

2017-18 School Parental and Family Engagement Policy/Plan
School: Conway Elementary **LEA: Southeast**

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 policy that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The policy establishes the expectations for parent engagement and describes how the school will implement a number of specific parent engagement 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

Conway 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 Mission Statement

The mission of Conway Elementary School is to lead our students to success with the support and involvement of families and the community. Conway Elementary feels strongly that parent involvement is a driving force in a child's education. Conway Elementary is committed to working in tandem with parents to provide quality education for all students. Conway's goals for the 2017-2018 school year is for our school to be in the 51st percentile in proficiency in reading and math. One barrier identified in meeting all of these goals is the lack of academic support at home with homework and studying for tests. To overcome this barrier, Conway would like to increase parent attendance for academically focused school events and increase parent membership in committees that help set goals and plans for the school's academic growth. Conway will increase parental involvement in Curriculum Nights. Conway would like to increase membership in PTA, SAC, and Multilingual Parent Leadership Committee meetings, as well as increase ELL parent attendance in capacity building parent nights.

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)].

It is essential for parents to be well-informed to make appropriate choices and share the responsibility for academic success for the students. At Conway Elementary, parents are involved in the planning, review, and improvement of Title I programs through attending School Advisory Council (SAC) meetings, Multilingual Parent Leadership Council (MPLC) meetings, completing parent surveys, attending our Annual Title I meeting and participating in the Parent/Teacher Association (PTA) activities. Title I programs, reviews of academic data, and decisions regarding how funds for parental involvement will be spent are discussed through SAC and/or Parental Involvement meetings and shared with parents at our annual Title I meeting, Open House, and/or Meet the Teacher events. Home-to-school and school-to-home communications in English and/or other languages (planners, flyers, newsletters, Connect Ed messages, website, email) will facilitate informing parents of all events, activities, and opportunities available at Conway Elementary. A copy of the 2016-2017 plan, as well as a draft copy of the 2017-2018 plan, can be found in the front office for parent review. The draft copy of the Parent Involvement Plan will be reviewed, modified, and adopted at the first SAC meeting of the 2017-2018 school year.

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)].

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Program	Coordination
PreK Varying Exceptionalities ESE - IDEA	The school will work with the VE teachers and paraprofessionals to coordinate transitions for students into the regular classroom. Meetings will be held to discuss student needs and develop new IEPs. An opportunity for orientation to kindergarten and classroom visits will occur in spring and/or summer. Pre K families will be invited to all Family Night Events.
Title I	The Principal and Title I Contact will coordinate with the Title I office to provide opportunities for parental involvement at home, at school and in the community.
Title III	Provides funding for our ELL students' Imagine Learning to support their oral language development.
Title II	The school will continue to work on informing parents of Florida Standards. Teachers will learn about these standards through Title II funds.
Title X	McKinney Vento Program provides support to our homeless students.

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
Notices sent home to parents in English and/or other languages	Title I Coordinator	September 6, 2017	Copy of notice with date of dissemination.
Annual meeting date posted on the marquee	School Administrators	September 6, 2017	Picture and date posted
Agenda and presentation materials developed	School Administrators	September 10, 2017	Copies of Agenda
Connect Orange Message Sent	School Administrators	September 10, 2017	Copy of message
Develop sign-in sheets	Title I Coordinator	September 14, 2017	Sign-in sheets for classrooms
Conduct Title I annual meeting	School Administrators	September 14, 2017	Copies of Agenda and handouts
Maintain Documents	Title I Coordinator	September 14, 2017	Copies of all documents

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)].

<p>The administration, faculty, and staff of Conway Elementary will provide flexibility in meeting schedules to encourage maximum parent participation. Parent meetings will be scheduled in conjunction with other events so parents will not have to come to school on a separate evening. A yearlong calendar will be developed and distributed during the first weeks of school and updated as needed. Parent/teacher</p>

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conferences will be able to be scheduled at various times including in the morning, afternoon, evening or by phone. We will offer childcare when appropriate for families who cannot leave younger students at home to attend school events. We will use the results of parent surveys to determine parent preference for times of events.

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
Meet the Teacher	Instructional staff	Teachers will introduce classroom expectations, routines, and establish rapport.	August 2017	Connect Ed, Marquee
Report Card Conference Night	Classroom teachers	Teachers will conduct individual conferences to discuss child's test results, expectations, progress toward benchmarks, and individual student needs.	October 2017	Conference/Parent communication logs
Curriculum workshops	Instructional staff	Teachers will discuss expected grade level skills in reading, writing, or math. Parents will be given strategies and resources to assist their students in developing these skills at home.	Winter/Spring 2017/2018	Sign-in sheets, handouts, flyers
Family Night Series (Reading, Math, Writing, Science, Arts)	Instructional staff	Parents will interact with their students while learning a targeted skill.	One per quin	Flyers, sign-in sheets, Make and take activities
Connect Orange Messages	Principal, Assistant principal	Increased parental awareness of school events and participation	Ongoing	Copies of message on file
Newsletter, website, daily planners, email communication	Principal, instructional staff, tech person	Parents and students will have access to information about school events/activities	Ongoing	Website resources, survey feedback, copies of newsletter/emails
Regularly scheduled SAC/PTA/PLC meetings	Principal, parent reps	Parents will actively participate in decision-making process for school	Ongoing	Meeting minutes

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

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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
Title I annual meeting	School administration, Title I coordinator	Information given of the assistance programs provided to the school to help support students academically.	September 14, 2017	Agenda, PowerPoint, and sign-in sheets
Training Module 1: The Importance of Parental Involvement	School administration, Title I coordinator	Learning to work together for the success of all students.	October 2, 2017	Sign-in sheets, exit slips
Training Module 2: Building Ties Between Home and School	School administration, Title I coordinator	Teachers and parents working to improve instruction so the students can learn more.	January 8, 2018	Sign-in sheets, exit slips
Training Module 3: Implementation and coordination of parental involvement programs	School administration, Title I coordinator	Increased parent participation in school activities.	March 1, 2018	Sign-in sheets, exit slips
Training Module 4: Communicating and working with parents	School administration, Title I coordinator	Improved relationship between parents and school impacting student success.	May 1, 2018	Sign-in sheets, 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)].

Conway has a guidance counselor and social worker to assist with parent needs. They maintain a list of resources for parents. The ESE and Guidance office has a resource center that includes information on Homeless Education, Retention, Counseling Services, Exceptional Education Services, Behavioral Support Services, and other resources available within and outside of the school. The media center also has computers set up for parent and student use after normal school hours. Conway Elementary will be extending the hours in the Media Center weekly to allow students and parents additional access to resources and materials. Information resources will be available in the Media Center. Additional information resources will be available upon request from resource staff. Assistance in completing school forms will be available during the beginning of the school year.

The Parent Academy is also a district resource for parents. Information on Parent Academy dates is sent home to parents via Connect Orange, monthly school newsletter, and also available on the school website.

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)];

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- 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)].

At the Title 1 Annual Meeting in September, parents will be informed of Title 1 programs. The school will also provide a variety of "family nights" that will help parents understand curriculum and provide training so that they may help their child at home. Teachers will maintain sign-in sheets from parent conference nights and Open House. All school activities are advertised on the school marquee, the school calendar, flyers home and Connect Orange. Conway also has a website where parents can access school information and the school calendar. This website also has links to the OCPS website and the FLDOE website. Parents can access information on county programs, as well as standards on the county and state websites.

Progress reports and report cards are sent home to inform parents of their child's academic progress. The parents also have access to Progress Book where they can get information about their students' academics, attendance, and homework daily. All students have planners or Take-Home folders that are sent home daily as a means of communication between home and school. Parents may schedule meetings with teachers and administration as needed. Translation is provided for any parents that request it.

Surveys are sent home to the parents on the SIP and the PIP. All parents are invited to SAC meetings where plans are developed and reviewed. The opportunity for suggestions and comments is given in these meetings and through the surveys that are sent out.

The parent liaison will maintain sign-in forms for the Annual Meeting, as well as documentation of the dissemination of information, distribution methods, and timelines. Copies of the school calendar, monthly newsletters sent home by grade levels, agendas, parent sign in and feedback information are all collected and maintained by the Title 1 staff.

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)].

A variety of parent involvement activities will be planned to ensure that each parent has ample opportunity to participate. Multiple sources will be used to communicate opportunities for involvement to parents. Conway will send home information pertaining to meetings and "family nights" in both English and Spanish. Other languages will be available at the parents' request. Information will be disseminated to parents using newsletters, student planners, school website, school marquee, and/or Connect Orange phone calls in English and Spanish. Translators and child care will be available at parent nights and meetings as requested by parents. The school is fully wheelchair assessable. For parents who have audiological needs, the school is equipped with an enhanced audio system. Sign language interpreters can be obtained from the county for events when requested by the parent.

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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
Training parents to enhance the involvement of other parents. [Section 1118(e)(9)]	Parent meetings and conferences will be set up at the convenience of the parent (early morning, after school, evening.)	Principal; instructional staff	Increase the involvement of parents and their knowledge of student's level of performance and needs in the classroom.	Ongoing
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)]	Contact business partners to develop a plan for active participation in school-based parental involvement activities.	Principal; Assistant principal; CRT	Increase the involvement of parents and their knowledge of student's level of performance and needs in the classroom.	Ongoing

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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 AdvancedEd surveys, School PAFEP/Compact Evaluation and Reflection forms, and SAC meeting minutes.

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

(Signature of Authorized Representative)

(Date)

Provide evidence that this policy/plan has been developed with the input from parents and based on the review of the 2016-17 PIP.

Review of 2016-17 School Parental Involvement Policy/Plan

1. Provide a summary of activities provided during the 2016-2017 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
Title I Annual Meeting	1	243	Parents understand the expectations for the parent, student, & school in helping students' learn.
Family Night Series	2	58	Encourage reading/math = raise student assessment scores.
FSA Parent Information Sessions	2	17	Helping parents understand what they can do to help students increase student achievement.
SAC Meetings	7	6	Monthly information and discussion for what is best for student learning.

2. Provide a summary of the professional development activities provided by the school during the 2016-2017 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
Training Module 1: The Importance of Parental Involvement	1	80	Learning to work together for the success of all students.
Training Module 2: Building Ties Between Home and School	1	80	Teachers and parents working to improve instruction so the students can learn more.
Training Module 3: Implementation and coordination of parental involvement programs	1	80	Increased parent participation in school activities.
Training Module 4: Communicating and working with parents	1	80	Improved relationship between parents and school impacting student success.

3. Describe the barriers that hindered participation by parents during the 2016-2017 school year in parental involvement activities. Include the steps the school will take to during the 2017-2018 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)].

Review of 2016-17 School Parental Involvement Policy/Plan

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Transportation for parents (FRL)	Look into transportation options for parents as needed.
Language barrier (ELL)	Provide Spanish and sign language translation as needed.
Education barrier (FRL, SWD, ELL)	Open House – preview of the grade level expectations for the year.
Economically disadvantaged (FRL)	Provide food during some evening events, free lunch for all students, Food Pantry, clothing, Thanksgiving food baskets, Christmas gifts and food. Responsible Cougar program provides every child a book, also PTA purchases a book for every child.

4. Describe the parental involvement activity/strategy implemented during the 2016-2017 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
Meet the Teacher	Teachers introduced classroom expectations, routines, and established rapport.
Conference Night	Teachers conducted individual conferences to discuss child's test results, expectations, progress toward benchmarks, and individual student needs.
Open House	Information given to parents of the assistance programs provided to the school to help support students academically.
FSA Parent Information Sessions	Helped parents understand what they can do to help students increase student achievement on the assessments.

Review Rubric for 2016-17 School Parental Involvement Policy/Plan

School Name: _____

Reviewer: _____ Review Date: _____

Policy/Plan Components	YES	NO
2016-2017 Plan Review		
Was evidence adequate to demonstrate that the plan was developed jointly with and agreed upon by parents of children participating in Title I programs?		
Is the plan 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 2016-2017 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 2016-17 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. 		

Review Rubric for 2016-17 School Parental Involvement Policy/Plan

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 2016-17 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 2016-2017 Policy/Plan		
Did the school include a copy of the review of the 2016-2017 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:
