the office for parents who missed information.

Parents are encouraged to provide feedback via PTA/SAC meetings, Budget Advisory Committee meetings, surveys, email, phone call, including directly to the principal through her open door policy.

Parents have reported that they are satisfied with our school-wide plan.

9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English



**2016-2017 School Parental Involvement Policy/Plan**  
**School: Union Park Elementary** **LEA: Orange County**

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)].

Response: To better meet the needs of our p[arents , we offer all documentation in Spanish and English due yo our large Hispanic population, as well as offer interpreters for all meetings. We contact parents via School Messenger in both English and Spanish abd translate all communication between tge parent and teacher as necessary. Staff members volunteer to translate and provide additional assistance to those parents who have limited vision or reading capabilities. The school is accessible for the disabled. Information is given to parents regarding tge district Parent Academy opportunities provided by OCPS.

**Discretionary School Level Parental Involvement Policy Components**

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

Check all activities the school plans to implement:

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

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

Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline
Involving parents in the	This is implemented durinf parent meetings (MPLC,	Admin, PTA, MPLC	Effective training leads to increased	2 <sup>nd</sup> Tuesday of

**2016-2017 School Parental Involvement Policy/Plan**  
**School: Union Park Elementary** **LEA: Orange County**

development of trainings for teachers, principals, and other educators to improve the effectiveness of that training[Section 1118(e)(6); and	SAC and PTA) also includes input given at parent teacher conferences	presidents and teachers	student achievement	every month for 2016-2017 school year
Training parents to enhance the involvement of other parents [WSection 1118 (e)(9);	Parent curriculum night, PTA/SAC/MPLC	Teachers, counselor PTA Board and SAC, CCT	Increased parent involvement and training increases student academic success with home partnership	2 <sup>nd</sup> Tuesday of every month for 2016-2017

**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 PIP/Compact Evaluation and Reflections.

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.

**2016-2017 School Parental Involvement Policy/Plan**  
**School: Union Park Elementary** **LEA: Orange County**

(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
iMOMS & All Pro DADs	2	54	Provide Moms and Dads the opportunity to join child during their school day to learn about resources available
Title I Meeting	1	67	Providing parents with information regarding Title I services/funding to our school
STEM Expo	1	250	Provide parents with information about STEM projects that their children were 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)].

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
Parental involvement modules	4	45	Increase awareness of importance of parent/teacher collaboration
UPE University	5	45	Increased awareness of importance that relationships have on student learning

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
Daycare for working parents (FRL/LEP)	Provide in-school activity area for children, allowing parents to attend meetings.
Limited time after work to take care of family needs (i.e. dinner) (FRL/LEP)	Have homework area for students to complete on campus while parents attend meetings.

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

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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

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

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

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>• Timely information about the Title I programs [Section 1118(c)(4)(A)];</li> <li>• Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]; and</li> <li>• If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)].</li> </ul> <p><b>Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Process for providing information to parents;</li> <li>• Dissemination methods;</li> <li>• Reasonable and realistic timelines for specific parent notifications; and</li> <li>• Description of how the school will monitor that the information was provided.</li> </ul>		



## 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>		

## 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"> <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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