**Giunta Middle School**

**I, Michael Bobo, do hereby certify that all facts, figures and representatives made in this application true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on the project. All records necessary to substantiate these requirements will be available for review by state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.**

**Assurances**

**Giunta** agrees to:

* The school will 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(b)(1)and (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)];
* 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 school wide program under [Section 1114(b)(2)][Section 1118(c)(3)];
* 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 to each parent an individual students 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 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)].

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Signature of Principal or Designee Date signed

**Mission Statement**

To continue an on-going relationship with the community throughout the 2013-2014 school year and beyond

Involvement of Parents

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**: Parents will be kept well-informed through the use of the monthly Giunta newsletters, the Monday minders via our parent link, and the (G.I.A.N.T) school website invited to the annual title one meeting, and the SAC meetings to give input on the decisions made involving title one decisions.

Coordination and Integration

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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| --- | --- | --- |
| **count** | **Program** | **Coordination** |
|  | Family Literacy Night | Parent Involvement committee members/Reading Leadership Team |
|  | FCAT Night | Parent Involvement committee members |
|  | ELL Parent Night-Leadership | ELL teacher |
|  | Parent Involvement Day | Parent Involvement committee members/Reading Leadership Team |
|  | Avid Night | Parent Involvement committee members/Reading Leadership Team |

Annual Parent Meeting

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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| --- | --- | --- | --- | --- |
| **count** | **Activity/Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
|  | Open House-Annual Title One where the SCP results are reviewed and parents voice their opinion | Principal, Intervention Specialist | October | Introducing School Expectations, Parent Participation |
|  | ELL develop and disseminate invitations | Title 1  Liaison/teacher | February | Flyer w date event and location, posted in monthly newsletter |
|  | Title 1 brochure-condensed copy delivered to all families | Title  Liaison/teachers | February | Copies of comment portion of strict PIP that are returned to School and district PI office |

**Flexible Parent Meetings**

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: The use of the GIANT (Giunta Information and Notification Terminal) school website link and the weekly Monday Minders via our parent link will notify the parents of the times and places the meetings will be held. The meetings are held at various times and days throughout the school year based on parental needs.

Conference nights- October , December , March May from May 4:45-6:45, Open House October from 5:00-6:30, ELL PAC meeting-February (TBA)

Building Capacity

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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| **count** | **Content/Type of Activity** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Parent Involvement Community Day | Parent Involvement Committee, Teachers | Increase use of Ed-Line/ELP attendance | February | Parent survey Participation/ Parent Involvement Log |
| 2 | Parent Orientation Night | APC, teachers, Guidance, ESOL, Success Specialist | Promote  Increase achievement | October 25, 2014 | Establishing student support |
| **3** | Avid night | Avid Coordinator | Increase student achievement | Quarterly  October-October | Student scores, survey |
| **4** | Family Computer Training | Technical Resource Teacher | Increase student achievement | Monthly from February May | Student scores on |

Staff Training

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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| --- | --- | --- | --- | --- | --- |
| **Count** | **Content/Type of Activity** | **Person Responsible** | **Timeline** | **Correlation to Student Achievement** | **Evidence of Effectiveness** |
| **1** | **Parent Involvement meetings** | **Parent Involvement chairperson** | **Meeting AYP goals** | **Monthly** | **Student Achievement** |
| **2** | **PLC meetings** | **Guidance department** | **Meeting AYP** | **Aug-June** | **Student achievement** |
| **3** | **Faculty meetings** | **Principal** | **Meeting AYP goals** | **Aug-June** | **Student achievement** |
| **4** | **SIP overview** | **SAC chair principal** | **Meeting AYP goals** | **Aug** | **Student achievement** |

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**Other activities**

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)].

Provide the parents/students the opportunity to enroll in the SES Tutorial services provided at Giunta Middle School. The materials are housed in the Guidance Office. Mr. Wilson, the student intervention specialist, is in charge of disseminating the information. The ELL department has received 25 licenses to the Rosetta Stone to help students and parents with the English language, which is available before and after school as well as during our ELL teacher’s conference period. Also the computer labs will be open for November to April to help assist parents and students with FCAT explorer.

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**Communication**

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 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)].

Response: The parents will have access to the School’s Improvement Plan for the 2013-2014 school year. The parents are informed through the (G.I.A.N.T) website, Monday Minders via our phone parent link, monthly newsletters, parent involvement folders, and event postcards of the upcoming activities; parent conference, community/parent day, ELL multicultural dinner, Family Literacy Night, FCAT Night, Avid Nights, Family Computer Nights, and sporting events. The annual Title 1 meeting is held in September and district, state and national Title 1 policies are disseminated. Parents’ surveys will be issued to evaluate and give feedback on how well we are working to make our school a Family Friendly School. Parents are encouraged to attend school events and to be an active participant in their child’s education.

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**Accessibility**

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)].

Response: All Parents will have access to a parent folder that has pertinent information about the activities and functions that the parents can volunteer for throughout the school year. These notifications will be provided in other languages for ELL parents through the ELL program to help the ELL parents stay well informed. We also have a sign language interpreter to help assist as needed. IEP meetings are scheduled throughout the year and parents are invited to participate in these meetings. The parent link will be used for each parent involvement event, as well as school wide activities and other important/time sensitive information that needs to be delivered. We will also send material home via the postal service to insure the parents are well informed of upcoming parent involvement events.

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Discretionary Activities

Discretionary School Level Parental Involvement Policy Components. Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school to implement:

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| --- | --- | --- | --- | --- | --- |
| **Count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** |
| **1** | **Provide necessary literacy** | **FCAT/Literacy** | **SAC,SAL** | **Making AYP in** | **October** |
| **2** | **Training for parents from Title 1, Part A Funds, if the LEA has exhausted all other reasonably available sources of funding of that training [Section 1118(7); and** | **Night** | **Reading Coach** | **Sub-groups** | **March** |
| **3** | **Adopting and implementing model approaches to improving parental involvement [Section118(e)(11)] and** | **Parent involvement folder** | **Title 1**  **Liaison/teachers** | **As parent involvement**  **Increases, student achievement will increase** | **August-June** |

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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

This policy was adopted by the school on 08/29/13 and will be in effect for the period of 06/06/14. The school will distribute this policy to all parents of participating Title I, Part A children on or before 02/10/14.

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(Signature of Authorized Representative) (Date)

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

Building Capacity Summary

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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| --- | --- | --- | --- | --- |
| **Count** | **Content and**  **Type of Activity** | **Number of Activities** | **Number of Total Participants** | **Correlation to Student Achievement** |
| 1 | Parent Involvement Community Day, Parent/Student | 1 | 184 | Increase use of Ed-Line/ELP attendance |
| 2 | FCAT Night | 1 | 151 | Increase FCAT achievement |
| 3 | Avid night | 3 | 34 | Increase student achievement |
| 4 | Title 1 annual meeting | 1 | 441 | Disseminate the district title 1 information |
| *5* | Ell parent activities | 3 | 87 | Increase student achievement |

**Staff Training Summary**

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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| --- | --- | --- | --- | --- |
| **Count** | **Content and**  **Type of Activity** | **Number of Activities** | **Number of Total Participants** | **Correlation to Student Achievement** |
| 1 | Parent Involvement  Meetings | 4 | 8 | Meeting AYP goals, discuss different activities/functions that can get more positive parent involvement in the middle school setting |
| 2 | PLC meetings | 16 | 82 | Meeting AYP goals, discuss school trends and devise plans for communication/staff development with parents |
| 3 | Faculty meetings nigh | 16 | 82 | Meetings AYP goals, review school wide data to improve annual gains |
| 4 | Title 1 annual meeting | 1 | 441 | Disseminate the district title 1 information |
| *5* | Ell parent activities | 3 | 87 | Increase student achievement |

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**Barriers**

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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| --- | --- | --- |
| **Count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | High percentage of minority and Ell working class parents | We will schedule more non-school hour events, provide more help sessions for the non-English speaking parents, use the parent link messaging system to give reminders of upcoming activities. |

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Best Practices (Optional)

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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| **Count** | **Content/Purpose** | **Description of the Activity** |
| 1 | Increasing Parent Participation | Designed to build the capacity of parent/staff/student and community. On Saturday December 4, 2010 various providers gave information to the parents about the different clubs/groups available through the school and community. There was also an opportunity for the parents to become comfortable with the technology that is used to keep them informed of their child’s progress at Giunta Middle School-for example; FCAT explorer, Ed-line, reading counts, Giunta G.I.A.N.T |

**School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Plan Year: 2013-2014**

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

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| --- | --- | --- |
| **Policy/Plan Components** | **YES**  **(Page #)** | **NO** |
| **2014-2015 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 plans? 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 (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)].** | | |
| **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 2009-2010 Policy/Plan** | | |
| Did the school include a copy of the review of the 2009-2010 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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