# 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(a)(2) 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**

**Griffin 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)];

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(a)(2)];

Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school’s parental involvement policy [Section 1118(a)(E)];

Use the findings of the parental involvement policy evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(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 section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) [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 (h)(2)(6)(A)].

**Parental Involvement Mission Statement (Optional)**

At Griffin Middle School it is our mission to provide parents and the community that we serve with an assortment of opportunities to participate in the educational experience of the children that we serve. We would like for parents to feel welcome and know that their role is an intricate part of their child’s education. The parental involvement program will ensure that parents have the information needed to make well-informed decisions affecting their children, effectively share responsibilities with our school, and aide in developing effective and successful academic programs. We believe that parental involvement is the key to academic success.

1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response:** Convene an annual meeting at a time convenient for parents of participating children:

All parents shall be invited and encouraged to attend

The school will provide information and explain the requirements of Title I and the rights of parents

Monthly SAC Meetings

Monthly PTO Meetings

Parent Right to Know letters (highly qualified teacher) sent home by students

Parent Right to Know posted in the front office

Information about parents’ rights, and Title I requirements will be sent to parents by the school’s monthly newsletter, ListServ, school Homepage, school’s marquee and student flyers.

Parent Information Resource Center (PIRC) parent notification letter and information will be sent home.

Success will be measured by the Spring Title I Survey and School Climate Survey results, as well as, feedback from discussions in PTO meeting, SAC meeting, parent and teacher conferences. Feedback information will be used to develop the next year’s School Improvement Plan and Title I Plan.

1. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Reading First, 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)].

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| **Program** | **Coordination** |
| Monthly SAC Meeting  Monthly PTO Meeting  Parent Right to Know Letters  Monthly Newsletter/E-Letter  Parent Information Resource Center  Parent Nights/Student Performance  Parent Nights/Student Assessment | SAC Chair, Principal, Magnet Coordinator, APC  PTO President, Vice President, Principal  Principal, District Title One Office  Magnet Coordinator, School Administrators  School Administrators  Grade Level Chairs, Principal  Department Chairs, Guidance Counselor |

1. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (school wide 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)].

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| **Activity/Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Orientation/Open House  Annual Parent Meeting/Orientation  SAC/PTO | Principal/Magnet Coordinator/APC  School Administrator  SAC Chair/PTO Chair | August – September 2016  September 2016  August 2016-May 2017 | Increased Parent Attendance  Increased Parent Attendance  Parent Sign In Sheets |

1. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

**Response:** Griffin offers a flexible number of meetings with varying days of the week and times of the day to accommodate the work schedules of our parents. We will also provide transportation, child care, and/or home visits in an effort to increase parent participation.

All meetings and workshops will be advertised and posted on the school’s marquee, homepage, newsletter, email group, and ListServ in advance to encourage parent involvement.

Monthly SAC meetings and PTO, school dinners, programs, parent workshops, and assemblies are used to encourage parent involvement.

Success will be measured by the Spring Title I Survey and School Climate Survey results, as well as, feedback from discussions in PTO meetings, SAC meetings, parent and teacher conferences. Feedback information will be used to develop the next year’s School Improvement Plan and Title I Plan.

1. Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)].

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| **Content** | **Type of Activity** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| LCS Promotion/Retention Requirements  Workshops -SSS/FCAT/FSA/EOC Assessments  Grade Level Expectations &  Promotion Requirements  Annual Title I Parent Survey | Title I Open House  Lunch and Learn | Guidance Counselor/APC  APC/Testing Coordinator  Magnet Coordinator/Guidance Counselor  Magnet Coordinator/Principal | Understanding of Requirements  Knowledge of What Students Need to Know  Parent Understanding of what students need to Know  Increased Parent Involvement | September 2016  October 2016-December 2016  January 2017  March 2017 | Passing Student Grades at end of each grading period  Increased Performance  Increased Student Performance  Increased Parent Involvement |

1. Describe the training the school will provide to educate its 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)].

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| **Content of the Session** | **Person Responsible** | **Timeline** | **Correlation to Student Achievement** | **Evidence of Effectiveness** |
| Title One  Response to Intervention  Volunteer/Mentor Opportunities  Data Analysis  SREB | Principal/Magnet Coordinator  Program Specialist/Principal/Guidance Counselor/Referral Coordinator  Mentor/Volunteer Coordinators  School Administrators  School Administrators | August 2016  August 2016  August 2016 -May 2017  August 2016 -May 2017  August 2016 -May 2017 | Increased Understanding of Student Demographics & Needs  Understand Response to Increased Student Achievement  One on One Students In Need of Improvement  Critical Attention to Students In Need of Improvement  Increased Student Engagement | Adherence to Policies  Increased Performance  Increased Mentor/Volunteer Hours  Targeted Student Increased Performance  Increased Student Performance |

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

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| **Activity** | **Specific steps** | **Person Responsible** | **Timeline** | **Evaluation** |
| Parent Liaison | Serve as a link between parent and teachers | Victoria Rios | Ongoing  2016 - 2017 | Increased Parental Involvement (Sign-in Sheets) |
| Lunch and Learn | Provide information on various topics to support families and academic success. | Administrative Team/Guidance Counselor | Ongoing  2016 - 2017 | Student performance |
| Parent Resource Center | Parents will have access to computers and various resources to support effective parenting. | Principal/Parent Liaison | Ongoing  2016 - 2017 | Climate Survey Responses, Parent Survey Results, Personal Feedback from parents |

1. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

* Timely information about the Title I programs [Section 1118(c)(4)(A)];
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
* If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
* 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)].

**Response:** Griffin Middle School will provide information about the Title I program, school curriculum, forms of assessment used to measure student progress and proficiency level targets during Open House, Orientation, Curriculum Fair, and FCAT Parent Night. In addition, these items will be addressed during SAC and PTO meetings, as well as other school-sponsored events, throughout the school year. Parent notification will be sent out on the school calendar, ListServ, and newsletter.

This information will be provided in written form through the following: School Intervention Team Meetings, Parent Right to Know Letter, Florida (PIRC) Parent Notification Letter and our Parent Resource room.

1. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

In an effort to involve parents in the education of their child, participation in parental involvement activities will be solicited throughout the year. An array of activities (Open House, Orientation, Curriculum Fair), meetings (Intervention Team Meetings, Parent-Teacher Conferences, SAC and PTO), and Parent Involvement workshops will be scheduled and advertised in advance. We will also provide childcare, and a meal for all participants and their children in attendance. In order to accommodate parents who cannot attend meetings, PTO and SAC meetings will be live streamed via Griffin Middle School PTO Periscope social media. Parents watching the live stream may add comments to the stream.

Based upon the demographics that we serve, all correspondence (i.e. flyers, agendas, and programs), will be distributed to students and parents in their native language. The LEA will provide this information to the individuals coordinating the function. To accommodate our Hispanic population, at times, Parent Liaison and additionally a Spanish speaking teacher will hold workshops simultaneously with those presented in English. Parent Involvement Surveys and LCS Climate surveys will monitor the school’s effort to provide information to parents in a language they can understand.

Parents with disabilities will be given the opportunity to have the training held in their homes upon their request, individuals working with them on one-on-one basis to assist with reading and comprehension, and/or have the information presented orally because of visionary disabilities are noted in response to surveys, parent conferences, and observations and will be conducted and coordinated by the LEA. Notification of all events will be sent home with students and will be posted on the school marquee, list serves, web-sites, teacher pages, etc. in an effort to reach new and existing parents.

Discretionary School Level Parental Involvement Policy Components

Check if the school does not plan to implement any discretionary parental involvement 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 LEA 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)]

Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]

Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]

Providing other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)]

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

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| **Activity** | **Description of Implementation Strategy** | **Correlation to Student Achievement** | **Person Responsible** | **Timeline** |
| Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and  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  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). | School Advisory Council Meeting  Annual parent Meeting/Open House  Workshop  Before School/During School/Afterschool Activities  SAC/PTO/Workshops  Business Partner/Mentor Training | Targeted Needs for Student Population  Increased Home to School Connection  Increased Parent Involvement  Increased Parent Involvement  Increased Student Engagement  Increased Partner/Volunteer Hours | SAC Chair/Principal  Magnet Coordinator/School Administrators  Mentor Coordinator  Mentor Coordinator/School Administrators  PTO/SAC Chairs/Volunteer Coordinator  Partner Coordinator/Mentor Coordinator | August 2016-May 2017  August 2016- May 2017  August 2016 - May 2017  August 2016 - May 2017  August 2016 - May 2017  August 2016 - May 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

This policy was adopted by the school on August 1, 2016 and will be in effect for the period of August 15, 2016. The school will distribute this policy to all parents of participating Title I, Part A children on or before August 31, 2016

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(Signature of Authorized Representative) (Date)

Provide evidence that the policy/plan has been developed with the input from parents.

1. Provide a summary of activities provided 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.

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| **Content of the Session** | **Type of Activity** | **Number of Activities** | **Number of Total Participants** | **Correlation to Student Achievement** |
| LCS Promotion/Retention Requirements  SSS/FCAT/FSA/EOC Assessment  ?  ?  Grade Level Expectations  ?  ?  ?  PTO Sponsored Events | Orientation, Open House  Workshop  Annual Curriculum Fair  FCAT Parent Night  Excel-a-bration  Lunch and Learn  Annual Title I Parent Survey  Grandparents Appreciation Breakfast | 2  1  1  1  2  1  1  1  1  1  5 | 200  17  35  24    187  20  8  17  28  35  427 | Understanding of Requirements  Knowledge of What Students Need to Know  Increased Parent involvement  Increased Parent Involvement  Increased Grade Point Average  Increased Parent and Community Involvement  Parent Understanding of what students need to know  Increased Parent Involvement  Increased Parent and Community Involvement  Increased Parent and Community Involvement  Increased Parent and Community Involvement |

1. Provide a summary of the professional development activities provided by the school 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)].

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| **Content of the Session** | **Number of Sessions** | **Number of Total Participants** | **Correlation to Student Achievement** |
| Title One  Response to Intervention  Volunteer/Mentor Opportunities  Data Analysis  SREB | 9  39  3  10  9 | 41  21  14  41  4 | Increased Understanding of Students Needs  Understand Response to Increased Student Achievement  One on One Students in Need of Improvement  Critical Attention to Students in Need of Improvement  Increased Student Engagement |

1. Describe the barriers identified that hindered participation by parents in parental involvement activities and the steps the school will take to overcome the identified 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)].

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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Transportation  Work Schedule  Did not receive notification from student  Contact information is not current\  Needed Child Care | Providing transportation  Continue to provide advance notification and offer workshops/activities at different times during the day.  Provide parents with a calendar of events at the start of the school year and continue to send out notification through listserv, newsletters, and list them on the marquee.  A form will be available to write current information on to be entered to a computer. |

1. Describe the parental involvement activity/strategy the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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| **Content/Purpose** | **Description of the Activity** |
| Effective Communication  Building Capacity of Parents  Building the Capacity of Schools | This year during orientation we signed parents up for our List Serve. This increased parental contact as well as involvement because they were aware of what was going on regardless of whether or not they were able to participate.  This year we hosted a Lunch-and-Learn entitled “The Brain, Biology, and Behavior.” Our school psychologist, Magnet Coordinator, and Parent Liaison presented about student behavior and teacher-parent communication.  Griffin participated in 17 Parent Night events throughout the district to increase awareness about our Magnet Program offerings. |

**School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Plan Year: 2016 - 2017**

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

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| **Policy/Plan Components** | **YES**  **(Page #)** | **NO** |
| **2016 - 2017 Plan Review** | | |
| Was evidence adequate to demonstrate that the PIP as 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 2009-2010 plan? Did the school address the barriers identified in the review? |  |  |
| **LEA Policy Mission Statement (optional)** | | |
| The mission statement should meet the following criteria:   * Explains the purpose of the parental involvement program; * Tells what will be done; * Includes beliefs or values; * Is concise, free of jargon, and parent-friendly; and * Inspires stakeholders to be involved and supportive of the program. |  |  |
| 1. **Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].** | | |
| **Strong Responses Include**:   * Identification of the group responsible for the planning, review, and improvement of the Title I program; * Description of the procedures selecting members of the group; * Explanation of how input from parents will be documented; and * Description of the process for schools to involve parents in the development of the required plans. |  |  |
| 1. **Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].** | | |
| **Strong Responses Include**:   * Identification of the specific federal program; and * Description of how the programs were coordinated. |  |  |
| 1. **Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)] .** | | |
| **Strong Responses Include**:   * Identification of specific activities or tasks; * Identification of the person(s) responsible for completing the task; * Timeline; and * Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. |  |  |
| 1. **Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].** | | |
| **Strong Responses Include**:   * Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and * Specific examples of the flexible schedule offered to parents. |  |  |
| 1. **Describe how the school will implement activities which will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their children to improve their children’s academic achievement [Section 1118(e)(2)].** | | |
| **Strong Responses Include**:   * Content of the session including each of the following: * The state’s academic content standards and State student academic achievement standards, * State and local academic assessments including alternative assessments, * Parental involvement requirements of Section 1118, and * How to monitor their child’s progress and work with educators to improve the achievement of their child. * Type of activities; * Correlation to student achievement; and * Reasonable and realistic proposed timelines. |  |  |
| 1. **Describe the training for staff the school will provide to educate its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools [Section 1118(e)(3)].** | | |
| **Strong Responses Include**:   * Content of the session;   + 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; * Type of Activities; * Specific correlation to student achievement; * Reasonable and realistic timelines; and * Method to determine the success and document completion. |  |  |
| 1. **Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].** | | |
| **Strong Responses Include**:   * Identification of the type of activity; * Specific steps necessary to implement this activity; * Person(s) responsible; * Timeline; and * Method to determine the success and document completion. |  |  |
| 1. **Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:**  * **Timely information about the Title I programs [Section 1118(c)(4)(A)]:** * **Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]:** * **If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]:**   **Note: If the school wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents’ comments on the plan that will be available to the local education agency [Section 1118(c)(5)].** | | |
| **Strong Responses Include**:   * Process for providing information to parents; * Dissemination methods; * Reasonable and realistic timelines for specific parent notifications; and * Description of how the school will monitor that the information was provided. |  |  |
| 1. **Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].** | | |
| **Strong Responses Include**:   * Process for translating information into a parent’s native language; * Description of how the school will ensure that parents with disabilities have access to parental involvement activities and/or services; * Description of how the school will ensure that information is available to parents considering the fluctuating student populations; * Specific languages that information will be routinely provided; and * Process the school will use to monitor the dissemination of information to parents. |  |  |
| **10. Describe how the discretionary activities will be implemented.** |  |  |
| **Strong Responses Include**:   * Content of the session including the following:   + Involve parents in the development of staff training,   + Offer literacy training,   + Pay reasonable and necessary expenses to conduct parental involvement activities,   + Train parents to help other parents,   + Adopt and implement model parental involvement programs, or   + Develop roles for community organizations and/or businesses in parental involvement activities; * Type of activity; * Specific correlation to student achievement; and * Reasonable and realistic timelines. |  |  |
| **School-Parent Compact** | | |
| **Does the School-Parent Compact include all required components:**   * Description of the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s student academic achievement standards; * Identification of ways parents will be responsible for supporting their children’s learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child’s classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and * Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum—   + Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child’s achievement;   + Frequent reports to parents on their child’s progress; and   + Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities [Section 1118(d), ESEA]. |  |  |
| **Review of the 2016 – 2017 Policy/Plan** | | |
| Did the school include a copy of the review of the 2014 - 2015 policy/plan? |  |  |
| Did the review include all required components?   * A summary of the results of the activities conducted for parents; * A summary of the staff training activities; * Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and * Description of how the school will use the information gathered from the review to design strategies for more effective parental involvement policies. |  |  |

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

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