A Toolkit for Title I Parental Involvement

NATIONAL CENTER FOR FAMILY AND COMMUNITY CONNECTIONS WITH SCHOOLS

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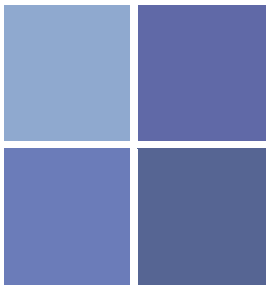

A Toolkit for Title I Parental Involvement

2009

SEDL | National Center for Family and Community Connections with Schools
Austin, TX

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under contract with Windwalker Corporation, Washington, D.C. for the U.S. Department of Education, Office of Elementary and Secondary Education, Office of Student Achievement and School Accountability Programs

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1 Overview of the Toolkit

1 Overview of the Toolkit

The No Child Left Behind Act of 2001 (NCLB Act) reauthorized the Elementary and Secondary Education Act (ESEA) and provided a framework through which families, educators, and communities can work together to improve teaching and learning. Four principles guide this framework:

1. accountability for results,
2. local control and flexibility,
3. expanded parental choice, and
4. effective and successful programs that reflect scientifically based research.

The parental involvement provisions of Title I, Part A of the ESEA reflect these principles. Specifically, the provisions stress the following:

- shared accountability between schools and parents for high student achievement, including expanded School Choice and Supplemental Educational Services for eligible children in low–performing schools,
- local development of parental involvement plans with sufficient flexibility to address local needs, and
- building parents' capacity for using effective practices to improve their own child's academic achievement.

The new Title I, Part A is designed not only to help close the achievement gap between disadvantaged and minority students and their peers, but also to change the culture of America's schools so that success is defined in terms of student achievement and in each school's investment in every child.[1] As indicated by the parental involvement provisions in Title I, Part A, the involvement of parents in their child's education and schools is critical to that process. Secretary Paige put it succinctly when he stated, "Schools can't improve without the help of parents."[2]

Three decades of research provide convincing evidence that parents are an important influence in helping their child achieve high academic standards. When schools collaborate with parents to help their child learn and when parents participate in school activities and decision making about their child's education, children achieve at higher levels. In short, when parents are involved in education, children do better in school and schools improve.[3]

Purpose for the Toolkit

This toolkit is designed to provide information to those who are implementing Title I Part A parental involvement provisions.

Toolkit Sections

This toolkit is divided into sections that align to the legislation and previous guidance the Department has provided on Title I, Part A. Each section includes an explanation of relevant statute as well as sample forms or practices to assist in the implementation of the parental involvement provisions. The toolkit contains the following sections:

Section 1: Introduction to the Toolkit—Information on the focus, content, and organization of the toolkit

Section 2: Overview of Applicable Requirements—General information regarding the Title I, Part A regulations and non–regulatory parental involvement provisions

Section 3: State Responsibilities—Parental involvement requirements for SEAs

Section 4: LEA Responsibilities—Parental involvement requirements for LEAs

Section 5: School Responsibilities—Parental involvement requirements for schools

Section 6: LEA and School Responsibilities to Build Capacity—Parental involvement requirements for LEAs and schools to build parents' capacity for becoming involved in improving their child's academic achievement

References: Complete list of sources cited in the toolkit

Appendix A: List of Tools—Name and description of tools by section

Appendix B: Other Resources—Title of other U.S. Department of Education resources

Unless otherwise indicated, forms, letters, and other information provided in the toolkit are not official U.S. Department of Education documents, and they are not endorsed by the Department. Instead, these are documents that LEA and private school officials have found helpful in carrying out Title I, Part A parental notification and involvement requirements and are willing to share with other practitioners. These sample documents may be useful to you as is, or they may need to be adapted to meet your local circumstances.

How to Use the Toolkit

The toolkit is designed to provide two types of information:

1. Explanations for Title I, Part A notification and involvement provisions—This text describes the actions and processes SEAs, LEAs, and schools must take to meet the provisions of Title I, Part A.
2. Possible tools—These tools provide examples of information sheets, checklists, letters, surveys, and other resources SEAs, LEAs, and schools use to assist them in implementing Title I, Part A notification and involvement provisions.

Documents included in the toolkit have been adapted to fit the purposes and format of this publication. However, users will find the sources listed in Appendix A.

Citations for Section 1

1. U.S. Department of Education. 2002. *Testing for results: Helping families, school and communities understand and improve student achievement*. Washington, D.C.: U.S. Department of Education.

2. Paige, R. April 8, 2002. Schools can't improve without help of parents. *USA Today*: A13.

3. Armbruster, B., Lehr, F., & Osburn, M. B. 2003. *Proven ideas from research for parents: A child becomes a reader (K–3). Second Edition.* Portsmouth, NH: RMC Research Corporation.

Henderson, A., & Mapp, L. K. 2002. *A new wave of evidence: The impact of school, family, and community connections on student achievement, annual synthesis 2002*. Austin, TX: SEDL.

Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. 2007. *Beyond the bake sale: The essential guide to family–school partnerships.* New York: The New Press.

Lewis, A. C., & Henderson, A. T. 1997. *Urgent message: Families crucial to school reform.* Washington, DC: Center for Law and Education [ERIC Document No ED418480].

Starkey, P., & Klein, A. 2000. Fostering parental support for children's mathematical development: An intervention with Head Start families. *Early Education and Development,* 11, no. 5: 659–680.

2 Overview of Applicable Requirements

2 Overview of Applicable Requirements

Parental involvement always has been a centerpiece of Title I. The statute defines the term "parental involvement" as

> *the participation of parents in regular, two–way, and meaningful communication involving student academic learning and other school activities, including ensuring*
>
> - that parents play an integral role in assisting their child's learning;
> - that parents are encouraged to be actively involved in their child's education at school;
> - that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
> - the carrying out of other activities, such as those described in Section 1118. [Section 9101(32), ESEA]

This definition for parental involvement sets the parameters, in conjunction with other sections of the law by which SEAs, LEAs, and schools will implement programs, activities, and procedures to involve parents in Title I, Part A programs.

In the provisions, the term "parent"

> *includes in addition to a natural parent, a legal guardian or other person standing in* loco parentis *(such as grandparent or step parent with whom the child lives, or a person who is legally responsible for the child's welfare).* [Section 9101(31), ESEA]

Importance of Parental Involvement

A synthesis of the research concluded that "the evidence is consistent, positive, and convincing: families have a major influence on their child's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more."[1]

Studies have found that students with involved parents, no matter what their income or background, are more likely to

- earn high grades and test scores, and enroll in higher–level programs;
- pass their classes, earn credits, and be promoted;
- attend school regularly; and
- graduate and go on to postsecondary education.[2]

Key Parental Involvement Provisions

Title I, Part A provides for substantive parental involvement at every level of the program, such as in the development and implementation of the state and local plan, and in carrying out the LEA

and school improvement provisions. Section 1118 contains the primary Title I, Part A requirements for SEAs, LEAs, and schools related to involving parents in their child's education. It is this section that identifies critical points in the process of improving teaching and learning where parents and the community can intervene and assist in school improvement. Although Section 1118 is extensive in scope and has many requirements for LEAs and schools, the intent is not to be burdensome. These provisions reflect good practice in engaging families in helping to educate their child, because students do better when parents are actively involved in the education process, both at home and at school.

Parental Involvement Provisions—Communication in General

Because regular communication is the foundation of effective parental involvement, SEAs, LEAs, and schools must provide information to parents of students participating in Title I, Part A programs in an understandable and uniform format, including alternative formats upon request and, "to the extent practicable," in a language that parents can understand. [Sections 1118(b)(1), 1118(e)(5), 1118(f)]

Other Languages: Written translations of printed information must be provided to parents with limited English proficiency in a language they understand, or, if not practicable, orally in a language that parents understand. SEAs and LEAs have flexibility in determining what mix of oral and written translation services may be necessary and reasonable for communicating the required information to parents with limited English proficiency. [Title I, Part A Final Regulations, 67 Fed. Reg. 71749 – 50, *Comments and Discussion on Section 200.36*; available at the U.S. Department of Education Web site at http://www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html]

Parents with Disabilities: In providing alternative formats for parents with disabilities, SEAs and LEAs must take the necessary steps to ensure that communications with these parents are as effective as communications with other parents. Those steps include that the SEAs, LEAs, and schools must furnish appropriate auxiliary aids and services when necessary to afford a parent with a disability an equal opportunity to participate in, and enjoy the benefits of, Title I, Part A programs, services, and activities, including the parental involvement provisions.

The SEA, LEA, or school must give primary consideration to the expressed choice of the parent with disabilities by honoring that choice, unless the SEA, LEA, or school can demonstrate that another effective means of communication exists, or that use of the means chosen by the parent would result in a fundamental alteration of the service, program, or activity or in an undue financial and administrative burden. [28 CFR Sections 35.104 and 35.160–164, and *Appendix A to Part 35 of Title 28T of the Code of Federal Regulations Implementing Subtitle A of Title II of the Americans with Disabilities Act of 1990*]

Citations for Section 2

1. Henderson, A., & Mapp, L. K. 2002. *A new wave of evidence: The impact of school, family, and community connections on student achievement, annual synthesis 2002*. Austin, TX: SEDL, p. 7.
2. Henderson, A., & Mapp, L. K. 2002. *A new wave of evidence: The impact of*

school, family, and community connections on student achievement, annual synthesis 2002. Austin, TX: SEDL.

Desimone, L., Finn–Stevenson, M., & Henrich, C. 2000. Whole school reform in a low–income African American community: The effects of the CoZi model on teachers, parents, and students. *Urban Education*, 35, no. 3: 269–323.

Shaver, A. V., & Walls, R. T. 1998. Effect of Title I parental involvement on student reading and mathematics achievement. *Journal of Research and Development in Education*, 31, no. 2: 90–97.

Voorhis, V., & Frances, L. 2001. Interactive science homework: An experiment in home and school connections. *NASSP Bulletin*, 85, no. 627: 20–32.

Selected Practices and Tools

Tool 2.1: A Comparison of No Left Behind (NCLB) and Public Law 0101 (P.L.0101) Parental Involvement Requirements

This tool allows users to quickly compare state and federal statute as well as communicate the key provisions of Title I, Part A.

Tool 2.2: A Parental Involvement Checklist for District and School Administrators

There are many requirements related to parental involvement in Title I, Part A. This tool gives users an idea of the scope of the parental involvement provisions.

Tool 2.3: Timeline for Title I, Part A Programs

This tool provides an example of a timeline chart to help SEAs, LEAs, and schools track their events, actions, and notifications related to Title I, Part A. While there are numerous ways to set up a timeline chart and more events that can be added, this example demonstrates the value of providing a list of key items to help SEA, LEA, and school staff meet expectations.

Tools for Section 2

Tool 2.1: A Comparison of No Child Left Behind (NCLB) and Public Law 0101 (P.L.0101) Parental Involvement Requirements

Click here to link to a text version of the tool.

Description

This tool allows users to quickly compare state and federal statutes as well as communicate some of the key provisions of Title I, Part A.

Distribution

This tool can be distributed in print or electronically.

Suggestions for Use

This sample provides an example of a way to communicate the alignment of key provisions between state and federal law. Developers may also choose to add additional columns such as resources, contacts, descriptions of actions specific to the state, or other useful information.

SEA staff can distribute this type of document on their Web sites to provide information to the general public.

A school's parent liaison can use it to help explain both state and federal requirements.

LEA staff can include review of this tool as part of their in–service training before school starts to raise staff awareness of their role in supporting parental involvement provisions.

NCLB and PL 0101 In Brief

Improving Schools in Our State—Terms You Need to Know:

NCLB refers to the No Child Left Behind federal law that affects all public schools, and in some case private schools, in the United States.

P.L. 0101 is the state's education law that requires all schools to teach specific skills at each grade level.

AYP refers to Adequate Yearly Progress, the established annual baseline for schools. The baseline is raised each year.

Brief Description of NCLB Provisions	Brief Description of P.L. 0101 Provisions
Academic Goals (Standards)	
All schools must maintain a list of the academic goals for each grade level.	The state department of education develops and publicly shares education goals at every grade level (K–12) in consultation with a Committee of Practitioners for reading, writing, math, science, and social studies. The Committee of Practitioners must include school leaders and teachers and may include community leaders, higher education representatives, and parents.
Teacher Qualifications	
▪ Each year local districts must offer to provide information to parents about the qualifications of the teachers and paraprofessionals who teach their child. ▪ If a child is taught for more than 4 weeks by a teacher who does not meet the standard for a highly qualified teacher, parents must be informed.	▪ The state department requires that all core teachers meet the standard for highly qualified teachers. ▪ The state department must work with higher education and other teacher preparation agencies to ensure that course work and practicums as required are available across the state. ▪ The state department of education also administers tests for all teaching and administrative professionals

	to ensure that they are highly qualified. ▪ The state provides a test for paraprofessionals who do not have at least two years of college in order to ensure they are highly qualified. ▪ The state department of education, local districts, and schools must provide information to parents on the process for determining if teachers and paraprofessionals are highly qualified. ▪ The local school district is required to inform parents by mail if a child is taught by an unqualified professional for more than 4 weeks.
Student Assessment (Testing)	
Every school must ▪ provide tests on a yearly basis to check for student knowledge and educational progress in order to determine proficiency in meeting state curriculum standards; ▪ administer the math and language arts/reading assessments in all grades 3–8 and at least once in grades 10–12 and science achievement tests at least once in grades 3–5, 6–9, and 10–12; and ▪ provide and publish performance results for the state department of education, local districts, and schools and provide results in categories (disaggregated) by economic background, race and ethnicity, English proficiency, and disability. Ninety–five percent of all students in each category must participate in the statewide testing program.	▪ Each year the state department of education administers tests to determine proficiency in meeting the state curriculum standards for grades 3–10 in math, language arts/ reading, and science. ▪ Each test must be aligned to curriculum standards created for each content area. ▪ Each school is issued a "report card" to provide information on how well the school is meeting the requirements of NCLB. ▪ The state department of education, local districts, and schools must provide an explanation of this process to parents.
Limited English Proficiency	
Each local district must ▪ assess the English proficiency of all students with limited English proficiency (LEP), ▪ assess LEP students' progress in ways that fairly and accurately determine their knowledge. LEP students must take the language arts portion of the annual test in the English language if they have attended school in the United States for at least three consecutive years, and ▪ provide information to parents about the	▪ Each local district must provide information about its LEP program and parents rights in regard to LEP services. ▪ Local districts must assess potential LEP students during the first two weeks of school. Local districts must use a research–based instrument to test LEP students. Results from the test administration must be shared with parents of the child by phone conference, mail, or teacher–student–parent meeting. ▪ First year LEP students may participate in either the English/ language arts assessment or LEP English proficiency assessment.

programs that are available as well as their right to refuse services.	▪ After three years of attending school in the United States, all LEP students must take the English version of the language arts portion of the test.
Accountability	
▪ Student progress must be tracked by subject area and demographics (race/ethnicity, economic background, level of English proficiency and disabilities). ▪ Adequate Yearly Progress (AYP) applies to all public schools, not just Title I, Part A schools. The standard to meet AYP increases each year to ensure that all students are proficient by the 2013–2014 school year. ▪ Title I, Part A schools that do not make AYP for two consecutive years will be required to create an improvement plan. School improvement plans consider the current state of the school, where it needs to be, and steps it will take to get there. School Improvement plans must address achievement problem(s) that caused the school to be identified for School Improvement. Parents must be included in the planning process.	▪ The state department of education provides a report for the state as a whole and each local district and school in the state, as well as individual reports for students, that reflect student progress by subject area and demographics. State department of education, LEA, and school reports must be shared through the department of education Web site. ▪ The state's continuous improvement cycle requires that all students demonstrate proficiency by the 2013–2014 school year. ▪ All schools in the state must develop improvement plans and designate a committee for each school improvement category. Each committee must develop a plan with specific goals for its specified category. Examples of school categories are attendance, instruction, evaluation, and school climate. The committee must include school leaders as well as community leaders or parents.
Free Tutoring and School Choice Options	
Title I, Part A schools in the second year of their improvement plan must provide School Choice, if the school continues to not meet AYP in the third year of School Improvement, the school must provide Supplemental Educational Services (SES), free tutoring. SES must be offered to the lowest achievers and economically disadvantaged students first.	▪ Each local district must ensure that parents receive the appropriate information regarding School Choice and SES. ▪ The state department of education must provide a list of qualified SES providers to local districts, schools, and parents. ▪ The state department of education must provide evaluative information on the effectiveness of each approved SES agencies to the public.
Family Involvement in Education	
School districts and schools that receive Title I, Part A funds must implement parental involvement efforts. Activities, programs, and procedures must be planned with the "meaningful consultation" of parents.	▪ Local districts and schools must develop programs that foster parental involvement. ▪ Local districts and schools must develop these programs in consultation with parents.

Tool 2.2: A Parental Involvement Checklist for District and School Administrators

Click here to link to a text version of the tool.

Description

There are many requirements related to parental involvement across the Title I, Part A programs. This tool gives users an idea of the scope of the parental involvement provisions.

This tool is intended to be a quick reference guide to providing information regarding when and how to apply the requirements as well as the types of documentation the SEA will need for Title I, Part A monitoring. In the chart that follows, each requirement is detailed with a reference to public law, the specific title program, who is responsible for fulfilling the requirement, and when it should be completed.

Distribution

This tool can be distributed through school improvement conferences or meetings as well as through the Internet.

Suggestions for Use

LEA and school staff can use this tool to self–monitor compliance with the provisions.

SEA staff can suggest that LEAs and schools use it to check off items as completed.

LEA and school staff can use color-coding to highlight responsibilities or types of action to help staff understand their role in parental notification. Staff could also use this chart to help them determine the types of documentation they need for monitoring (i.e., copies of letters, brochures, meeting notes, or other documents).

Notification and Consultation Actions and Documentation

Notification

The Title I, Part A provisions related to notification are intended to assist parents in making decisions on what is best for their child. The following chart provides the types of actions, timing, and information LEAs and schools are to take to fulfill the parental notification requirements.

Topic	Form	By Whom/When
Communicate in uniform language and format as well as in a language parents understand, whenever practicable All Programs: [Section 1111(b)(3)(C)(xii); 1111(h)(6)(C); 1118(e)(5); 3302(c), NCLB]	@ | | | | | | | |	**LEA/ School:** All notifications or correspondence throughout the year

KEY: @ = e–mail/print or e–file documentation | = student handbook/print or e–file documentation | = telephone/ documentation in a log | = Web–based dissemination/e–file documentation | = letter/print documentation | = newspaper/print or e–file documentation | = meeting with parents/documentation by sign–in sheets, agendas, minutes, or products | = newsletters or correspondence sent home with students/print or e–file documentation | = parent conference/notes, correspondence, or log | R = required form

Notification

The Title I, Part A provisions related to notification are intended to assist parents in making decisions on what is best for their child. The following chart provides the types of actions, timing, and information LEAs are to take to fulfill the parental notification requirements.

Topic	Form	By Whom/When
Notify parents of their right to know the qualifications of teachers and paraprofessionals Title I, Part A: [Section 1111(h)(6)(A)(i–iv), NCLB]		**LEA:** Annually, beginning of school year
Notify parents of their right to know if their child's teacher is not highly qualified Title I, Part A: [Section 1111(h)(6)(B)(ii), NCLB]		**School:** Soon after four weeks of the student being taught by non–highly qualified teacher have passed
Provide a progress review of the school's efforts to meet Adequate Yearly Progress (AYP) Title I, Part A: [Section 1116(a)(1)(C), NCLB]		**LEA:** Annually, beginning of school year
Provide annual report cards containing information on assessment, accountability, and teacher quality Title I, Part A: [Section 1111(h)(2)(A)(i), NCLB]		**LEA:** Annually
Provide parents with information on their child's academic progress Title I, Part A: [Section 1111(h)(6)(B)(i), NCLB; Section 1118(d)(2)(B), NCLB]		**School:** As soon as practicable
Provide frequent reports on student progress Title I, Part A: [Section 1118(d)(2)(B), NCLB]		**LEA:** Frequently during school year
Distribute written parental involvement policies Title I, Part A: [Section 1118(a)(2) and (b)(1), NCLB]	@	**LEA/School:** Annually
Distribute School–Parent Compact Title I, Part A: [Section 1118(d), NCLB]	@	**School:** Annually, beginning of the school year
Distribute the schoolwide plan for Title I campus Title I, Part A: [Section 1114(b)(2)(B)(iv), NCLB]		**School:** Annually

KEY: @ = e–mail/print or e–file documentation | = student handbook/print or e–file documentation | = telephone/documentation in a log | = Web–based dissemination/e–file documentation | = letter/print documentation | = newspaper/print or e–file documentation | = meeting with parents/documentation by sign–in sheets, agendas, minutes, or products | = newsletters or correspondence sent home with students/print or e–file documentation | = parent conference/notes, correspondence, or log | R = required form

Notification Continued		
Topic	**Form**	**By Whom/When**
Provide information to parents of homeless students on their rights Title I, Part A: [Section 722(g)(6)(A)(iv, vii), NCLB]		**School:** When a student registers
Provide parents with information about schools identified for School Improvement, Corrective Action, or Restructuring, including information on parent options and descriptions of the steps taken to address poor performance Title I, Part A: [Section 1116(b)(6)(A–F), (7)(E)(i–iii), and (8)(C)(i–ii), NCLB]	R	**LEA:** By the uniform start date
Provide information about the parents' rights to access Supplemental Educational Services (SES) Title I, Part A: [Section 1116(e)(2)(A)(i–iii) and (B), NCLB]	R	**LEA:** By the uniform start date
Provide information to the parents of students who have Limited English Proficient Students (LEP) about available programs, parent options, and program effectiveness Title I, Part A: [Section 1112(g)(1)(A)(i–viii), 1112(g)(1)(B), 1112(g)(3), and 1112(g)(4),] and Title III–A, NCLB: [3302(a)(1–8), 3302(b), 3302(e)(1)(A), and 3302(B)(i–iii)]		**LEA:** In regard to placement, not later than 30 days after beginning of school year or within first two weeks of the student being placed in language instruction program when the student was not identified prior to beginning of school year In regard to program effectiveness, within 30 days after failure occurs In regard to other information, regular meetings throughout the school year
Provide information about Safe and Drug Free School and Community (SDFSC) status for schools (including Persistently Dangerous Schools), programs and activities supporting SDFSC, and instances of violent crime in the school Title IV, Part A: [Section 4115(b)(1)(D)(i), 4114(d)(2)(C), 4115(b)(2)(D), 4116(b)] and Title IX–A, NCLB: [Section 9532(a)]	@	**LEA:** In regard to status, annually In regard to Persistently Dangerous, at least 14 days prior to the beginning of the school year and at the time of enrollment for new students In regard to programs and activities, ongoing In regard to violent crime, within 14 days of incident

KEY: @ = e–mail/print or e–file documentation | = student handbook/print or e–file documentation | = telephone/documentation in a log | = Web–based dissemination/e–file documentation | = letter/print documentation | = newspaper/print or e–file documentation | = meeting with parents/documentation by sign–in sheets, agendas, minutes, or products | = newsletters or correspondence sent home with students/print or e–file documentation | = parent conference/notes, correspondence, or log | R = required form

Consultation

The Title I, Part A provisions require LEAs and schools to perform certain tasks in "meaningful" consultation with parents.

Topic	Form	By Whom/When
Written Parental Involvement Policies Title I, Part A: [Section 1118(a)(2); 1118(b)(1); 1118(c)(3), NCLB]		**LEA/School:** Annually
Annual Evaluation of Parental Involvement Policy Title I, Part A: [Section 1118(a)(2)(E); 1118(c)(1), NCLB]		**LEA/School:** Annually (survey or evaluation)
Written School–Parent Compact Title I, Part A: [Section 1118(d), NCLB]		**LEA/School:** Annually (survey or evaluation)
Parent–Teacher Conferences (required at elementary schools) Title I, Part A: [Section 1118(a)(2)(E); 1118(c)(1), NCLB]	R	**School:** Annually usually early in the year
Schoolwide Plan and Program Plans Title I, Part A: [Section 1114(b)(2) (A)(i); 1114(b)(2)(B)(ii); 1118(c)(3); 1306(a)(1)(B); 1306(b)(4); 3116(b)(5), NCLB]		**School:** Annually
Consolidated Application, Title I Programs Title I, Part A, Title II, Part A, Title IV, Part A, Title V, Part A: [Section 1112(d)(1); 2122(b); 4114(c)(1)(A) and (c)(2); 5133(b)(7), NCLB]		**LEA:** Meeting annually, when the Consolidated Application is being completed (may occur across program areas)
Reservation of Funds Title I, Part A: [Section 1118(a)(3)(B), NCLB]		**School:** Annually (survey)
School Improvement Plans (SIP) for schools designated as Needing Improving – Parental Involvement Title I, Part A: [Section 1116(b)(3)(A); 1116(c)(7)(A), NCLB]		**School:** Within 3 months of SIP identification
School Improvement Plans (SIP) for schools designated as Needing Improving – Community Leader Involvement Title I, Part A: [Section 1116)(b)(3)(B), NCLB]		**LEA:** Within 45 days of receipt of revised plan from campus
LEA Improvement Plan Title I, Part A: [Section 1116(c)(7)(A)(i–viii), NCLB]		**LEA:** Annually (survey or evaluation)
Parent Advisory Council (PAC) Title I, Part C: [Section 1304(c)(3), NCLB]		**LEA:** Annually (survey or evaluation)
Continued Consultation Title IV, Part A: [Section 4114(c)(1)(B); 4115(a)(1)(E), NCLB]		**LEA:** Annually (survey or evaluation)
Title I, Part A Meeting Title I, Part A: [Section 1118(c)(1) and (2); Section 1118(c)(4)(A–C), NCLB]	R	**School:** Annually (survey or evaluation)

KEY: @ = e–mail/print or e–file documentation | = student handbook/print or e–file documentation | = telephone/documentation in a log | = Web–based dissemination/e–file documentation | = letter/print documentation | = newspaper/print or e–file documentation | = meeting with parents/documentation by sign–in sheets, agendas, minutes, or products | = newsletters or correspondence sent home with students/print or e–file documentation | = parent conference/notes, correspondence, or log | R = required form

Tool 2.3: Timeline for Title I, Part A Programs

Click here to link to a text version of the tool.

Description

This tool provides an example of a timeline chart to help SEAs, LEAs, and schools track their events, actions, and notifications related to Title I, Part A. While there are numerous ways to set up a timeline chart and more events that can be added, this example demonstrates the value of providing a list of key items to help SEA, LEA, and school staff meet expectations.

Distribution

Developers of tools such as this one can distribute it through school improvement conferences or meetings, as well as through the Internet. SEAs and LEAs may want to share appropriate sections throughout the year to give all staff notice and reminders of due dates.

Suggestions for Use

SEAs, LEAs, and schools can keep this chart at hand when designing the school calendar and during the planning process for Title I, Part A programs. Sharing these dates with staff at all levels, as well as parents and the community as appropriate, will help to build support for the work.

NCLB Timeline Chart

All Public Schools	
July 1	**Deadline**—LEA Consolidated Application is due to state department of education.
August	**Dissemination**—SEA provides preliminary assessment and accountability reports to LEAs. **Action**—LEAs conduct review of AYP.
August–September	**Dissemination**—SEA provides state assessment and accountability information to all stakeholders: district, school, and public.
Early Fall	**Dissemination**—LEA prints individual student assessment results from online data system and disseminates individual student state assessment results to parents in a timely manner.
Fall	**Action**—LEA tests students for English Language Proficiency (ELP) as appropriate. Codes students identified as limited English proficient (LEP) in online data system.
September 30	**Deadline**—LEA submits Consolidated Application to SEA.
October	**Planning**—Coordination and transition team meets to evaluate last year's plan.
February	**Assessment**—LEA administers state alternative assessment to eligible students with disabilities and ELP test to all identified LEP students.
March–April	**Assessment**—Administer state assessment results to all students enrolled in grades 3–8.
Spring	**Planning**—Title I planning team designs LEA Consolidated Application and use of federal funds in conjunction with Consolidated Application Committee. **Planning**—Title I planning team consults with private schools officials, parents, community, staff, and all stakeholders to complete Consolidated Application. **Action**—Title I planning team conducts a comprehensive needs assessment of students, teachers, families, and community members and use results of this assessment and Title I program evaluation data to inform decisions regarding use of federal funds.

All Title I, Part A Schools	
Beginning of School Year	**Action**—LEA and schools provide copy of the district and school parental involvement policy and School–Parent Compact to all parents of Title I students. This includes all parents/students in a schoolwide program and parents of children in private schools receiving Title I services.
September 1	**Notification**—LEA and schools inform all parents of children attending a Title I school of their right to know the qualifications of their child's teacher ("Parent's Right to Know").
September 1	**Action**—Principals of a Title I school attest (annually) that the school is in compliance with staff qualification requirements under Section 1119.
Fall or Spring	**Action**—LEA conducts an annual meeting. **Action**—With input from parents, LEA and schools review and revise the district and school parental involvement policies and School–Parent Compact, ensuring that each document contains the required elements.
Spring	**Action**—LEA and schools evaluate the effectiveness of the Title I program. LEAs and schools consult with parents regarding the design of the Title I program for the upcoming year as it will be reflected in the Consolidated Application.
May	**Planning**—LEA begins efforts to complete LEA Title I Report.
Spring	**Planning**—LEA and schools complete applicable Consolidated Application sections.
June 15	**Deadline**—LEA submits LEA Title I Report.
June 30	**Deadline**—LEA submits Consolidated Application sections.
Targeted Assistance	
Spring/Fall	**Action**—LEA and schools identify students eligible for Title I services (student needs assessment and ranking process).
Beginning of school year	**Notification**—LEA and schools send notification letter to parents advising them that their child has been identified for Title I services (notification letter, permission–to–serve form, denial–of–services form).
Throughout school year	**Action**—Title I teachers provide parents with regular progress reports (at least quarterly) and parent–teacher conferences with the Title I teacher.
Fall and ongoing	**Action**—LEA codes students receiving Title I services in online data system, including students receiving summer school in July, August, and June.
Spring	**Planning**—LEA and schools complete applicable Consolidated Application sections.
Fall	**Planning**—Schools may attend the schoolwide Title I conference if 40% or more of students qualify for Free and Reduced Lunch (FRL) Program and consider changing Title I services from targeted to schoolwide.
Schoolwide	
August 15	**Notification**—SEA sends an invitation of eligibility for schoolwide conference if 40% or more of the students qualify for FRL.
September–October	**Action**—SEA holds the schoolwide conference.
October	**Notification**—If pursing schoolwide program, schools notify parents of eligibility and conduct meeting to gather input.
November–April	**Planning**—Schoolwide planning team develops schoolwide plan in consultation with School Support Team (SST) member.

Spring	**Planning**—LEA reviews current schoolwide programs and revises schoolwide plan.
Spring	**Planning**—LEA and school completes applicable Consolidated Application sections.
June 30	**Deadline**—LEA submits Consolidated Applications sections.
Title I School Improvement	
LEA Responsibility	
August	**Dissemination**—LEA shares SEA–provided information regarding AYP Status and conducts review of the determination. **Activity**—LEAs conduct review of AYP.
August	**Activity**—If warranted, LEA submits letter of challenge concerning the improvement status to SEA as per appeals process.
August	**Notification**—LEA informs stakeholders (school staff, students, parents, and the public) of School Improvement status.
August	**Action**—LEA attends state school improvement meeting sponsored by SEA.
August–September	**Action**—LEA provides for transportation needs of parents exercising School Choice provision. **Action**—LEA develops contracts with SES providers as per parent choice.
August–September	**Action**—LEA, if applicable, implements Corrective Action or Restructuring provisions.
September–October	**Action**—If providing SES, LEA develops student learning plans in conjunction with SES providers and parents.
Fall	**Action**—LEA audits schools in Level 4.
October 1	**Deadline**—LEA submits revisions to Consolidated Application, applicable school and district improvement sections
May–June	**Deadline**—LEA completes annual report for School Choice.
May–June	**Deadline**—LEA completes annual report for SES.
School–Level Improvement	
August	**Notification**—Schools inform parents of School Improvement status.
August	**Notification**—Schools inform parents about Choice and Supplemental Services provisions.
August	**Notification**—Schools inform parents about Corrective Action and Restructuring, if applicable.
September	**Action**—Schools conduct comprehensive data analysis.
September–December	**Action**—Schools develop school improvement (SI) plan with consultation with parents, community, staff, SST, and SEA.
November	**Action**—Schools participate in peer review of SI plans.
January 15	**Action**—Schools submit SI plan to LEA for approval after SST recommendation for approval. SEA approval to follow.
January–February	**Deadline**—Schools submit application for SI funds.
District–Level Improvement	
September	**Action**—LEA disseminates letter from SEA indicating district improvement (DI) status.
September	**Action**—LEA conducts comprehensive data analysis.
Fall	**Action**—LEA in Corrective Action receives audit.

September–December	**Planning—**LEA develops or revises existing DI plan community, staff, SST, and SEA.
November	**Action—**LEA participates in peer review of DI plans.
December	**Planning—**LEA sends DI plan to SST for input and recommendation for approval.
January 15	**Deadline—**LEA submits DI plan to SEA for approval.
Spring	**Action—**LEA in Corrective Action is notified of results of audit and selection of Corrective Action to be employed.
July 1	**Action—**LEA Corrective Action is implemented.

3 State Responsibilities

3 State Responsibilities

SEAs must assist LEAs and schools in their efforts to support parental involvement. They must do this by

- Supporting the collection and dissemination of effective parental involvement practices to its LEAs and schools. Those practices must be based on the most current research and meet the highest professional and technical standards on effective parental involvement that fosters increased achievement for all children. In addition, those practices must be geared toward lowering barriers to greater participation by parents in school planning, review, and improvement experiences. [Section 1111(d), ESEA]
- Providing technical assistance to LEAs and schools that is designed to improve teaching and learning, including technical assistance relating to parental involvement under Title I, Part A, Section 1118. [Section 1111(c)(4), ESEA]

Consulting with Parents on the State Title I Plan

An SEA must consult with parents, along with others, such as LEAs, in developing its state plan. [Section 1111(a)(1), ESEA]

Reviewing LEA Title I Plans and Progress

Plan Review: An SEA must review each LEA's plan to determine if the LEA's parental involvement activities meet the requirements of Section 1118. [Section 1112(e)(3), ESEA]

Progress Review: As a part of its annual yearly progress review of each LEA receiving Title I, Part A funds, the SEA must determine if each LEA is, among other things, carrying out its responsibilities under Section 1118 with respect to parental involvement. [Section 1116(c)(1)(A), ESEA]

The SEA must publicize and disseminate the results of this review to its LEAs, teachers and other staff, parents, students, and the community. [Section 1116(c)(1)(B), ESEA]

Information and Technical Assistance to Parents

State Report Cards: State report cards must include information related to assessments, accountability, and teacher quality, and must include data from all LEAs in the state. A description of each of the data elements (assessments, accountability, teacher quality) for State report cards is included in the *Report Cards, Title I, Part A, Non–Regulatory Guidance*, available at

http://www.ed.gov/programs/titleiparta/reportcardsguidance.doc.

The information in the report cards must be in an understandable and uniform format, including alternative formats upon request, and, "to the extent practicable," in a language that parents understand. [Section 1111(h)(1)(B)(ii), ESEA]

Individual Student Assessment Reports: A central requirement of the Title I, Part A is that SEAs, in consultation with LEAs, must implement a set of high–quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and (beginning with school year 2007–2008) science. As a part of this assessment system, SEAs must produce individual student interpretive, descriptive, and diagnostic reports that allow parents, teachers, and principals to understand and address the specific academic needs of each student. These reports must also include information regarding achievement on academic assessments aligned with each State's academic achievement standards. SEAs must provide these reports to parents, teachers, and principals of all public schools as soon as possible after the assessments are given. The information must be provided to parents in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language that parents can understand. [Section 1111(b)(3)(C)(xii), ESEA] (See Section 2, page 8 for a detailed explanation of "to the extent practicable.")

About School Improvement Notifications: Throughout the school improvement process, the appropriate entity—the SEA, LEA, or school—must communicate with the parents of each child attending a school identified for School Improvement, Corrective Action, or Restructuring. The information must be provided to parents directly, by such means as regular mail or e–mail. If the SEA does not have access to individual student addresses, it may provide the information to the LEAs or schools for distribution to parents.

The SEA, LEA, or school must also provide information to parents during the school improvement process by broader means of dissemination, such as the Internet, media, or public agencies, that serve the student population and their families. All communications must respect the privacy of students and their families. [Section 200.36 of the Title I Regulations and Section 1116, ESEA]

LEA Identified for Improvement or Corrective Action: An SEA must promptly notify the parents of each student enrolled in a school served by an LEA that the LEA has been identified for School Improvement or Corrective Action. The notice must include information about the results of the SEA's annual progress review of schools served by the LEA in meeting the state's student academic achievement standards; whether the LEA is carrying out its responsibilities for Sections 1116, 1117, 1118, and 1119; the reasons for the identification; and how parents can participate in upgrading the quality of the LEA. [Section 1116 (c)(1) and (6), ESEA]

In the case of an LEA identified for Corrective Action, the SEA must publish and disseminate to parents and the public information on corrective actions taken by the SEA. [Section 1116(c)(10)(E), ESEA]

School Improvement—Technical Assistance to LEAs or Schools

For each LEA that the SEA identifies for School Improvement, the SEA must provide technical or other assistance, if requested, to better enable the LEA to develop and implement the LEA's plan and work with schools needing School Improvement. This technical assistance 1) must be provided by the SEA or an entity authorized by the SEA, and 2) must be supported by effective methods and instructional strategies from scientifically based research (SBR). This technical assistance must address problems, if any, in implementing the parental involvement activities in Section 1118. [Section 1116(c)(9), ESEA]

Selected Practices and Tools

Tool 3.1: State Parental Involvement Plan

This tool serves as an example of one SEA's plan for supporting LEAs and schools in implementing the provisions of Title I, Part A, Sections 1111, 1112, and 1118. Further, it also provides a clear explanation of the state's vision for parental involvement.

Tool 3.2: SEA Action Plan

While the previous tool provided an example of an SEA plan, this tool offers samples of another type of SEA planning—an action planner. It includes a list of goals, strategies to support the goals, and activities to achieve each goal. This tool does not provide an exhaustive list of goals, strategies, and activities, but it does provide insight into the use of this type of tool.

Tool 3.3: SEA Action Plan Implementation Checklist

This tool provides an example of a process for determining if SEAs have fully implemented their plan for supporting parental involvement. Typically, SEA staff would create this type of tool as they develop their plan for supporting parental involvement efforts.

Tool 3.4: SEA Compliance Monitoring Checklist for LEAs

This tool provides a sampling of indicators from a monitoring checklist Any SEA using this type of document will need to carefully correlate compliance requirements and documentation/ evidence with the state's Title I, Part A plan.

Tool 3.5: SEA Compliance Monitoring Checklist for LEAs

This tool is a second monitoring checklist sample. It focuses on a broad scope of indicators and categories, demonstrating the role of parental involvement in the Title I, Part A provisions. Any SEA using this type of document will need to carefully correlate the indicators to the state's Title I, Part A plan.

Tool 3.6: Template for LEA School Improvement

This tool contains samples from a template that SEAs can provide to LEAs to support their development of an improvement plan that includes processes and procedures to support parental involvement as defined in Title I, Part A. When SEAs create these types of templates, they should also ensure that other tools, such the checklists and monitoring instruments, are aligned to them.

Tools for Section 3

Tool 3.1: State Parental Involvement Plan

Click here to link to a text version of the tool.

Description

This tool serves as an example of one SEA's plan for supporting LEAs and schools in implementing the parental involvement provisions of Title I, Part A, Sections 1111, 1112, and 1118. Furthermore, it also provides a clear explanation of the state's vision for parental involvement.

Distribution

Plans such as this one should be distributed through a variety of methods, such as school improvement conferences or meetings, SEA Web sites, informational brochures, and other media.

Suggestions for Use

SEAs can share this document with LEAs, schools, community groups, and parents to demonstrate the state's vision for parental involvement.

SEAs can use this type of document to help guide their efforts as they create their parental involvement monitoring instruments.

SEAs can use this type of document to monitor their own progress in supporting parental involvement.

LEAs and schools can use this type of document as a tool to ensure that their own planning and efforts are aligned to the state's plan.

Parental Involvement: A Plan for the State

Mission:
The mission of the state public education system is to ensure that all children have equal access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. (State P.L.0101; Title I, Part A]

Vision:
Parents, families, educators, and community members work together as full partners, hold themselves mutually accountable, and have the knowledge, skills, and confidence to succeed in improving achievement for all students.

Principles:
To achieve this vision we embrace these principles:

- parents, families, educators, and communities are accountable for improving student achievement by supporting parent/family involvement.
- the SEA monitors this shared responsibility and provides an annual report of progress to the public.
- schools provide a welcoming, trustful, and engaging environment.
- through ongoing training, the SEA, institutions of higher learning, education service centers, local education agencies, campuses, parent-teacher organizations, and community organizations build the capacity of parents/families and educators to act as full partners, informed decision makers, and effective advocates for children.
- schools and school systems respond to such barriers as language, culture, education levels, and work schedules of parents/families that may limit opportunities to participate fully in the education of their child.
- parents/families support their child's learning at home and in school and serve as their child's advocate.

- parents, families, educators, and community members advocate for all children.

Goals:

I. Communication

The SEA

- encourages LEAs to promote regular, two-way communication between home and school.
- encourages LEAs to promote a safe and open atmosphere for parents/families to visit the school their child attends and actively solicit parent/family support and assistance for school programs.
- collects effective parent/family involvement practices and disseminates them to all local education agencies (LEAs) and education service centers.
- communicates, using varied methods, media, resources, and languages, the rights and responsibilities of parents/families to develop and respond to education policy, procedures, and practices at the state, local, and campus levels.
- encourages LEAs to develop parent information and outreach centers.
- ensures that LEAs disseminate information to parents on all required notifications.

II. Accountability

The SEA

- ensures parent/family involvement practices meet the highest professional and technical standards.
- reviews the parent/family involvement policies and practices of LEAs to determine if the policies and practices meet the requirements of Title I, Part A. [Section 1112(e)(3), ESEA]

III. Partnership

The SEA

- collaborates with parents, families, school staff, and community members to ensure all children receive a high–quality education.
- supports the development of trusting and respectful relationships among parents, families, educators, and community members.
- ensures all parents/families are supported as concerned and involved partners, regardless of income, education, or cultural background, who want children to learn and achieve at high levels.
- works with LEAs to ensure that parents are full partners in decision making and on advisory committees, as appropriate, to assist in the education of their child.

IV. Promote Active Involvement

The SEA

- ensures that LEAs accommodate barriers that may limit parent/family opportunities to participate fully in the education of their child.
- fosters attainment of high parent/family involvement standards that reduce barriers to greater participation by parents/families in school planning, review, and improvement.
- encourages LEAs to ensure that parents play an integral role in assisting their child's learning.

V. Training for Educators and Parents/Families

The SEA

- develops the capacity of LEA staff to work with parents/families.
- ensures that LEAs build the capacity of parents/families to participate in meaningful ways in the education of their child.

- supports programs that help parents/families guide children's learning from preschool through high school (i.e., literacy, study skills, technology applications).
- ensures that the LEA assesses parent/family and community involvement training needs and provides appropriate technical assistance training, resources, and mentoring.
- encourages LEAs, education service centers, colleges, universities, community organizations, and agencies to develop and offer professional development on parent/family involvement for current teachers, administrators, and other school staff.
- ensures that LEAs include parent/family and community involvement measures in their local assessment of training needs.
- encourages colleges and universities to develop coursework in parent/family and community involvement for all undergraduate students seeking teaching certification in Texas.
- ensures that LEAs offer parent/family learning workshops on relevant topics to be held at convenient times and places easily accessible to all families.

VI. Community Resources

The SEA

- encourages LEAs to support parental/family involvement.
- encourages LEAs to build strong connections among schools, local businesses, community organizations, and agencies.
- encourages LEAs to collaborate with local businesses in identifying and implementing education-friendly practices.

Tool 3.2: SEA Action Plan

Click here to link to a text version of the tool.

Description

While the previous tool provided an example of an SEA plan, this tool offers samples of another type of SEA planning—an action planner. It includes a list of goals, strategies to support the goals, and activities to achieve each goal. This tool does not provide an exhaustive list of goals, strategies, and activities, but it does provide insight into the use of an action plan tool.

Distribution

Though this tool may have relevance to a broader audience, its primary user would be SEA staff or possibly the Committee of Practitioners who guide implementation and planning of Title I, Part A efforts.

Suggestions for Use

SEA staff can use this type of tool to help SEA staff check off tasks to be completed and, if the action list is comprehensive, to ensure that all goals are met.

SEA staff can choose small sections of this tool and use it in embedded staff development activities that focus on the implementation of specific strategies and activities.

SEA staff can also use the development of this type of tool as a process for ensuring that all staff involved have mutual understanding of the SEA's goals for parental involvement and how those goals are to be actualized.

State Department Goals, Strategies, and Activities
(Sampling of Items, Not Exhaustive)

Goal	Strategies	Activities
Goal 1: Empower families to use appropriate parenting skills to assist their child at all developmental levels. [Title I, Part A, Section 1111(c)(4) and Section 1118]	**Strategy:** Assist districts to advance the education of parents and caregivers.	▪ Disseminate information on adult education, GED, and English as a Second Language classes that are available statewide. ▪ Provide LEAs and schools information on scientifically based research (research with proven effectiveness), parental involvement information, nutrition, health, and other services for distribution.
Goal 2: Help LEAs develop stronger two–way communication between schools and families. [Title I, Part A, Section 1111(c)(4); Section 1111(d); Section 1111(h)(2); Section 1111(E); Section 1116(e)2; Section 1117; Section 1118(b)(1); Section 1118(d); Section 1118(e)(5); Section 1118(g); and Section 1119]	**Strategy:** Assist LEAs to promote multiple forms of communication.	▪ Develop and maintain an online clearinghouse of parental involvement research–based resources, including strategies for family–friendly schools, family–friendly front offices, and "open door" welcoming policies for families. ▪ Encourage LEAs and schools to appoint parent liaisons for parent outreach. ▪ Provide an Internet–based help desk for parents' FAQs; telephone–based mass communication system (e.g., telephone automated system); newsletters with surveys about state and district related information. ▪ Provide supplemental translation and other support services when needed.

Goal	Strategies	Activities
		▪ Recommend LEAs use the Parent Response Center. ▪ Provide information on the Bureau of Student Assistance, Bureau of School Choice, and Office of Independent Education and Parental Choice, to provide LEAs and/or schools with tools to communicate directly with the parents of each child attending a school identified for School Improvement, Corrective Action, or Restructuring (choice, SES, AYP status). ▪ Utilize the Bureau of Student Assistance for a mass media approach (Internet, e–mail, press release, public agencies) to inform the parents of each student enrolled in a school served by an LEA that the LEA has been identified for School Improvement or Corrective Action.
Goal 3: Create partnerships for increased student achievement through which families will support academic achievement success at home with scientifically based research activities.	**Strategy:** Assist schools and LEAs to research, develop, and implement home learning activities.	▪ Compile the state's best practices in promoting at–home learning, including addressing social environment. ▪ Encourage practices that support learning outside of the classroom, such as summer homework packets and participation in book drives for home libraries or "interactive homework" trainings, Teachers Involve Parents in Schoolwork (TIPS), and home preparation for standardized tests. ▪ Use the Bureau of Assessments and School Performance to distribute state student test results to LEAs, schools, and parents (NRG B–6).

Tool 3.3: SEA Action Plan Implementation Checklist

Click here to link to a text version of the tool.

Description

This tool provides an example of a process for determining if SEAs have fully implemented their plan for supporting parental involvement. Typically, an SEA would create this type of tool as they develop their plan for supporting parental involvement efforts.

Distribution

Though non–state department staff may find the information in this tool useful, it is intended for internal SEA use.

Suggestions for Use

SEA staff can use this type of tool to help SEA staff check off tasks and monitor activities while ensuring that appropriate data is collected regarding each activity.

SEA staff can use this tool to help prepare for U.S. Department of Education audits regarding implementation plans and actions related to the Title I, Part A parental involvement provisions.

Checklist—State Leadership and Support for Parental Involvement
(Sampling of Indicators and Activities, Not Exhaustive)

Check the box for all resources disseminated for this indicator and also check the box for supporting data collected and archived.

Action Plan Performance Indicators	Lead Staff Member	Resources Disseminated with Action	Supporting Data Archived
Collect most current research on effective parental involvement practices and disseminate to LEAs and schools. [Title I, Part A, Section 1116(c)(9) and Section 1118]	Director, Parental Involvement Support, School Improvement Division	☐ Document abstracts ☐ Checklists ☐ U.S. Department of Education publications ☐ Administrator newsletter ☐ Informational brochures	☐ Web links to scientifically based research articles and resources related to teaching and learning and parental involvement (number counts/length of access time) ☐ Dissemination log
Provide technical assistance to LEAs and schools in development, implementation, and evaluation of LEA and school parental involvement policies. [Title I, Part A, Section 1118(a) and Section 1118(b)]	Compliance Specialist, Parental Involvement Support Group, School Improvement Division	☐ Evaluation brief for parental involvement program ☐ Sample evaluation tools ☐ Help line ☐ Training and guidance tool	☐ Communication log (e–mail, telephone, correspondence) ☐ Technical assistance log (workshops, trainings, evaluations) ☐ Documents, information brief dissemination (number disseminated, number of LEAs and schools requesting)

Action Plan Performance Indicators	Lead Staff Member	Resources Disseminated with Action	Supporting Data Archived
Engage in meaningful consultation in creating SEA Title I Parental Involvement Plan, establishing SEA Title I Parental Involvement Council. [Title I, Part A, Section 1111(d) and Section 1118]	Director, Parental Involvement Support, School Improvement Division	☐ Meeting notes ☐ Meeting agendas ☐ Documentation from webinars	☐ Committee meeting agendas, minutes, sign–in sheets ☐ Communication logs (e–mail, telephone, correspondence) ☐ List of council membership
Assist LEAs to promote multiple forms of communication with parents. [Title I, Part A, Section 1118(c)]	Training Specialist, Parental Outreach Team, School Improvement Division	☐ Resource abstracts ☐ Online learning tools ☐ Did you know flyers ☐ Sample newsletters ☐ Sample public service announcements ☐ Training and facilitation guides ☐ Sample agendas	☐ SEA online parental involvement resource clearinghouse of research–based resources ☐ Usage record of Internet–based help desk for parents' FAQs and automated telephone–based communication system ☐ Newsletter dissemination log ☐ Usage surveys about state–and LEA–related information ☐ Request/service log of supplemental translation and other support services ☐ Usage record of Parent Response Center ☐ Samples of SEA, LEA, and school communication to parents of children attending schools identified for School Improvement, Corrective Action, or Restructuring (choice, SES, AYP status) ☐ Samples of mass–media materials (Internet, e–mail, press release) to inform parents of children enrolled in schools served by an LEA identified for School Improvement or Corrective Action

Tool 3.4: SEA Compliance Monitoring Checklist for LEAs

Click here to link to a text version of the tool.

Description

This tool provides a sampling of indicators from a monitoring checklist. Any SEA using this type of document needs to carefully correlate compliance requirements and documentation/evidence with the state's Title I, Part A plan.

Distribution

Developers who use this type of document will need training in how to use it. It can be disseminated through school improvement meetings, trainings, newsletters, and the Internet.

Suggestions for Use

SEA staff use this type of document as a recording instrument during an on–site–monitoring visit.

SEA staff may also share this type of document with LEAs to help them prepare appropriate documentation for on–site monitoring visits.

Title I, Part A Parental Involvement—District-wide Policy

Date: _____ District: _____

District Contact(s): _____

Interview(s): _____

Provide evidence that the district implements the activities described below:

Compliance Requirements	Documentation/ Evidence	Notations/Technical Assistance Needed
District-wide Policy		
1. **LEA provides an opportunity for parents to participate in the development of the parental involvement plans and/or policy and the process of school review and improvement under Title I, Part A, Section 1116.**		
2. **LEA distributes notification to parents about the district and school parental involvement policies (Distribute to parents).**		
3. **LEA provides coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement activities to improve student achievement and school performance.**		
4. **LEA describes, in policy and planning documents, parents' roles in supporting their child's learning.**		

Compliance Requirements	Documentation/ Evidence	Notations/Technical Assistance Needed
Evaluation of Parental Involvement Efforts		
1. LEA conducts an annual evaluation of the content and effectiveness of the parental involvement policy; evaluates and identifies barriers to greater participation by parents in activities (particularly parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).		
2. LEA uses findings from the evaluation to design strategies for more effective parental involvement, and to revise strategies if necessary.		
3. LEA provides an opportunity for parents to be involved in the evaluation of parental involvement efforts.		
Reservation		
1. LEA reserves a minimum of 1% of its allocation to carry out parental involvement activities (N/A if allocation is $500,000 or less).		
2. LEA ensures the involvement of parents in decisions regarding the development and implementation of parental involvement activities with the reserved funds.		
3. LEA distributes a minimum of 95% of the reserved funds to schools (with a comparable amount to private schools).		
Building Capacity for Involvement (District and School)		
1. LEA provides assistance to parents in understanding topics such as the state's academic content standards and state student academic achievement standards, state and local academic assessments, and Title I, Part A requirements.		
2. LEA provides assistance to parents on strategies and methods to monitor children's academic progress.		
3. LEA provides assistance to parents in working with educators to improve the achievement of their child.		
4. LEA provides materials and training that assist parents in working with their child on improving educational outcomes.		

Compliance Requirements	Documentation/ Evidence	Notations/Technical Assistance Needed
5. LEA provides training to LEA and school staff on strategies and approaches to effectively reach out to, communicate with, and work with parents as equal partners.		
6. LEA provides training to LEA and school staff in the implementation and coordination of parent programs and strategies for building ties between parents and the school.		
7. LEA coordinates and integrates parental involvement programs and activities between PreK programs to encourage and support parents in more fully participating in the education of their child.		
8. LEA provides parents with information related to school and parent programs, meetings, and other activities.		
9. LEA provides information to parents in a format and, to the extent practicable, in a language the parents can understand.		
Accessibility (District and School)		
1. LEA and schools provide evidence that the district and Title I, Part A schools provide full opportunities for participation for the following groups: parents who are limited English proficient, parents with disabilities, and parents of migratory children.		
Parents' Right to Know (District and School)		
1. LEA provides notification to all parents that they have the right to request information regarding the professional qualifications of their child's classroom teachers.		
2. LEA provides, upon request, teacher and paraprofessional qualifications that include: teacher certification, college degree(s) and major, and the qualifications of classroom paraprofessionals.		
3. Schools provide information to parents regarding the level of achievement of each child on the state academic assessments.		
4. Schools notify parents in a timely manner if their child is assigned for four or more weeks to a teacher who is not highly qualified.		

Compliance Requirements	Documentation/ Evidence	Notations/Technical Assistance Needed
5. LEA provides an annual report to parents, schools, and the public with aggregate information including student achievement (disaggregated by category), graduation rates, performance of LEAs, teacher qualifications and other required information.		
6. LEA provides an annual progress review to parents, teachers, principals, schools, and the community of the results of the LEA's and SEA's annual yearly progress (including progress in carrying out parental involvement responsibilities).		
Parental Notification and Parental Participation		
1. LEA provides notification to parents of LEP students that include the *NCLB* requirements regarding program placement, description of the language instruction program, exiting the program, expected rate of graduation, and parental rights.		
2. LEA provides information that is in a language that the parents can understand.		
3. LEA notifies parents of children who have not been identified as LEP prior to the beginning of the school year of the determination that a child has been identified as needing language instruction and child's placement in such a program.		
4. LEA's plan describes methods for parent outreach and parental involvement for LEP students.		
5. LEA provides assistance to parents of LEP students to help them support their child to attain English proficiency.		
6. LEA provides assistance to parents of LEP students to help them support their child to achieve at high levels in core academic subjects.		
7. LEA provides assistance to parents of LEP students to help them support their child in meeting state academic achievement and content standards.		
8. LEA provides notifications of regular meetings and information to the parents of LEP students.		

Compliance Requirements	Documentation / Evidence	Notations/Technical Assistance Needed
Participation of Children Enrolled in Private Schools		
1. LEA provides services and activities to participating private school teachers, families, and children developed pursuant to Title I, Part A.		
2. LEA provides a copy of the district parental involvement policy to the Title I, Part A parents in the participating private school.		
3. LEA implements, distributes, and signs School–Parent Compacts with the Title I, Part A parents in participating private schools.		
4. LEA disseminates to parents and students and appropriate private school officials adequate information about the SEA's written complaint procedures for resolving issues of violation(s) of a federal statute or regulation that applies to Title I, Part A.		
5. LEA provides to parents of each student an explanation of what the School Improvement identification means, how the schools compare to others, reasons for the identification, the LEA's and school's responses, how parents can become involved, any corrective action taken, the parental choice and supplemental services options as applicable, Restructuring, and other information.		
6. LEA provides information on the availability of supplemental services notice to parents, identity of providers, and description of services to the parents of students who qualify for these services.		
7. LEA provides notice to parents of schools that fail to make AYP (Adequate Yearly Progress) for 1 year and information on process for involving parents in the Restructuring Plan.		

Tool 3.5: SEA Compliance Monitoring Checklist for LEAs

Click here to link to a text version of the tool.

Description

This tool is a second monitoring checklist sample. It focuses on a broad scope of indicators and categories, including demonstrating the role of parental involvement in the Title I, Part A provisions. Any SEA using this type of document will need to carefully correlate the indicators to the state's Title I, Part A plan.

Distribution

Developers of this type of document will need directions and training in how to use it as part of improvement efforts. If SEA staff plan to later use this type of tool with non–SEA staff, they can disseminate it through school improvement meetings, trainings, newsletters, and the SEA Internet.

Suggestions for Use

SEA staff can use this type of document as a recording instrument during an on–site–monitoring visit.

SEA staff may also want to share this type of document with LEAs to help them prepare appropriate documentation for on–site monitoring visits.

No Child Left Behind (NCLB), Title I, Part A, State Compensatory Education (CE) Instrument for Categorical Program Monitoring (CPM)

Desired Outcomes

1. All students have a fair, equal, and sufficient opportunity to
   - obtain a high–quality education and
   - reach proficiency on challenging state academic content standards and state academic assessments.
2. The local educational agency (LEA) closes the achievement gap between the following:
   - high– and low–performing students, especially between minority and nonminority students and
   - disadvantaged students and their more advantaged peers.

Program Dimensions

Each categorical program is reviewed using the following seven interrelated dimensions:

I. **Involvement.** Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

II. **Governance and Administration.** Policies, plans, and administration of categorical programs meet statutory requirements.

III. **Funding.** Allocation and use of funds meet statutory requirements for allowable expenditures.

IV. **Standards, Assessment, and Accountability.** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

V. **Staffing and Professional Development.** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

VI. **Opportunity and Equal Educational Access.** Participants have equitable access to all programs provided by the local educational agency, as required by law.

VII. **Teaching and Learning.** Participants receive core and categorical program services that meet their assessed needs.

I. Involvement:

Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

I–CE 1. The local governing board has adopted and distributed to parents of participating students a written parental involvement policy describing how the LEA:

I–1.1 Involves parents in the joint development of the LEA plan and in the process of school review and improvement

I–1.2 Supports effective parental involvement at schools to improve student achievement and school performance

I–1.3 Builds school and parent capacity for strong parental involvement

I–1.4 Coordinates and integrates Title I, Part A parental involvement strategies with parental involvement strategies of other programs

I–1.5 Conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy

I–1.6 Involves parents in activities of schools served by Title I

Evidence Reviewed:

Document:	**Interview:**
☐ LEA Plan	☐ Staff
☐ District policies	☐ Parents
☐ Board meeting agenda and minutes	☐ Others: _____
☐ Communiqués	
☐ Other: _____	

Findings:

Conclusion:	☐ Meets requirements	☐ Does not meet requirements	☐ Not reviewed

I–CE 2. The local governing board has adopted a school parental involvement policy, jointly developed with and distributed to parents of participating students, that describes the following:

I–2. 1 The involvement of parents in the policy

a. Convene an annual meeting to inform parents of participating students of the requirements of Title I, Part A and their rights to be involved
b. Offer a flexible number of meetings
c. Involve parents of participating students in the planning, review, and improvement of its Title I, Part A programs and parental involvement policy
d. Provide parents of participating students with timely information about Title I programs
e. Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet
f. Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their child

I–2.2 The School–Parent Compacts that are jointly developed with and distributed to parents

a. The school's responsibility to provide high–quality curriculum and instruction
b. The parents' responsibility to support their child's learning
c. The importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program

I–2.3 The building of capacity for involvement of parents by the LEA and school

a. Assist parents in understanding academic content and achievement standards and

assessments and how to monitor and improve the achievement of their child. Provide materials and training to help parents work with their child to improve their child's achievement

b. Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners

c. Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their child

d. Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand

e. Provide support for parental involvement activities requested by parents

I–2.4 The accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

I–2.5 The implementation of the school parental involvement policy

Evidence Reviewed:

Document:	**Interview:**
☐ School policy	☐ Staff
☐ Single plan for Student Achievement	☐ Parents
☐ Communiqués	☐ Students
☐ School site council meeting agendas and minutes	☐ Others: _____
☐ Parent meeting notices, agendas, and minutes	**Observation:**
☐ Sign–in sheets	☐ Meetings
☐ Training materials	☐ Workshops
☐ School–Parent Compact	☐ Other types of parental involvement: _____
☐ Other: _____	

Findings:

Conclusion:	☐ Meets requirements	☐ Does not meet requirements	☐ Not reviewed

II. Governance and Administration:

Policies, plans, and administration of categorical programs meet statutory requirements.

II–CE 3. Each LEA that uses Title I, Part A funds to provide a language instruction educational program and inform parents of

II–3.1 The student's identification as limited English proficient and the need to participate in English language development (ELD)

II–3.2 The student's level of English proficiency, the means of assessment, and the status of the student's academic achievement

II–3.2 The methods of instruction used in all available programs

II–3.2 How the program will meet the needs of their student

II–3.2 How the program will help their student learn English and meet the standards for promotion and graduation

II–3.2 Specific exit requirements of the program

II–3.2 The LEA's failure to make progress on annual measurable achievement objectives in a language parents understand

II–3.2 A student's placement in an ELD program within the first two weeks of such placement if the student is enrolled after the beginning of the school year

II–3.2 Strategies and methods parents can use to be involved in the education of their child and assist the child in attaining proficiency in English and in core academic subjects

Evidence Reviewed:

Document:	Interview:	Observation:
☐ LEA Plan	☐ Staff	☐ Meetings
☐ Communiqués	☐ Parents	☐ Other:_____
☐ Other: _____	☐ Others: _____	

Findings:

Conclusion:	☐ Meets requirements	☐ Does not meet requirements	☐ Not reviewed

III. Funding:

Allocation and use of funds meet statutory requirements for allowable expenditures.

III–CE 4. The LEA provides funding for eligible private school students residing in an eligible public school attendance area even if that school was skipped for Title I, Part A funds.

Evidence Reviewed:

Document:	Interview:
☐ Consolidated Application	☐ Staff
☐ Student records	☐ Private school officials
☐ Fiscal records	☐ Others: _____
☐ Single Plan for Student Achievement	
☐ Other: _____	

Findings:

Conclusion:	☐ Meets requirements	☐ Does not meet requirements	☐ Not reviewed

IV. Standards, Assessment, and Accountability:

Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

IV–CE 5. The LEA uses results from statewide testing and other available measures to

IV–5.1 Determine annually whether schools funded by Title I, Part A are making Adequate Yearly Progress

IV–5.2 Publicize and disseminate the results of the annual review

IV–5.3 Review the effectiveness of activities included in the LEA Plan and the Single Plan for Student Achievement

IV–5.4 Provide interpretive, descriptive, and diagnostic reports for individual students that allow parents, teachers, and students to understand and address the specific academic needs of those students

IV–5.5 Assist schools in developing and implementing school plans and curricula to meet state academic content standards

Evidence Reviewed:

Document:	**Interview:**
☐ Evaluation reports	☐ Staff
☐ Technical assistance to schools	☐ Others: _____
☐ Other: _____	

Findings:

Conclusion:	☐ Meets requirements	☐ Does not meet requirements	☐ Not reviewed

V. Staffing and Professional Development:

Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

V–CE 6. The school devotes sufficient resources for high–quality and ongoing professional development for staff and parents, as appropriate, to improve instruction and enable all public school students to reach proficiency on state academic content standards.

V–6.1 From the 5% Title I funds reserved for professional development, the LEA allocates an equitable amount to provide professional development for private school teachers to better serve the academic needs of Title I participants

Evidence Reviewed:

Document:	**Interview:**
☐ Professional development records	☐ Administrators
☐ Consolidated Application, Part II, Reservations	☐ Staff
☐ Fiscal records to ensure equitable services	☐ Others: _____
☐ Other: _____	

Findings:

Conclusion:	☐ Meets requirements	☐ Does not meet requirements	☐ Not reviewed

V–CE.7. Paraprofessionals assigned to programs supported by Title I funds provide instructional services only under the direct supervision of a highly qualified teacher.			
Evidence Reviewed:			
Document: ☐ Paraprofessional duty statements ☐ Paraprofessional assignments ☐ Other: _____	**Interview:** ☐ Program administrators ☐ Teachers ☐ Paraprofessional staff members ☐ Others: _____	**Observation:** ☐ Classroom ☐ Other: _____	
Findings:			
Conclusion:	☐ Meets requirements	☐ Does not meet requirements	☐ Not reviewed

V–CE 8. At the targeted assistance school, Title I staff members assume duties assigned to non–Title I–funded staff only if the assignment is similar and the amount of time spent on such duties is equivalent to that of similar personnel.			
Evidence Reviewed:			
Document: ☐ Paraprofessional duty statements ☐ Paraprofessional assignments ☐ Time accounting reports ☐ Other: _____	**Interview:** ☐ Staff ☐ Others: _____	**Observation:** ☐ Classroom ☐ Other: _____	
Findings:			
Conclusion:	☐ Meets requirements	☐ Does not meet requirements	☐ Not reviewed

VI. Opportunity and Equal Educational Access:

Participants have equitable access to all programs provided by the local educational agency, as required by law.

VI–CE 9. For targeted assistance schools and private schools, the LEA has established and the schools are using multiple, educationally related, and objective criteria to identify students eligible for services.

VI–9.1 The targeted assistance program serves eligible students in

a. Preschool through Grade 2 solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures

b. Grades 3 through 12 who are failing, or are most at risk of failing, to meet the state's academic content standards

VI–9.2 The Economic Impact Aid (EIA) program serves students who are failing or at risk of failing to meet the state's academic content standards

Evidence Reviewed:

Document:	Interview:	Observation:
☐ District policy ☐ Single plan for student achievement ☐ Student records ☐ Other: _____	☐ Administrators ☐ Private school officials ☐ Teachers ☐ Parents ☐ Others: _____	☐ Instructional settings ☐ Other: _____

Findings:

Conclusion:	☐ Meets requirements	☐ Does not meet requirements	☐ Not reviewed

VII. Teaching and Learning:

Participants receive core and categorical program services that meet their assessed needs.

VII–CE 10. For Targeted Assistance or Schoolwide Program schools, the program activities use Title I and Economic Impact Aid/State Compensatory Education resources to provide fair, equal, and significant opportunities for all children identified by the school as failing, or most at risk of failing, to obtain a high–quality education and meet the state's proficient and advanced levels of academic achievement.

Evidence Reviewed:

Document:	Interview:	Observation:
☐ LEA Plan ☐ Single Plan for Student Achievement ☐ List of supplemental materials ☐ Instructional schedule ☐ Student schedule ☐ Evaluation results ☐ Student records ☐ Other: _____	☐ Administrators ☐ Teachers ☐ Counselors ☐ Parents ☐ Students ☐ School site council ☐ Advisory committee ☐ Others: _____	☐ Instructional settings ☐ Other: _____

Findings:

Conclusion:	☐ Meets requirements	☐ Does not meet requirements	☐ Not reviewed

Tool 3.6: Template for LEA School Improvement

Click here to link to a text version of the tool.

Description

This tool contains samples from a template that SEAs can provide to LEAs to support their development of an improvement plan that includes processes and procedures to support parental involvement as defined in Title I, Part A. When SEAs create these types of templates, they should also ensure that other tools, such as checklists and monitoring instruments, are aligned to them.

Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs as well as through SEA Web sites. SEA staff can create additional briefs or articles in Title I newsletters to further encourage use of the template.

Suggestions for Use

SEA staff can use this document as part of training to help LEA staff in understanding and developing plans that address the Title I, Part A provisions related to parental involvement. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step–by–step training as well as follow–up.

SEA staff can make the use of a template such as this one mandatory for improvement planning when LEAs have failed to reach the state's goals for parental involvement practice as defined by Title I, Part A.

SEA staff can use this type of tool for on–site, step–by–step interventions for LEAs that are designated as needing improvement (not meeting AYP).

LEA Plan for Excellence
(Sampling of Template, Not Exhaustive)

Directions for using this template are in *[brackets]*. Staff, creating a plan, should use the headers provided in this template and incorporate the information described in the directions for each section. Add documentation and additional information to support your plan in appendices at the back.

A. TITLE I, PART A THEMES IN THE BRIDGE TO EXCELLENCE PLAN

[Briefly describe the LEA's approach and strategies to provide high–quality support to all Title I, Part A schools at each level of the school system: elementary, middle, and high school.]

SCHOOLS IN IMPROVEMENT:

[What steps will the LEA take to involve parents in School Improvement?

Provide descriptions of the methods or approaches the LEA will use to address the following items; use the same numbers and letters listed below to organize responses under each item.]

1. **Notification: Student Attending School identified for School Improvement, Corrective Action or Restructuring.** [Title I, Part A, Section 1116(b)(6)(A-E)]

   [How will the LEA address parent notification provisions?

   In compliance with Title I, Part A, Section 1118, parents of each student enrolled in a Title I, Part A school identified for School Improvement, Corrective Action, or Restructuring will be notified in September 2007 by letter from the superintendent. Parent notification is coordinated through the Division of Accountability and Department of School Improvement. Letters should

be prepared in English, Spanish, and other languages as requested. Parent letters are sent home with students, posted on the school's Web site, and made available for parent/community meetings.

For each of the lettered topics below, describe the step–by–step process, including specific timeline/dates and contents of the letter (complete sample notification documents and notification letter should be included in the appendix), each school will use to inform each student enrolled in a Title I, Part A school identified for School Improvement, Corrective Action, or Restructuring.]

a) Identification

*[**What does identification mean to the school, students, and parents?***

Each school in School Improvement will receive a school–specific letter from the SEA explaining what caused the school to be identified and its current status in School Improvement, as well as what the identification means for the school. This information must be included in the notification to parents.

Why has this school been identified for School Improvement, Corrective Action, or Restructuring? Each school's letter will identify the targets the school missed in the reported areas and the subgroups that made Adequate Yearly Progress (AYP), as well as those that did not make AYP in the reported areas. This information must be included in the notification to parents.

How will the LEA ensure that each parent receives this information?]

b) Approach to addressing low achievement

[What is the school doing to address low achievement?

Information to parents must explain that the goals and objectives for schools are delineated in the LEA's Master Plan. These goals and objectives drive the academic programs and activities for all schools. Additionally, the plans must describe how targeted professional development will promote standards–based curriculum.

Furthermore, parents must be informed of how the LEA and the SEA will work collaboratively to ensure that schools identified for School Improvement receive technical assistance, extra resources for instructional materials, staffing, and ongoing, job–embedded professional development.

How does the LEA plan to accomplish these tasks and notify parents about the procedures and process for doing so?]

2. Parental involvement in the schools identified for School Improvement, Title I, Part A, Section 1118(d)

*[**How are parents to be involved in addressing the academic issues that caused the school to be identified for School Improvement?***

Parents must be involved in the school improvement process. Parents should serve on school planning and management teams. LEAs should keep in mind that the Department of School Improvement and Accountability (DSIA) and the Title I Department work with schools to increase parental involvement by providing direction and guidance to schools in this area. LEA staff and parents may attend workshops sponsored by the DSIA and/or the Title I Department. The Title I Parent and Family Involvement Coordinators also train school staffs and parent teams in the development of accountability portfolios and appropriate documentation to capture parental involvement in schools.

How does the LEA plan to involve parents in supporting efforts to address academic needs?]

B. PARENTAL INVOLVEMENT POLICY

*[**How does the LEA use policy to support parental involvement?***

Briefly describe the LEA's approach and strategies to encourage parental involvement in the development of parental involvement policy. School systems and schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their child. [Section 1118(a)(2)] *Parental involvement strategies should be woven throughout each school system's Master Plan.]*

LOCAL SCHOOL SYSTEM POLICY:

*[**How will the LEA involve parents in developing parental involvement policy?***

Provide descriptions of the methods or approaches the LEA will use to address the following items; use the same numbers and letters listed below to organize responses under each item.]

1. The local school system policy shall include the following:

[How does the LEA's parental involvement policy reflect the provisions of Title I, Part A, Section 1118? In compliance with Title I, Part A, Section 1118, LEAs and schools must develop policy to support the involvement of parents of students enrolled in a Title I, Part A schools.

For each of the lettered topics below, describe the step–by–step process including specific timeline/dates and contents of the letters, forms, documents, or other media (complete samples should be included in the appendix) the LEA and its schools will use to inform parents about involvement opportunities and the LEAs and school's approach to parental involvement.]

a) Joint development of program activities and the process of school review and improvement

*[**What strategies and activities will the LEA use to engage parents in the joint development of program activities*** [Title I, Part A, Section 1112] ***and the process of school review and improvement*** [Title I, Part A, Section 1116]*?*

Describe the processes and procedures the LEA and its schools will use to involve parents in joint development of program and activities and the process for review and improvement. List the types of activities, with an explanation for each. Provide a timeline.

Fully describe in detail the strategies and actions the LEA will use to implement the following:

i. *Annual parent orientation meeting to provide information to parents on the following topics and others appropriate: their rights as parents of students served through Title I, Part A; the schools strategies to ensure that each child is academically successful; and the role of parents in supporting their child's education.*

ii. Collaboration with other school system departments to share information on Title I, Part A, Section 1118 (such as community forums, meetings, and information fairs).

iii. Jointly developed School–Parent Compacts that describe what teachers, other staff, students, and parents will need to do to ensure that all students meet state standards.

LEAs should also remember that the Title I Department and the Department of School Improvement and Accountability oversee the systemic process that requires the inclusion of parents in the process of school review and improvement as members of School Improvement Teams and/or School Planning and Management Teams. The Title I Parent/Family Involvement Coordinators will assist School Planning and Management Teams in developing, putting into action, and assessing the parental involvement component of the School Improvement Plan and provide strategies on how to include parents in the process.]

b) Building capacity for strong parental involvement

[What strategies and activities will the LEA use to build the capacity of school staff and parents for strong parental involvement?

Describe the processes and procedures the LEA and its schools will use to build the capacity of staff and parents. List the types of activities with an explanation for each. Provide a timeline.

LEAs should also remember the Title I Parent/Family Involvement Coordinators work with schools and parent groups to build capacity for focused parental involvement through the development of effective PTAs/PTSAs and parent teams in Title I, Part A schools. The coordinators collaborate with PTAs/PTSAs, as well as with Parent Advisory Councils to develop and implement strategies to achieve greater parent/family/community involvement and participation. Title I, Part A staff also provide workshops to school and parent groups and/or facilitate the attendance of school teams at systemic training sessions that provide innovative strategies to promote working partnerships among parents, teachers, students, and the community.

Parents and Title I, Part A staff jointly participate in family involvement conferences. The conferences provide innovative strategies that promote working partnerships among parents, teachers, students, and the community.]

4 LEA Responsibilities

4 LEA Responsibilities

LEAs also have a key role in promoting and increasing parental involvement. An LEA may receive funds under Title I, Part A only if the LEA implements programs, activities, and procedures for the involvement of parents in Title I, Part A programs that are consistent with the requirements. LEAs must plan and implement these programs, activities, and procedures with meaningful consultation with parents of children participating in Title I, Part A programs. [Section 1118(a), ESEA]

Policy

Each LEA that receives Title I, Part A funds must develop a written parental involvement policy that establishes the LEA's expectations for parental involvement. The policy must be developed jointly with, and agreed upon with, the parents of children participating in Title I, Part A programs and distributed to parents of all children participating in Title I, Part A programs. [Section 1118(a)(2), ESEA]

If the LEA already has a district–level parental involvement policy that applies to all parents, the LEA may amend that existing policy, if necessary, to meet the requirements of Title I, Part A. [Section 1118(b)(3), ESEA]

An LEA's written parental involvement policy must establish the LEA's expectations for parental involvement, and describe how the LEA will—

- involve parents in jointly developing the LEA's local plan under Section 1112 and in the process of school review and improvement under Section 1116;
- provide the coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;
- build the schools' and parents' capacity for strong parental involvement;
- coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), state–run preschool programs, and Title III language instructional programs;
- conduct, with the involvement of parents, an annual evaluation of the

content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I, Part A funds, including

- identifying barriers to greater 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;
- using the findings of the evaluation to design strategies for more effective parental involvement; and
- revising, if necessary, the LEA's parental involvement policies; and

- Involve parents in the activities of schools served under Title I, Part A. [Section 1118(a)(2), ESEA]

Policy and Local Plans

An LEA must incorporate its written parental involvement policy (developed in accordance with Title I, Part A) into its local plan (developed under Section 1112 of the ESEA), which is submitted to its SEA. [Section 1118(a)(2), ESEA] If the LEA's plan is not satisfactory to the parents of participating children, the LEA must submit any parent comments, along with the LEA's plan, to the SEA. [Section 1118(b)(4), ESEA]

Local Plans

An LEA must describe in its local plan (developed under Section 1112 of the ESEA) how the LEA will coordinate its Title I, Part A program with programs under Title II of the ESEA to provide professional development to teachers and principals and, if appropriate, to parents and other staff. [Section 1112(b)(1)(D), ESEA]

Notification

Section 1118 defines the types of information LEAs must share with parents. However, users of this document should also note that numerous provisions regarding parental notification are contained in other sections of ESEA and IDEA. This document does not address LEA notification to parents unless the provisions are noted within Section 1118.

Professional Qualifications: At the beginning of each school year, LEAs must inform parents of each student attending a Title I, Part A school of their right to request information about the professional qualifications of both the teachers and the paraprofessionals who teach and work with their child in an understandable and uniform format, including alternative formats upon request, and, "to the extent practicable," in a language that parents understand. [For more information on "to the Extent practicable," see Section 2, page 8. Additional guidance is also available in *Title I Paraprofessionals Non–Regulatory Guidance* at http://www.ed.gov/policy/elsec/guid/paraguidance.pdf. [Section 1111(h)(6) and (C), ESEA, Sections 200.61 (a)(1) and (2) of the Title I Regulations]

LEA Report Card: Similar to state report cards, LEA report cards must include information related to the data elements

(assessment, accountability, and teacher quality) as it applies to the LEA as a whole and as it applies to each school served by the LEA. Individual school report cards are not required, but information about each school must be included in the LEA report card. Example charts with all the required assessment data elements at the LEA and school level are provided in the LEA report cards, *Title I, Part A, Non–Regulatory Guidance,* available at http://www.ed.gov/programs/titleiparta/reportcardsguidance.doc.

The information in the report cards must be in an understandable and uniform format, including alternative formats upon request, and, "to the extent practicable," in a language that parents understand. [Section 1111(h)(2) and (E), ESEA] (For more information on "to the Extent practicable," see Section 2, page 8 of this toolkit.)

LEA Outreach to Parents of English Language Learners: LEAs receiving Title I, Part A funds must implement effective means of outreach to parents of limited English proficient students to inform those parents of how they

- can be involved in the education of their child and
- be active participants in assisting their child to attain English proficiency, achieve at high levels in core academic subjects, and meet the challenging state academic achievement standards and state academic content standards expected of all students.

LEAs' outreach to parents of limited English proficient students must include sending notice of opportunities for, and holding, regular meetings for the purpose of formulating and responding to recommendations from parents of Title I, Part A students. [Section 1112(g)(4), ESEA]

LEAs using Title I, Part A funds to provide a language instruction educational program (as defined in Part C of Title III of the ESEA) must provide the following information to a parent or parents of limited English proficient children identified for participation or participating in such a program:

- the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
- the child's level of English proficiency, how that level was assessed, and the status of the child's academic achievement;
- methods of instruction used in the program in which their child is or will be participating, and the methods of instruction used in other available programs, including how those programs differ in content, instructional goals, and the use of English and a native language in instruction;
- how the program in which their child is or will be participating will meet the educational strengths and needs of their child;
- how the program will specifically help their child learn English and meet age–appropriate academic achievement standards for grade promotion and graduation;
- specific exit requirements of the program, including the expected rate of transition from the program into classrooms that are not tailored for limited English

proficient children, and the expected rate of graduation from secondary school for the program if Title I, Part A funds are used for children in secondary schools;

- in the case of a child with a disability, how the program meets the objectives of the child's individualized education program (IEP) under the Individuals with Disabilities Education Act (IDEA) or the child's individualized services under Section 504 of the Rehabilitation Act of 1973; [Rehabilitation Act, Section 504] and
- information pertaining to parental rights, including written guidance on each of the following:
    1. detailing the option that parents have a right to decline enrollment in a language instructional program and to choose another program or method of instruction if available,
    2. detailing the right that parents have to remove their child immediately from the program upon the parents' request, and
    3. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

These notice requirements also apply to a language instruction educational program funded under Part A of Title III. [Section 3303, ESEA] Additionally, the notice and information provided must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1112(g)(2), ESEA]

LEAs must provide the above information to parents **not later than 30 days after the beginning of the school year** for those children identified before the beginning of the school year as limited English proficient. For children identified after the beginning of the school year as limited English proficient, LEAs must provide the above information to parents **within the first 2 weeks of the child being placed in a language instruction educational program**.

In addition, if a language instruction educational program has not made progress on the annual measurable achievement objectives under Section 3122 of the ESEA, the eligible entity using the Title I, Part A funds must provide separate notification to parents of a child identified for participation in, or participating in, that program to inform them of that failure **not later than 30 days after the failure occurs**. [Section 1112(g)(1), (2), and (3), ESEA]

LEA Information to Parents of Children with Disabilities: In the case of a child with a disability who is in a language instruction educational program, parents must be notified, **not later than 30 days after the beginning of the school year**, of how the language instruction educational program meets the objectives of the child's IEP under the IDEA or the child's individualized services under Section 504. [Section 1112(g)(1)(A)(i), ESEA]

Funding

LEA Reserve for Parental Involvement Provisions: An LEA that receives a Title I, Part A allocation of greater than $500,000 must reserve not less than 1% of its Title I, Part A allocation to carry out the provisions for parental involvement, including promoting family literacy and parenting skills. The percentage reserved for parental involvement must be calculated on the basis of the LEA's total Title I, Part A for parental involvement allocation. [Section 1118(a)(3)(A), ESEA]

Allocation of Funds to Schools: An LEA with an allocation in excess of $500,000 first must determine the percentage of its Title I allocation that it wishes to reserve for parental involvement activities under Section 1118. That percentage must be at least 1% of the LEA's Title I allocation, and may be more. The LEA then must set aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low–income families residing in Title I attendance areas. The LEA then must distribute to its public schools at least 95% of the remainder, leaving the balance of the reserved funds for parental involvement activities at the LEA level. [Section 1118(a)(3)(C), ESEA]

Allocations of Funds to Schools with Funds Under $500,000: LEAs with a Title I, Part A, Section 1118 allocation of $500,000 or less must carry out the provisions of Section 1118, but are not required to reserve any specific amount from their Title I, Part A allocation to do so. [Section 1118(a)(3), ESEA]

Equitable Services for Private Schools: An LEA must reserve funds for parental involvement activities for parents of private school children who participate in Title I, Part A activities from the amount the LEA has reserved for parental involvement. These funds must be reserved by the LEA before any allocation of funds to its respective school attendance areas and schools. The amount of funds reserved for these activities must be proportionate to the number of private school children from low–income families residing in participating public school attendance areas. [Sections 200.65 and 200.77 of the Title I Regulations] For more information on this issues, see the U.S. Department of Education's *Ensuring Equitable Services to Private School Children*, available at http://www.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf.

Allocation of Funds with Regard to Student Population: In distributing the amount of funds the LEA reserves for schools to carry out the parental involvement provisions for parental involvement, an LEA may use the same formula it uses to determine the per–pupil allocations for those schools, or it may distribute those funds in another manner. An LEA may use any one of or a combination of factors; for example, it may choose to allocate funds to schools in School Improvement status; base its allocation on the results of the LEA's annual evaluation of parental involvement activities; or make use of the SEA's annual AYP review of how its LEAs are carrying out their responsibilities for activities under Section 1118.

Allocation of Funds for LEA Use: The LEA may retain for district-wide parental involvement activities the full amount of any Title I, Part A funds reserved for that purpose in excess of the required 1%. However, the requirement to allocate an equitable amount for the involvement of private school parents (as described in C–15) applies to the entire amount set–aside. [Section 1118(a)(3)(C), ESEA]

Involvement of Parents in Allocation of Funds: The LEA must involve parents of Title I, Part A participating children in decisions about how it allots to schools the funds the LEA has reserved for parental involvement activities. The involvement of parents should be done in a manner consistent with the definition of parental involvement provided in Section 2. In terms of process and representation, an LEA may choose to use its district-wide parent advisory council (if it has chosen to establish one) to provide advice on this and other matters relating to Title I, Part A parental involvement programs. [Section 1118(a)(3)(B) and 1118(e)(12), ESEA]

School Improvement

Publishing and Disseminating Annual School Progress Reviews: An LEA must publicize and disseminate the results of its local annual review of each school (i.e., the review used to determine whether the school is making AYP) to parents, teachers, principals, schools, and the community so that they can continually refine the instructional program, in an instructionally useful manner, to help all children in Title I, Part A programs meet the challenging state student academic achievement standards.

In addition, an LEA must review and publicize the effectiveness of the actions and activities its schools are carrying out in Title I, Part A programs with respect to parental involvement, professional development, and other activities assisted under Title I, Part A. [Section 1116(a)(1)(D),ESEA]

Communication—Schools in School Improvement, Corrective Action, or Restructuring: If an LEA identifies a school for School Improvement, for Corrective Action, or for Restructuring, the LEA must, promptly following identification, provide a notice to a parent or parents of each student enrolled in the school, in a manner consistent with notification requirements listed previously that

- explains what the identification means and how the school compares academically to other schools served by the LEA and the SEA involved;
- identifies the reasons for the identification;
- provides an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for School Improvement; and
- explains the parent option to transfer their child to another public school, with transportation provided by the LEA, or to obtain Supplemental Educational Services for the child. [Section 1116(b)(6), ESEA]

The notification must provide parents with enough relevant information to help them decide what is best for their child. Because an LEA must provide choice to students in eligible schools not later than

the first day of the school year, notice to parents should occur well before that date.

The LEA

- must inform parents about the academic achievement of students at the school or schools to which their child may transfer;
- may choose to include a description of the special academic programs, facilities, and before– or after–school programs available at those schools;
- may include the professional qualifications of teachers in the core academic subjects, and
- may identify parental involvement opportunities. [Section 200.37(b), Title I Regulations]

In addition to providing school improvement information to the parents of each student in the school, an LEA must publish and disseminate, to both parents and the public, information explaining

- what the school is doing to address the problem of low achievement;
- what the LEA or the SEA is doing to help the school address the problem; and
- if applicable, a description of specific Corrective Action or Restructuring Plans. [Section 1116(b)(6), ESEA, and Section 200.38, Title I Regulations]

LEA Approval of School Improvement Plans: An LEA must approve the plan, which the school must develop or revise after the school has been identified for School Improvement. The school plan must be developed or revised in consultation with parents; school staff, along with the LEA serving the school; and outside experts not later than 3 months after the school is identified and must cover a 2–year period. [Section 1116(b)(3), ESEA]

School Choice: An LEA must provide an explanation of the choice option to all parents of students enrolled in Title I schools that have been identified for School Improvement, Corrective Action, or Restructuring. This notification must be in a comprehensive, easy–to–understand format and, to the extent practicable, in a language the parents can understand. (See Section 2, page 8 of this toolkit for an explanation of "to the extent practicable.")

In the case of a school identified for School Improvement, the school district will notify parents, **not later than the first day of the school year following identification**, with an explanation of the choice option. At a minimum, this notification must

- inform parents that their child is eligible to attend another public school due to the identification of the current school as in need of School Improvement;
- identify each public school, which may include charter schools, that the parent can select; and
- include information on the academic achievement of the schools that the parents may select. [34 C.F.R. 200.37(b)(4); Section 1116(b)(1)(E), ESEA]

Priority must be given to the lowest–achieving children from low–income families in providing students the option to transfer to another public school. [Section 1116(b)(1)(E)(ii), ESEA]

Corrective Action: Corrective Action is a significant intervention in a school that is designed to remedy the school's persistent inability to make adequate progress toward all students becoming proficient in reading, mathematics, or science. A school is placed in Corrective Action when it has not achieved its annual progress targets for four years. If a school is identified for Corrective Action, the LEA must promptly notify the parents of each child enrolled in the school. The notification must explain the following:

- what the identification means, and how academic achievement levels at this school compare to those at other schools in the LEA and in the SEA;
- why the school was identified and how the parents can become involved in addressing the academic issues that led to the identification;
- the parents' option to transfer their child to another school in the LEA that has not been identified for School Improvement. The LEA must provide parents with the information that helps them make an informed decision about whether or not to exercise this option. At a minimum, the LEA must tell parents about the academic achievement levels of students at the school or schools to which their child may transfer, but the LEA may choose to include additional information, as well; and
- how parents of eligible children can obtain Supplemental Educational Services for their child. This notice must include information about the availability of providers and brief descriptions of their services, qualifications, and effectiveness.

Technical Assistance

An LEA is responsible for ensuring that technical assistance is provided during the entire two–year period to each school identified for School Improvement as the school develops and implements its improvement, and that the technical assistance is based on scientifically based research (SBR). The LEA must provide specific technical assistance that includes 1) strategies for analyzing data from the assessments and other examples of student work and 2) processes and strategies to identify and address problems in instruction and barriers, if any, in implementing the parental involvement requirements in Section 1118 and the professional development requirements in Section 1119. [Section 1116(b)(4), ESEA]

Supplemental Educational Services

If a Title I school is identified for School Improvement, Corrective Action, or Restructuring, the LEA serving that school must arrange to provide Supplemental Educational Services to eligible children in the school. The provider of Supplemental Educational Services must have a demonstrated record of effectiveness, and be selected by the child's parent from a list of providers as retained by the SEA in accordance with reasonable criteria that the SEA has adopted. An LEA must do the following:

- provide, at a minimum, annual notice to parents (in an understandable and uniform format, including alternative

formats upon request, and, to the extent practicable, in a language the parents can understand) of (1) the availability of the Supplemental Educational Services; (2) the identity of the approved providers that are within the LEA or whose services are reasonably available in neighboring LEAs; and (3) a brief description of the services, qualifications, and demonstrated effectiveness of each provider;

- if requested, assist parents in choosing a provider from the list;
- apply fair and equitable procedures for selecting students to be served if the number of spaces at approved providers is not sufficient; and
- not disclose to the public the identity of any student who is eligible for, or receiving, Supplemental Educational Services without the written permission of the parents of the student. [Section 1116(e)(2), ESEA] For additional information see *Supplemental Educational Services Non–Regulatory Guidance*, available at http://www.ed.gov/policy/elsec/guid/suppsvcsguid.pdf.

Schools In Restructuring

If an LEA identifies a school for Restructuring, which means a major reorganization of the school's governance arrangement, the LEA must provide both parents and teachers with—

- prompt notice;
- an opportunity to comment before any action under the Restructuring Plan takes place; and
- an opportunity to participate in the development of any Restructuring Plans. [Section 1116(b)(8)(C), ESEA; Section 200.43, Title I Regulations]

Selected Practices and Tools

Tool 4.1: Template for LEA Parental Involvement Policy

This tool is a sample template for LEAs to use in creating a parental involvement policy. While there is no required format for policy documents, this sample demonstrates the types of information that must be included in order to meet the requirements of Title I, Part A, Section 1118(a)(2).

Tool 4.2: Parental Involvement Policy Sample

This tool provides a sample format of an LEA parental involvement policy and **targets specific provisions**. While there is no required template for policy documents, this sample demonstrates one method for presenting the policy in order to meet the requirements of Title I, Part A, Section 1118(a)(2).

Tool 4.3: Policy Development Checklist

This tool provides an example of a checklist that LEA staff can use to ensure that their policy aligns to Title I, Part A, Section 1118(a)(2). This sample does not incorporate all of the Title I, Part A provisions related to parental involvement. However, it does provide insight into how to develop these types of resources.

Tool 4.4: Action Planning—Building Systemic Support for Parental Involvement

This tool demonstrates an example of a question–driven action–planning tool for LEAs to use as they promote parental involvement. This tool emphasizes building the capacity of staff and parents in areas that are often the most challenging: standards/benchmarks, curriculum, instruction, and assessment. While this tool is not exhaustive in addressing every need or issue, it provides a foundation of ideas for staff to consider in promoting parental involvement.

Tool 4.5: Evaluating Effectiveness—Building Systemic Support for Parental Involvement

This tool is a sample from an inventory for LEAs to use as they create effective parental involvement programs. While this sample covers only three possible types of involvement, it demonstrates the utility of these types of resources.

Tool 4.6: Letter—Parents' Right to Know: Qualified Teacher/ Paraprofessional

This tool provides a sample letter that demonstrates one LEA's notification process regarding teacher and paraprofessional qualifications. While there is no required template for this type of notification, this sample provides guidance in creating letters for this purpose.

Tool 4.7: Letter—Parents' Right to Know: Unqualified Teacher/Paraprofessional

This tool is a sample letter that demonstrates one LEA's notification process when a child's teacher or classroom paraprofessional is not highly qualified. While there is no required template for this type of notification, this letter provides guidance to those creating such a letter.

Tool 4.8: LEA Procedures—AYP Parental Notification Letter

This tool is a sample of SEA guidance given to LEAs to use in creating notification letters required through Title I, Part A. It provides examples of descriptive and bulleted directions to assist LEAs and schools in meeting the parental involvement provisions of Title I, Part A.

Tool 4.9: Disseminating Annual Local Education Agency Report Card

This tool demonstrates a method for communicating school performance through the LEA report card. There are numerous ways that LEAs can provide this information. This sample is designed to provide the public with a quick snapshot of the information used to determine AYP.

Tool 4.10: ELL Parent Notification Letter

This tool is a sample letter for LEAs to use in developing notification letters. While there is no required format, this sample provides insight into one school's method of sharing information regarding ELL programs.

Tool 4.11: AYP Parent Notification Letter

This tool is a sample letter for LEAs to use in developing notification letters. While there is no required format, this sample provides insight into one school's method of sharing School Choice information.

Tool 4.12: Supplemental Educational Services Parent Notification Letter

This tool is a sample letter for LEAs to use in developing notification letters. While there is no required format, this sample provides insight into one school's method of disseminating Supplemental Educational Services information.

Tool 4.13: Parent Complaint Documentation

This tool is a sample for LEAs to use in creating procedures for parents to submit complaints. There is no required format for parents to submit complaints. LEAs should note that a written form might not be appropriate for all parents.

Tools for Section 4

Tool 4.1: Template for LEA Parental Involvement Policy

Click here to link to a text version of the tool.

Description

This tool is a sample template for LEAs to use in creating a parental involvement policy. While there is no required format for policy documents, this sample demonstrates the types of information that must be included in order to meet the requirements of Title I, Part A, Section 1118(a)(2).

Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs and included in technical assistance resources as well as posted on SEA Web sites.

Suggestions for Use

SEA staff can use this document as part of training to help LEA staff in understanding and developing plans that address the Title I, Part A provisions related to parental involvement. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step–by–step training as well as follow–up.

LEAs can use this tool as a resource during the development of parental involvement policy.

Committee members who are helping to develop parental involvement policy can use this type of template to guide their decisions.

PART I. GENERAL EXPECTATIONS

NOTE: Each district in its district-wide parental involvement policy must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA] There is no required format for those written expectations; however, this is a sample of what might be included.

The *[Name of School District]* agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with Section 1118, the school district will work with its schools to ensure that the required school–level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a School–Parent Compact consistent with Section 1118(d) of the ESEA.
- The school district will incorporate this district-wide parental involvement policy into its LEA plan developed under Section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children and will provide information and school reports required under Section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the school district will submit any parent

comments with the plan when the school district submits the plan to the state department of education.

- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1% of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95% of the 1% reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

  Parental involvement means the participation of parents in regular, two–way, and meaningful communication involving student academic learning and other school activities, including ensuring

  (A) that parents play an integral role in assisting their child's learning;

  (B) that parents are encouraged to be actively involved in their child's education at school;

  (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and

  (D) the carrying out of other activities, such as those described in Section 1118 of the ESEA. [Section 9101(32)ESEA]
- The school district will inform parents and parental organizations of the existence and purpose of the Parental Information and Resource Center in the state.

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PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The district-wide parental involvement policy must include a description of how the district will implement or accomplish each of the following components. [Section 1118(a)(2), ESEA] This is a "sample template" as there is no required format for these descriptions. However, regardless of the format the district chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. The *[Name of School District]* will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under Section 1112 of the ESEA:

   [List actions.]

2. The *[Name of School District]* will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

   [List actions.]

3. The *[Name of School District]* will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

   [List activities.]

4. The *[Name of School District]* will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: ***[Insert***

programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and state–operated preschool programs]

[List activities.]

5. The *[Name of School District]* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater 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). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents), its parental involvement policies.

   [List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.]

6. The *[Name of School District]* will build capacity of school staff and parents to create strong parental involvement programs, 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. The following strategies will be used:

   A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

      - the state's academic content standards,
      - the state's student academic achievement standards,
      - the state and local academic assessments including alternate assessments,
      - the requirements of Title I, Part A,
      - how to monitor their child's progress, and
      - how to work with educators.

      [List activities, such as workshops, conferences, classes, both in–state and out–of–state, including any equipment or other materials that may be necessary to ensure success.]

   B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their child to improve their child's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by

      [List activities.]

   C. The school district will, with the assistance of its schools and parents, 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, by

      [List activities.]

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their child, by

[List activities.]

E. The school district will take the following actions to ensure that information related to the school and parental involvement programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

[List activities.]

F. The school district will provide other reasonable support for parental involvement activities under Section 1118 as parents may request.

[List activities.]

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PART III. DISCRETIONARY DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The district-wide parental involvement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their child's academic achievement, such as the following discretionary activities listed under Section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- 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;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their child's education, 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;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs; and
- developing appropriate roles for community–based organizations and businesses, including faith–based organizations, in parental involvement activities.

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PART IV. ADOPTION

This district-wide parental involvement policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____.

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

_____

[Signature of Authorized Official]

_____

[Date]

Tool 4.2: Parental Involvement Policy Sample

Click here to link to a text version of the tool.

Description

This tool provides a sample format for an LEA's parental involvement policy and **targets select provisions**. While there is no required template for policy documents, this sample demonstrates one method for presenting policy in order to meet requirements of Title I, Part A, Section 1118(a)(2).

Distribution

Samples such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites.

Suggestions for Use

SEA staff can use this document as part of training to help LEA staff in understanding and developing plans that address the Title I, Part A provisions related to parental involvement. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step–by–step training as well as follow–up.

LEA staff can use this sample as a model on which to build a policy that fits the context of their schools and community.

Title I, Part A Program—Parental Involvement Policy

(Targeting Select Title I, Part A Provisions)

The Town School Board is committed to fostering and promoting parental involvement as required in Title I, Part A, Section 1118. To accomplish this goal, our schools will involve parents in the development of the LEA policy and the process of school review and improvement through the following types of involvement activities:

- Parental involvement group meetings
- Conducting parent surveys
- Consultation
- Frequently scheduled parent meetings
- Conferences
- School improvement meetings

Goal 1: The LEA will foster effective parental involvement strategies and support partnerships among schools, parents, and the community to improve student achievement.

Strategies for reaching goal

1. Develop and disseminate district parental involvement policy.
2. Conduct an annual meeting in the spring to update policy for next year's Title I, Part A program.
3. Reserve of a minimum of 1% of the Title I, Part A allocation for parental involvement, with 95% going to Title I, Part A schools.
4. Coordinate parental involvement activities with those of other programs.

5. Establish parental involvement contact person at each of the Title I, Part A schools.
6. Conduct an annual review of the effectiveness of the parental involvement policy.
7. Develop district parental involvement committee to create a parental involvement policy and implement parental involvement activities as well as disseminate information to the community to promote parental involvement in the Title I, Part A schools.
8. Ensure that parents of children with disabilities or limited English proficiency have the same access as other parents including information in a language and form they can understand.

Goal 2: The district will provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement.

Strategies for reaching goal

1. Conduct ongoing site visits to observe parental involvement practices.
2. Provide materials and training not otherwise available to assist parents in supporting their child's academic achievement.
3. Enhance the awareness and skills of teachers, pupil services personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners.
4. Ensure, to the extent possible, that information is sent home in a language and form parents can understand.
5. Provide information on adult literacy training available in the community.
6. Provide a copy of the school policy at each school for parents to view as well as provide a copy to each parent.
7. Monitor each Title I, Part A school to ensure that each school performs the following tasks:
    a. Develops a parental involvement policy.
    b. Offers flexible meeting times.
    c. Provides information to parents about the school's program, including parent information guides.
    d. Develops and uses a School–Parent Compact.
    e. Provides training for parents in working with their child to improve academic achievement, to include training on the phone notification system in order to have real–time access to their child's attendance and achievement.
8. Reinforce parenting skills to support the acquisition of academic skills and their application in real–life situations for parent use.
9. Encourage parents to visit/volunteer at school by assisting staff in developing volunteer opportunities as well as training staff to encourage and build volunteer efforts.
10. Encourage parent participation through innovative scheduling of activities through strategies such as holding meetings at a variety of times, such as morning and evenings, in order to maximize the opportunities for parents to participate in school–related activities.

11. Coordinate and integrate parental involvement strategies and staff training with the Readiness Coalition Committee.
12. Convene annual school meetings to inform parents of their school's participation in the development of the parental involvement policy and their right to be involved.

Goal 3: The district will build the school's capacity for strong parental involvement.

Strategies for reaching goal

1. Provide information to participating parents in such areas as national, state, and local education goals, including parents' rights as defined in Title I, Part A.
2. Assist in the development of parent engagement groups at each school.
3. Encourage the formation of partnerships between schools and local businesses that include a role for parents.
4. Provide resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to help parents become full partners in the education of their child.
5. Involve parents through an annual survey to improve school effectiveness.
6. Approve reasonable and necessary expenses associated with parental involvement activities.
7. Provide any reasonable support for parental involvement at the request of participating Title I, Part A parents.

Goal 4: The district will conduct, with the involvement of parents, ongoing evaluation of the content and effectiveness of the parental involvement policy as it relates to strategies for increasing parental participation and identifying barriers to greater parent participation.

Strategies for reaching goal

1. Survey parents annually, including questions to identify barriers to parental involvement.
2. Provide an opportunity for parents to assist in the development of the evaluation procedures, including analysis of data collected.
3. Develop procedures for collecting parent participation documentation through sign–in lists for workshops, meetings, and conferences; schedules; brochures; meeting notes; and other means as appropriate throughout the school year.
4. Use findings from evaluation process to
   - Make recommendations to each participating school for parental involvement policy revisions
   - Provide suggestions for designing school improvement policies, as they relate to parental involvement
5. Develop and disseminate an annual parent activity evaluation report to share with parents, staff, and the community.

Tool 4.3: Policy Development Checklist

Click here to link to a text version of the tool.

Description

This tool provides an example of a checklist that LEA staff can use to ensure that their policy aligns to Title I, Part A, Section 1118(a)(2). This sample does not incorporate all of the Title I Part A provisions related to parental involvement. However, it does provide insight into how to develop these types of resources.

Distribution

Samples such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites.

Suggestions for Use

SEA staff can use this document as part of training to help LEA staff in understanding and developing plans that address the Title I, Part A provisions related to parental involvement. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step–by–step training as well as follow–up.

LEA staff can use this type of checklist as a guide to the development of parental involvement policy.

Policy Checklist

Use this checklist as a tool to review your LEA's Title I Parental Involvement Policy. Check "**A**" if the item is addressed; check "**N**" if the item needs to be addressed.

A	N	The policy describes how the LEA will do the following:
☐	☐	Develop a written parental involvement policy jointly with parents of participating children. [Title I, Part A, Section 1112, Section 1116, Section 1118(a), and Section 1118(b)]
☐	☐	Provide an opportunity for parents of participating children to agree on the written parental involvement policy. [Title I, Part A, Section 1118(a)(2), Section 1118(b)(4)]
☐	☐	Distribute the written parental involvement policy to parents of participating children. [Title I, Part A, Section 1118(a)(2)]
☐	☐	Incorporate the parental involvement policy into the LEA Consolidated Application Plan. [Title I, Part A: Section 1112(b)(1)(D)]
☐	☐	Involve parents in the joint development of the LEA Consolidated Application Plan. [Title I, Part A, Section 1112]
☐	☐	Involve parents in the process of school review and improvement. [Title I, Part A, Section 1112 and Section 1116]

A	N	The policy describes how the LEA will do the following:
☐	☐	Provide coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. [Title I, Part A, Section 1116(b)(4) and Section 1118(e)(1)]
☐	☐	Build the schools' and parents' capacity for strong parental involvement. [Title I, Part A, Section 1118(e)]
☐	☐	Coordinate and integrate parental involvement strategies under Title I, Part A with other programs. [Title I, Part A, Section 1118(a)(2)(D)]
☐	☐	Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of Title I, Part A schools. [Title I, Part A, Section 1118(a)(2)(B)]
☐	☐	Involve parents in the activities of Title I, Part A school. [Title I, Part A, Section 1118(a)(2)(F)]

Tool 4.4: Action Planning—Building Systemic Support for Parental Involvement

Click here to link to a text version of the tool.

Description

This tool demonstrates an example of a question–driven action–planning tool for LEAs to use as they promote parental involvement. This tool emphasizes building the capacity of staff and parents in areas that are often the most challenging: standards/benchmarks, curriculum, instruction, and assessment. While this tool is not exhaustive in addressing every need or issue, it provides a foundation of ideas for staff to consider in promoting parental involvement.

Distribution

Samples such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs that use this type of document will also want to develop a process for sharing the tools with schools.

Suggestions for Use

SEA staff can use this document as part of training to help LEA staff in understanding and developing plans that address the Title I, Part A provisions related to parental involvement. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step–by–step training as well as follow–up.

LEA staff can use this type of action planning tool to guide their efforts to increase parental involvement. This type of tool can be used with staff and stakeholder groups. It can be used in the early stages of the action planning to ensure alignment with the Title I, Part A parental involvement provisions as well as periodically throughout the process as a quality check.

Users may also want to add columns to reflect the needs of their LEA.

Increasing Parental Involvement: Putting Ideas Into Action

Directions:

Consider each of the focus areas listed below. As a team, review and discuss each of the questions for each focus area. As you do this, agree as a team on actions to take, a person to lead the task, resources needed, key dates, and barriers and strengths in the appropriate columns. Record your ideas in the space provided.

Focus Area: Standards/Benchmarks

- How will/do we communicate students' progress on student learning goals to stakeholders, in particular, parents?
- Have we considered the language of the home/the reading level of the parents/special needs of parents?
- How do we communicate the standards/benchmarks/learning expectations to our parents and community?
- Do parents and community members feel that they have the opportunity to be involved in student achievement?

Actions to Take	Lead	Resources Needed	Key Dates	Barriers or Strengths to Keep in Mind

Focus Area:	Curriculum			
▪ What services/opportunities does our school offer to assist parents in supporting student learning at home? ▪ In what ways are our parents directly involved in supporting their child's learning in the home? ▪ What opportunities do parents have to indicate their needs in providing support for learning at home?				
Actions to Take	**Lead**	**Resources Needed**	**Key Dates**	**Barriers or Strengths to Keep in Mind**
Focus Area:	**Instruction**			
▪ What role do community/business/family members play in the classroom to enhance our student skills and talents? ▪ What kinds of activities/workshops do the school or others offer to parents/community members to assist them in supporting student success at school? ▪ How does the school facilitate a strong home–school connection? ▪ How do we share information with families about strategies that parents can use to support student learning at home? ▪ Have we considered the language of the home/reading level of parents/special needs of parents? ▪ How do we communicate information to our parents/community about community activities that link to student learning skills and talents? ▪ What training/preparation opportunities are provided to volunteers/mentors to prepare them to support student learning?				
Actions to Take	**Lead**	**Resources Needed**	**Key Dates**	**Barriers or Strengths to Keep in Mind**

Focus Area: Assessment

- How are assessments results shared with families and the community?
- How are non–educators assisted to interpret assessment results?
- What opportunities are offered to parents/families to gather information about their child's goals, strengths, talents, and challenges?

Actions to Take	Lead	Resources Needed	Key Dates	Barriers or Strengths to Keep in Mind

Focus Area: Professional Development

- How are our parents made aware of the district and school's focus for professional development?
- What type of professional development support do we give to staff to assist them in reaching out to parents?
- How do we help parents and community understand the importance of devoting time to personal learning?

Actions to Take	Lead	Resources Needed	Key Dates	Barriers or Strengths to Keep in Mind

Focus Area: Leadership and Supervision

- What does our principal do to assure that our educators and groups in our community share and move towards a school vision?
- To what extent in school improvement does the involvement of parents, family, and community reflect the makeup of the community?
- To what extent are parents/families/community members involved in ongoing planning, review, and improvement of student learning?

Actions to Take	Lead	Resources Needed	Key Dates	Barriers or Strengths to Keep in Mind

Focus Area:	Communication			
▪ How do we communicate information to our parents? ▪ What information is communicated to our parents? Are all necessary notifications (e.g., teacher quality, school in need of School Improvement, School Choice, SES) being communicated to parents in the language they speak at home? ▪ How do we provide opportunities for parents to communicate with our staff/school? ▪ How do we facilitate strong home–school connections? ▪ How do we prepare staff to communicate with parents? ▪ Do we provide parent notification related to accountability as required under the Title I, Part A provisions?				
Actions to Take	**Lead**	**Resources Needed**	**Key Dates**	**Barriers or Strengths to Keep in Mind**

Focus Area:	Climate and Culture			
▪ Do all family members and community members feel welcome in our school? ▪ Do we communicate with our families in the language used at home by the parents? ▪ To what extent are all our communications/activities/fund–raisers/workshops/etc. with parents and community connected to student learning? ▪ To what extent in school improvement does the involvement of parents, families, and community reflect the makeup of the community? ▪ How do our staff gather information on the contextual issues relevant to our community? ▪ How do our staff help parents understand "our educational culture"?				
Actions to Take	**Lead**	**Resources Needed**	**Key Dates**	**Barriers or Strengths to Keep in Mind**

Focus Area:	External Environment			
▪ How do staff use demographic and other data collected outside of the school to promote both parental involvement and student achievement? ▪ How have the staff identified strengths and barriers to parental involvement that reside outside of the school environment? ▪ How have the staff drawn on resources from outside the school to foster parental involvement?				
Actions to Take	**Lead**	**Resources Needed**	**Key Dates**	**Barriers or Strengths to Keep in Mind**

Focus Area:	Resource Allocation			
▪ What resources (e.g., time, money, people) are allocated to engage parents in our schools? ▪ Has the LEA allocated funding from Title I, Part A for parental involvement appropriately? ▪ Are there other sources of funds that can also be used to support parental involvement? ▪ Are there community–based resources or organizations that help to support parental involvement efforts?				
Actions to Take	**Lead**	**Resources Needed**	**Key Dates**	**Barriers or Strengths to Keep in Mind**

Focus Area:	Technology			
▪ In what ways is technology used to promote parental involvement? ▪ How have the staff determined the technological needs and resources of parents? ▪ How are staff engaged in activities to support parents in using technology to support their child's learning. ▪ Has the staff anticipated barriers to use of technology created by language, lack of access, or special needs?				
Actions to Take	**Lead**	**Resources Needed**	**Key Dates**	**Barriers or Strengths to Keep in Mind**

Focus Area:	Meaningful Parental Involvement			
▪ In what ways are parents involved in decision making at our school? ▪ Do we have a plan for parental involvement? What are the key elements of that plan? ▪ Are parents included on the school improvement planning team in a meaningful way? ▪ How are we engaging parents in the joint development of policy and planning?				
Actions to Take	**Lead**	**Resources Needed**	**Key Dates**	**Barriers or Strengths to Keep in Mind**

Tool 4.5: Evaluating Effectiveness—Building Systemic Support for Parental Involvement

Click here to link to a text version of the tool.

Description

This tool is a sample inventory for LEAs to use as they create effective parental involvement programs. While this sample covers only three possible types of involvement, it demonstrates the utility of these types of resources.

Distribution

Samples such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs using this tool will also need to create a process for sharing it with schools.

Suggestions for Use

SEA staff can use this document as part of training to help LEA staff in building shared understanding and in developing plans that address the Title I, Part A provisions related to parental involvement. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step–by–step training as well as follow–up.

LEA staff can use this type of tool to gauge the effectiveness and the scope of their parental involvement efforts. If the inventory reveals that efforts are concentrated at one level of the system or in one focus for involvement, they will know where to direct additional resources and efforts in their future work.

This document includes descriptions of common parental involvement activities. However, not every activity is appropriate for every school or grade level. Users may also want to write in additional activities to reflect other types of involvement.

Any planning committee or any group exploring parental involvement may complete this form. However, parents should be represented in whatever process is used.

Building Systemic Support Inventory Tool

Directions

Highlight the activities in use and check grade levels presently involved in efforts. Users may find they need more information before finalizing the inventory.

To assess how well each activity is implemented, use these letters in the box beside each description:

- **W** Well implemented with all families
- **G** Good start, need more
- **N** Needs improvement

Survey Topic 1: Parenting: Basic Responsibilities of Families—Assist families with parenting skills and setting home conditions to support children as students and assist school staff to understand families.

Type of Involvement	Degree of Implementation													
Action	Mark Each Grade Level = Well, Good, Needs Improvement													
	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
1. We sponsor parent education workshops and other parent courses or training.														
2. We provide families with information on child or adolescent development.														
3. We conduct family support programs with parent–to–parent discussion groups.														
4. We provide families with information on developing home conditions that support learning.														
5. We lend families books or tapes on parenting or videotapes of parent workshops.														
6. We ask families about children's goals, strengths, and talents.														
7. We sponsor home–visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.														
8. We ask families to help us understand their parenting and family needs.														

Survey Topic 2: Communicating: Basic Responsibilities Of Schools—Conduct effective communications from school to home and from home to school about school programs and children's progress.

Type of Involvement	Degree of Implementation													
Action	Mark Each Grade Level = Well, Good, Needs Improvement													
	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
1. We provide clear information about report cards and how grades are earned. Parents pick up report cards.														
2. School newsletter includes:														
▪ Calendar of school events														
▪ Student activity information														
▪ Curriculum and program information														
▪ Information on volunteering														
▪ School policy information														
▪ Samples of student writing and artwork														
▪ Column to address parents' questions														
▪ Recognition of students, families, and community members														
▪ Other														
3. We provide clear information about selecting courses, programs, and activities in this school.														
4. We send home folders of student work weekly or monthly for parent review and comments.														
5. Staff members send home positive messages about students on a regular basis.														
6. We notify families about student awards/recognition.														
7. We contact families about students academic or behavior problems.														

Type of Involvement	Degree of Implementation													
Action	Mark Each Grade Level = Well, Good, Needs Improvement													
	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Teachers have easy access to telephones to communicate with parents during or after school.														
9. Parents have the telephone numbers and/or e–mail addresses of the school, principal, teachers, and counselors.														
10. We have a homework hotline for students and families to provide reactions to school programs and share information and concerns about students.														
11. We conduct an annual survey for families to provide reactions to school programs and share information and concerns about students.														

Survey Topics 3: Learning at Home: Involvement in Academic Activities—Involve families with their child in homework and other curriculum–related activities and decisions.

Type of Involvement	Degree of Implementation													
Action	Mark Each Grade Level = Well, Good, Needs Improvement													
	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
1. We provide information to parents to assist in supporting student learning.														
2. We have a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member.														
3. We ask parents to listen to their child read or to read aloud with their child.														
4. We provide calendars with daily or weekly activities for families to do at home and in the community.														
5. We help families help students set academic goals, select courses and programs and plan for college work.														
6. We provide workshops where students and parents learn together (active learning).														
7. We help families understand the content of what students are learning in school.														

Tool 4.6: Letter—Parents' Right to Know: Qualified Teacher/Paraprofessional

Click here to link to a text version of the tool.

Description

This tool provides a sample letter that demonstrates one LEA's notification process regarding teacher and paraprofessional qualifications. While there is no required template for this type of notification, this sample provides guidance in creating letters for this purpose.

Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs will need to develop a process for sharing these types of samples with schools.

Suggestions for Use

SEA staff can use this document as part of training to help LEA staff develop notification letters. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step–by–step training as well as follow–up.

LEA staff can use this tool as a resource during training sessions to ensure that all staff are using appropriate notification documents.

[Inside Address]

[Date of Letter]

Dear Parent or Guardian:

Our school receives federal funds for Title I, Part A programs. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

You have the right to request information regarding the professional qualifications of your child's classroom teachers(s). If you request this information, the district or school will provide you with answers to the following questions as soon as possible:

1. Has your child's teacher met state licensing requirements for the grade level and subject in which the teacher is providing instruction?
2. What are the college degree majors and the fields of discipline for any graduate degrees or certificates the teacher holds?

If teaching under emergency status:

3. Is the teacher working under an emergency status for which state licensing requirements have been waived?

You also have the right to request information regarding the professional qualifications of the paraprofessional(s) assisting your child's teacher(s). If you request this information, the district or school will provide you with answers to the following questions as soon as possible.

1. Is your child is receiving Title I, Part A services from a paraprofessional?

If yes,

2. Has she/he completed at least two years of study at an institution of higher education?
3. Has she/he completed an associate's (or higher) degree?
4. Has she/he met a rigorous standard of quality by meeting our state's certification procedure for determining the quality of paraprofessional staff?
5. Does she/he have the (a) knowledge of, and ability to assist in instructing, reading, writing, and mathematics or (b) knowledge of, and the ability to assist in learning activities such as homework, reading readiness, learning or reach, writing, mathematics, and other support as appropriate?

If you would like to request this information, please contact your child's school by phone at _____ or by e–mail at _____.

If at any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, you will be notified by the school of this information.

Should you have any other questions regarding your child's education, please don't hesitate to call me at the number below.

Sincerely

[Name]
[Position
Phone Number]

Tool 4.7: Letter—Parents' Right to Know: Unqualified Teacher/Paraprofessional

Click here to link to a text version of the tool.

Description

This tool is a sample letter that demonstrates one LEA's notification process when a child's teacher or classroom paraprofessional is not highly qualified. While there is no required template for this type of notification, this letter provides guidance to those creating such a letter.

Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs will need to develop a process for sharing these types of samples with schools.

Suggestions for Use

SEA staff can use this document as part of training to help LEA staff develop notification letters. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step–by–step training as well as follow–up.

LEA staff can use this tool as a resource during training sessions to ensure that all staff are using appropriate notification documents.

[Inside Address]

[Date]

Dear Parent or Guardian,

On January 8, 2002, President Bush signed the No Child Left Behind Act of 2001 into law. The law brings sweeping changes to public schools throughout the nation. One of these changes requires that any school in receipt of Title I, Part A funds must now inform parents if their child is assigned a teacher for four or more consecutive weeks who is not yet "highly qualified" under the terms and criteria outlined in law.

According to the Title I, Part A provisions, a "highly qualified" teacher is one who

1. Has obtained a bachelor's degree or higher;
2. Has obtained full state certification – in our state this means that the teacher has either a preliminary, initial, or professional teaching license; and
3. Has demonstrated competency in the core academic subject area(s) that he/she teaches.

Please know that all teachers who teach the core academic subjects had until June 30, 2006 to meet all three standards. This transition was deliberately written into the law to acknowledge that many states have certification and licensure requirements that differ from the new federal standards for teacher quality. This is true of our state. Although our state has some of the most demanding certification requirements in the country, these requirements do not automatically mean that every teacher meets the highly qualified standard, even if the teacher has been teaching for years and has been performing at high levels.

As of this writing, your child's teacher *[Mr./Ms._____]* has met the *[bachelor's degree requirement/state certification requirement/subject matter competency requirement]*, but has yet to complete the *[bachelor's degree requirement/state certification requirement/subject matter competency requirement]*. He/she is, however, currently working to meet the new requirement and we have full confidence in *[his/her]* ability to teach effectively in this assignment between now and *[date]*.

If you have any questions regarding the qualifications of *[teacher's name]*, please feel free to contact me. For additional information about the federal highly qualified teacher requirements and the state's policies related to them, please visit the department of education's Web site.

Sincerely,

[Principal's Name]

Principal

Tool 4.8: LEA Procedures—AYP Parental Notification Letter

Click here to link to a text version of the tool.

Description

This tool is a sample of SEA guidance given to LEAs to use in creating notification letters required through Title I, Part A. It provides examples of descriptive and bulleted directions to assist LEAs and schools in meeting the parental involvement provisions of Title I, Part A.

Distribution

Information such as this is commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs will need to develop a procedure for sharing this information with schools.

Suggestions for Use

SEA staff can use this document as part of training to help LEA staff in understanding and developing notification procedures. SEA staff should anticipate that some LEA staff will be able to use this guidance with little instruction, while others will need step–by–step training as well as follow–up.

LEA staff can use this tool as a resource in helping schools prepare letters for parents.

Dissemination Requirements

Within the Title I, Part A provisions, all districts and schools are required to send correspondence to the parents of each child enrolled in the district and/or school regarding its AYP status. The notice to parents should be written in an understandable format and, when applicable, in a language that parents can understand. This notice must be sent to parents along with a copy of the Adequate Yearly Progress (AYP) Report and should take place as soon as possible after the AYP reports are officially released.

Information That Should Be Included in the AYP Dissemination

It is imperative that correspondence be included with the AYP reports to explain them to parents. Your correspondence should

- Inform parents that the state assessment measures student performance in terms of the percentage of students who are at or above state–defined academic standards in reading and mathematics as measured by the state assessment and reports the results on a school, district, and state level.
- Highlight the various components of the report, including the achievement results in reading and math, the participation rule, the subgroups, and the secondary indicator.
- Inform parents of your school and district AYP status.
- Share with parents what your school is doing to maintain AYP status.
- Highlight what the AYP reports mean to parents, which includes reminding parents that they are an important influence in helping their child achieve high academic standards and they are encouraged to be actively involved in their child's education.
- Address any unique issues on your AYP report, such as an "(i)" because there was insufficient data to determine AYP due to a small number of students, or that the report was based on Title I, Part A students only and states at the top, "Title I targeted rule applied."

AYP Chart			
End of School Year, School Fails to Meet AYP	**Designation**	**Academic Year, Designation Applied**	**Special Services Offered**
School Year 1		Academic Year 2	
School Year 2	School Improvement 1	Academic Year 3	School Choice is offered.
School Year 3	School Improvement 2	Academic Year 4	School Choice is offered. SES is offered.
School Year 4	Corrective Action 1	Academic Year 5	School Choice is offered. SES is offered.
School Year 5	Corrective Action 2	Academic Year 6	School Choice is offered. SES is offered.
School Year 6	Restructuring Year 1	Academic Year 7	School Choice is offered. SES is offered.
School Year 7	Restructuring Year 2	Academic Year 8	School Choice is offered. SES is offered.

Supplemental Educational Services (SES):
Instructions for Parent Notification Letter

Statute requires that an LEA is required to arrange for the provision of Supplemental Educational Services (SES) for **students from low–income families**. The **LEA must notify parents about their available choices prior to** ***[provide appropriate date]***. Parents of these students should be provided the opportunity to choose a provider from the list of approved providers that is developed and maintained by the state.

Parents have the option to select the SES provider of their choice, and the LEA may not restrict or limit the state's list of providers from which the parents may choose.

Statute requires that the LEA must promptly provide notice—in an understandable and uniform format and, to the extent practicable, in a language the parents can understand—to a parent or parents of each student enrolled in a campus identified for School Improvement. Notice must include the following information:

- the availability of services under this subsection;
- the identity of approved providers of those services that are within the local educational agency or whose services are reasonably available in neighboring local educational agencies;
- a brief description of the services;
- the qualifications of each provider, and
- the demonstrated effectiveness of each such provider.

School Choice:
Instructions for Parent Notification Letter for Campuses That Are Able to Offer

Statute requires that an LEA must make choice available for students not later than the uniform school start date of the school year following the school year in which the LEA administered the assessments that resulted in the campus being identified as in need of School Improvement, Corrective Action, or Restructuring. [Section 1116(b)(1)(E)] **The LEA must notify parents about their available choices prior to *[provide appropriate date]*.**

Ensure that you provide the parents the name(s) of the campuses that their child can transfer to in the letter.

Be specific when providing the contact information for parents to call in your district to get additional information regarding School Choice. Include information regarding the timeline that the parents must follow in order to participate in the Choice program.

Statute requires that the LEA must promptly provide notice—in an understandable and uniform format and, to the extent practicable, in a language the parents can understand—to a parent or parents of each student enrolled in a campus identified for School Improvement. Notice must provide the following information:

- an explanation of what the status means;
- how the campus compares in terms of academic achievement to other elementary campuses or secondary campuses served by the LEA and the state;
- the reasons for the status;
- an explanation of what the campus is doing to address the problem of low achievement;
- an explanation of what the LEA is doing to help the campus address the achievement problem;
- an explanation of how the parents can become involved in addressing the academic issues that caused the campus to be identified for School Improvement; and
- an explanation of the parents' option to transfer their child to another public school, and if Stage 2 or above, the option for eligible students to receive Supplemental Educational Services (SES). Note that this preliminary notice for SES must be followed up with detailed information to parents of eligible students.

School Choice: Instructions for Parent Notification Letter for Campuses That Are Unable to Offer School Choice

Statute requires that an LEA must make choice available for students not later than the uniform school start date of the school year following the school year in which the LEA administered the assessments that resulted in the campus being identified as in need of School Improvement, Corrective Action, or Restructuring. [Section 1116(b)(1)(E)] **The LEA must notify parents about their available choices prior to *[provide appropriate date]*.** If the LEA is unable to offer School Choice because there are not any other campuses available for school choice or because the LEA is a charter school it must still notify parents of the School Choice provision and the reason why the LEA is not able to offer School Choice.

If you are unable to offer another campus then inform the parents of what types of supplemental educational activities will be implemented to address the needs of the students in assisting them to meet State standards.

Statute requires that the LEA must promptly provide notice—in an understandable and uniform format and, to the extent practicable, in a language the parents can understand—to a parent or parents of each student enrolled in a campus identified for School Improvement. This notice must include the following information:

- an explanation of what the status means;
- how the campus compares in terms of academic achievement to other elementary campuses or secondary campuses served by the LEA and the state;
- the reasons for the status;
- an explanation of what the campus is doing to address the problem of low achievement;
- an explanation of what the LEA is doing to help the campus address the achievement problem;
- an explanation of how the parents can become involved in addressing the academic issues that caused the campus to be identified for School Improvement; and
- an explanation of the parents' option to transfer their child to another public school and, if Stage 2 or above, the option for eligible students to receive Supplemental Educational Services (SES). Note that this preliminary notice for SES must be followed up with detailed information to parents of eligible students.

Tool 4.9: Disseminating Annual Local Education Agency Report Card

Click here to link to a text version of the tool.

Description

This tool demonstrates a method for communicating school performance through the LEA report card. There are numerous ways that LEAs can provide this information. This sample is designed to provide the public with a quick snapshot of the information used to determine AYP.

Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs will need to develop a method for sharing these reports with staff and parents.

This format is ideal for a Web–based dissemination database.

Suggestions for Use

SEA staff can use this document as part of training to help LEA staff develop effective strategies for parental notification requirements. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step–by–step training as well as follow–up.

LEAs can use this information in presentations or informational brochures. LEAs may also want to create a link from their Web site to a Web site housing this information in order to ensure the information is up–to–date.

Hillsper Elementary School, Tallcrest School District, Accountability Snapshot

The information below has been provided to give you snapshot how Hillsper Elementary School in Tallcrest School District has performed in three important areas of accountability:

- Assessment
- Accountability
- Teacher quality

The district also has a more detailed report on the state department of education Web site. We encourage you to review that report as well.

From this report, you can see that Hillsper Elementary School did not meet Adequate Yearly Progress (AYP) for the second year in a row. The school has been designated as in **Corrective Action**. While some student groups did meet academic expectations, the students in two categories did not: Native American and Economically Disadvantaged.

2007–2008 AYP School Summary

Year of Report	School Rating	AYP Met Via	Designation
Current Year	Did Not Make AYP	—	Corrective Action
Previous Year	Did Not Make APY	—	School Improvement, Yr 2

Progress AYP Goals	Goal 1 *Number of students participating in testing: Ninety–five or more students from each subgroup must participate. Only subgroups with 40 or more students are included in AYP participant goal **		Goal 2 *Percentage of students meeting AYP: Only subgroups with 25 or more students are included in APY Proficiency Goal; AYP is calculated for all students if at least one student is present.*	
	Math	Reading	Math	Reading
	Met State AYP Proficiency?		*Met State APY Proficiency?*	
All Students	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
African American	Not rated	Not rated	Nor rated	Not rated
Hispanic	Yes	Yes	Yes	Yes
Native American	No	No	No	Yes
English Language Learners	Not rated	Not rated	Not rated	Not rated
Students with Disabilities	Yes	Yes	Yes	Yes
Economically Disadvantaged	Yes	No	No	No

Met Additional Goal for Attendance (Attendance rate must be 92% or higher.)		
All Students	93.52%	Yes

* English Language Learner category includes current ELLs and those exited the last two years.

Tool 4.10: ELL Parent Notification Letter

Click here to link to a text version of the tool.

Description

This tool is a sample letter for LEAs to use in developing notification letters. While there is no required format, this sample provides insight into one school's method of sharing information regarding ELL programs.

Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs will need to develop a procedure for sharing this tool with schools.

Suggestions for Use

SEA staff can use this document as part of training to help LEA staff develop notification letters. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step–by–step training as well as follow–up.

LEA staff can use this tool as a resource when assisting schools to create similar letters.

Letter to Parents: ELL Notification

[Inside Address]

[Date]

Dear Parent or Guardian,

Your student has been placed in the English Language Learner (ELL) program because *[he or she]* has *[use appropriate items from this list:*

- *Tested below proficient in English language (based on the state language assessment);*
- *Tested below grade level in content skills; or*
- *Worked below grade level on class work without accommodations and/or assistance.]*

The County School District ELL staff works to bring all students to grade level in English reading, writing, speaking, and listening through instructional strategies that best meet the needs of ELL students. These strategies come from a research–based framework called "Sheltered Instruction." Sheltered Instruction allows students to learn content and language at the same time using English to deliver carefully planned lessons. Focusing on both content and language allows students to work toward grade–level academic standards while gaining English proficiency. This is the County School District's model of instruction for English Language Learners.

In our school, English Language Learner services are designed to promote extra help for the student while in the classroom and/or in small group instruction outside the regular classroom. The goal of our project is to assist students in the development of their basic skills so they can become successful learners. Students are exited from the program when they reach language and academic proficiency. The time it takes to reach full proficiency depends on multiple factors and varies for each child.

Because sheltered instruction accelerates students' learning, students typically graduate on time with their peers.

It is important that you notify me as soon as possible if you do not wish your child to participate in this program. If you have any questions, please call me at _____.

Sincerely,

[Name of Person]

ELL Teacher

Tool 4.11: AYP Parent Notification Letter

Click here to link to a text version of the tool.

Description

This tool is a sample letter for LEAs to use in developing notification letters. While there is no required format, this sample provides insight into one school's method of sharing School Choice information.

Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs will need to develop a procedure for sharing this tool with schools.

Suggestions for Use

SEA staff can use this document as part of training to help LEA staff develop notification letters. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step–by–step training as well as follow–up.

LEA staff can use this tool as a resource when assisting schools to create similar letters.

Letter to Parents: AYP Notification

[Inside Address]

[Date]

Dear Parent or Guardian,

I am writing to let you know that *[Name of School]* Elementary School **did not make** Adequate Yearly Progress (AYP) in English/Language Arts overall and **did not make AYP** for African American students, Hispanic students, and Free/Reduced Lunch students. **Nor did we make AYP** in math overall and **did not make AYP** for Hispanic and Free/Reduced Lunch students based on fall 2006 state assessment test results. The school did not meet the overall target in English language arts by 10 percent and in mathematics by 12 percent. Moreover, the school did not meet the participation goals for special education students. The school did meet attendance targets.

The chart below shows how the school's performance compares to the rest of our district and to the state averages.

	School	District	State
English Language Arts	47.9%	57.4%	71.4%
Math	50%	60.5%	73.7%

You can also go to the state department of education's Web site and look up information on any school by searching the school's name.

AYP determinations are based on student performance and participation rates for Statewide Testing for Educational Progress, attendance rates for elementary and middle schools and graduation rates for

high schools. At the end of each year, a school is given a report on the school's performance. Our school did not meet the targeted goals for the 2004–2005 school year. At the end of this school year (2005–2006), our school again did not meet its targets for AYP. We have received notice that the state department of education has designated our school as in "School Improvement."

This means several things for our school. First, because **the school has not made AYP for three years**, it has been identified for School Improvement by the state department of education. This also means that all parents with children enrolled in our school can send their child to another school in the district that has not been identified for School Improvement for the 2007–2008 school year. Transportation costs will be covered by the school district for as long as *[Name of School]* remains in School Improvement. *[Name of School]* must make AYP for two consecutive years to no longer be in School Improvement.

If there are not enough funds to provide transportation to each student who requests a transfer, we must give priority to the lowest–achieving students from low–income families. However, all students would still have the option to transfer to another school and provide their own transportation. Here are the choices of schools for your child:

School Options	Grades Served	Location	Fall 2006 State Assessment Data Includes Grades 3–6
School 1	K–5	36 Oli Dr.	This school opened in the 2006–2007 year. There is no previous AYP data for this school. For the 2007, year its students met AYP.
School 2	K–5	31 Pace St.	For the 2005–2006 school year, all students, and subgroups of students, met the AYP targets. For the 2006–07 school year, all students and subgroups met the AYP targets and were rated exceptional in Grades 3 and 4 in mathematics achievement.

If you would like to have your child transferred to one of the choice schools, please fill out the enclosed form and return it to **the Title 1 Office** at *[Address of Office]* **no later than** *[time and date]*. A transfer cannot be considered if the district Title 1 office does not receive your form by this time.

You will be notified by mail and your child will be allowed to attend the choice school until he or she completes the 5th grade.

Students at *[Name of School]* who are eligible for free or reduced–price lunch **and choose not to transfer** from the school are also able to enroll in a free tutoring program, known as Supplemental Educational Services. Tutoring programs may be offered before or after the regular school day, on weekends, or in the summer.

The purpose of this assistance is to ensure that students increase their academic achievement in reading and math by receiving additional tutoring and instruction. If there is not enough funding for every child requesting services, eligible students with the greatest academic need will receive first priority. Parents of students on free and reduced lunch will receive more information about this opportunity in *[date]*.

How Our School Will Be Improving

[Name of School] is a working with consultant Marge S to raise student achievement and enable all students to become productive citizens and workers who are able to compete in a global economy.

[Name of School] will focus on new ways to achieve success for every student. We have identified the following key strategies for instructional improvement

- ✓ We will continue to offer full–day kindergarten for all incoming kindergarten students.
- ✓ We will offer a full–day Sheltered English kindergarten class for our limited English proficient students.
- ✓ We will continue to offer bilingual programs for our ESL students.
- ✓ We will implement a new schedule with extended time dedicated to core content instruction.
- ✓ We will offer summer school classes for low achieving students.
- ✓ We will offer remediation classes for students identified as low achieving by their teachers and state assessment scores.
- ✓ We will offer year–round 21st Century tutoring for students who have been identified by their teachers as needing academic assistance.
- ✓ We will be training parents/volunteers to assist teachers with our new core content instructional strategies.
- ✓ We will focus on professional development opportunities that will improve and enhance our curriculum and instruction.

In the next few weeks, we will be asking for volunteers to help us review our current School–Parent Compact. This document will help us to build a shared understanding of how all of us can ensure that our students are academically successful.

Please feel free to contact us if you have any questions about *[Name of School]* academic progress or your option to transfer your child. I look forward to hearing from you and working with you to make our school the very best place for all children to reach high academic achievement.

Sincerely,

[Principal's Name]

Principal

Enc (2): School Transfer Request Form
School Choice Parent Meeting Flyer

School Transfer Request Form

Yes, I am interested in transferring my child to another school for the 2008–2009 school year.

Student Name: _____Grade: _____

Name of Current School: _____

The following schools in our district have been identified as possible options for parents interested in participating in transferring their child to another school.

School Name	Address
School 1, K–5	**36 Oli Dr.**
School 2, K–5	**31 Pace St.**

To review information on these schools' academic progress, please see the attached letter or visit *[provide department of education Web site]*.

[It is a good idea to include the schools' academic data here too, in case parents lose the letter.]

Please identify, in order of preference, the school you are most interested in attending. Please remember that we will do our best to honor your first–choice request, but the final decision on the school each child will attend is up to the district. Please also remember that we will pay for transportation for as many students as possible, but will give priority to the lowest–achieving low–income students in the district if there is not enough money to pay for transportation for all students.

1. _____
2. _____
3. _____

Please return this form to _____*[location]* by _____*[date]*.

Parent Signature: _____

Tool 4.12: Supplemental Educational Services Parent Notification Letter

Click here to link to a text version of the tool.

Description

This tool is a sample letter for LEAs to use in developing notification letters. While there is no required format, this sample provides insight into one school's method of disseminating Supplemental Educational Services information.

Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs will need to develop a procedure for sharing this tool with schools.

Suggestions for Use

SEA staff can use this document as part of training to help LEA staff develop notification letters. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step–by–step training as well as follow–up.

LEA staff can use this tool as a resource when assisting schools to create similar letters.

Letter to Parents: SES Notification

[Inside Address]

[Date]

Dear Parent or Guardian,

I am writing to let you know that *[Name of School]* Elementary School **did not make Adequate Yearly Progress (AYP)** in English/Language Arts overall and **did not make AYP** for African American students, Hispanic students, and Free and Reduced Lunch students. **Nor did we make AYP** in math overall and did not make AYP for Hispanic and Free and Reduced Lunch students based on fall 2006 state assessment test results. The school **did not meet the overall target** in English language arts by 10 percent and in mathematics by 12 percent. Moreover, the school **did not meet the participation goals** for special education students. The school did meet attendance targets.

The chart below shows how the school's performance compares to the rest of our district and to the state averages.

	School	District	State
English Language Arts	47.9%	57.4%	71.4%
Math	50%	60.5%	73.7%

You can go to the state department of education's Web site and look up information on any school by searching for the school's name.

AYP determinations are based on student performance and participation rates for Statewide Testing for Educational Progress, attendance rates for elementary and middle schools, and graduation rates for high schools. At the end of each year, a school is given a report on the school's performance. Our school did not meet the targeted goals for the 2004–2005 school year. At the end of this school year

(2005–2006), our school again did not meet its targets for AYP. We have received notice that the state department of education has designated our school as in "School Improvement."

This means several things for our school. First, because *[Name of School]* Elementary School has not made AYP for two years, it has been identified for School Improvement by the state department of education. This means that all parents with children enrolled in our school can send their child to another school in the district that has not been identified for School Improvement for the 2007–2008 school year. This information was sent in a previous mailing.

Parents also have the option to obtain free tutoring. Students in our school who are eligible for free or reduced–price lunch and choose not to transfer from *[Name of School]* Elementary School are also able to enroll in a free tutoring program, known as Supplemental Educational Services.

Tutoring programs may be offered before or after the regular school day, on weekends, or in the summer. The purpose of this assistance is to ensure that *[Name of School]* Elementary School students increase their academic achievement in reading and math by receiving additional tutoring and instruction. If there is not enough funding for every child requesting services, eligible students with the greatest academic need will receive first priority.

Attached is information on available service providers. The school district will not provide transportation to or from the service. **Transportation will be the parent's responsibility.**

If you would like for your child to receive these free services, please complete the attached form by October 11, 2007, and send it to *[address of school]*.

If you would like help in deciding which provider best meets the needs of your child, please call the Title 1 officer at *[phone number]*. If you have questions about whether or not your child is eligible for services, please call the Title 1 office at *[phone number]*.

After receiving your request for services, the district will contact you by October 18 and will set up a meeting with you and the tutoring provider to create learning and achievement goals for your child.

Should our requests for supplemental services exceed the number limited by funding the District will provide services in a rank order process based on educational need.

Please feel free to contact us if you have any questions about *[Name of School's]* academic progress or your options to transfer your child or enroll your child in a free tutoring program. I look forward to hearing from you and working with you to make our school the very best place for all children to reach high academic achievement.

Our school's parental involvement policy will be reviewed this fall. If you would like to be involved in this process, please call Ms. B at *[phone number]*. In addition, *[Name of School]* Elementary School will have its annual meeting to review parent rights under Title I, Part A and the home–school compact at September 25, 2007, at 3:00 p.m. in the *[Name of School]* cafeteria.

Sincerely,

[Principal's Name]
Principal

Enc: Provider List, Free Tutoring Request Form

Sampling of SES Provider Information to Include with Letter
[The two examples below have been edited to remove identifying information.]

Supplemental Service Provider List	
Name and Contact Information	Extra–Help Tutoring Service 12 B Street Town, State ZIP Name of Director E–mail address Phone, fax, Web
Service Area:	Town Community Schools, Other Schools
Subject Area:	Math, reading
Grades Served:	All
Type of Delivery:	Online/Web–based, individual tutoring, small group instruction, large group instruction, computerized instruction, computer software
Provides Transportation:	Yes
Provider Description	
Evidence of Effectiveness:	Overall 2006–2007 evaluation grade: B– 2006–2007 customer satisfaction grade: B 2006–2007 service delivery grade: B– 2006–2007 academic effectiveness grade: B–
Description:	Extra–Help Tutoring Service's key instructional practice can be summarized as one–to–one tutoring in all subjects/all grades. The primary goal is to assist individual students to improve daily schoolwork and to overcome past deficiencies in subject areas. Company believes that the essence of good tutoring is always the relationship between the tutor and the student. All tutoring is structured to build student confidence and self–worth. An Individual Pupil Plan is designed for each student. The guiding principle is that each child learns based on his or her learning style. Reports of students' progress are given to parents or guardians following each tutoring session and monthly progress reports are submitted to appropriate local school district staff. Student/instructor ratio is reported at 1:1 or small group with a ratio of 2:1. All tutoring takes place at a learning center, at community centers, or at the Boys and Girls Club. This provider indicates that they are prepared to provide services to students who are limited in English proficiency and special education students.
Teacher Qualifications:	Qualified tutors, with at least a BS in education and many with Master's degrees assist in all areas from kindergarten through twelfth grade. All tutors have been thoroughly screened and are constantly evaluated for effectiveness.
Pricing Structure:	The number of service units is determined by the dollars available for each student's tutoring.

Name and Contact Information	State Algebra Project 20 G Street Town 2, State Zip Name of Director E–mail Phone, fax, Web
Service Area:	South and North Counties, Large City School A, Rural Area 1
Subject Area:	Math
Grades Served:	All
Type of Delivery:	Online/Web–based, individual tutoring, small group instruction, large group instruction, computerized instruction, computer software
Provides Transportation:	No
Provider Description	
Evidence of Effectiveness:	Overall 2006–2007 evaluation grade: B 2006–2007 customer satisfaction grade: B+ 2006–2007 service delivery grade: B+ 2006–2007 academic effectiveness grade: B
Description	The State Algebra Project staff will assist you and your child with understanding math and how to successfully work math problems. Your child will be able to tell us in his or her own words where difficulties are with math. Tutors begin where the child is and immediately make improvements. Student/instructor ratio is reported as 5:1. This provider indicates that a minimum of 10 students must enroll before services can be provided. This provider indicates it can serve Special Needs and Limited English Proficiency students. Services are provided at school, community centers, the student's home, or faith–based sites.
Teacher Qualifications:	Staff are licensed teachers in math and language arts or college graduates.
Pricing Structure:	The program will require a minimum of 10 to 15 weekly sessions of student participation. The IAP will adjust fees according to the rates available for each district.

Parent/Guardian Request for Supplemental Services

Please complete the form below and return the entire form by *[provide date]* to the school if you want an outside provider to tutor your child. Please use a separate form for each child.

Name of Student _____ Date _____

Name of Parent/Guardian _____ GRADE _____

Birth date: _____

Dear Parent/Guardian:

Your child is enrolled at *[provide name of school]* and is eligible to receive Supplemental Educational Services as defined in the preceding letter. Please complete the section below and return the entire form to the Title 1 office. Please complete a separate form for each child for whom you are requesting supplemental services. Please return this to

[Name of School District
Attention: Name of Person
Address]

Please be advised, attendance is very important to the success of this program. Please ensure your child participates at all times unless there is illness or an emergency. This is an optional program, and lack of proper attendance can jeopardize participation.

Parent/Guardian:

I understand that my child is eligible to receive Supplemental Educational Services for the 2007–2008 school year.

___ I have contacted and selected the following provider from the state approved list:

___ I wish to begin services on _____

___ I will require assistance from the school to help make a choice. Please contact me at the phone number below.

Signature of Parent/Guardian: _____

Address _____ City _____Zip _____Telephone _____

Office Use Only

Student STI # _____ Date Received _____

Tool 4.13: Parent Complaint Documentation

Click here to link to a text version of the tool.

Description

This tool is a sample for LEAs to use in creating procedures for parents to submit complaints. There is no required format for parents to submit complaints. LEAs should note that a written form might not be appropriate for all parents.

Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs will need to determine a method for sharing this tool with schools.

Suggestions for Use

SEA staff can use this document as part of training to help LEA staff develop these types of procedures. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step–by–step training as well as follow–up.

LEA staff can use this tool as a resource to help schools create complaint procedures. LEA staff should provide training to those using this resource on how to disseminate the complaint form and how staff are to process the form. This would include strategies to welcome parents to use the form and treat each comment with respect.

The county public schools are committed to open communication between school staff and parents at the county's Title I, Part A schools in order to reach the goal of educating all students.

We are aware that disagreements may arise periodically. These disagreements need to be resolved in a timely fashion. The following procedures have been developed to handle complaints dealing with Title I, Part A programs, services, and staff members. All Title I, Part A complaints are to be directed to the director of elementary education as described below.

Filing a Complaint (person with complaint does the following)

1. Gather all information related to the complaint.
2. Fill out the complaint form. Remember, being as specific as possible will help us to resolve the issue.
3. Send the complaint form to the elementary office at the address listed on the form.

Response to Complaint (central office staff does the following)

4. Investigate and prepare a response to the complaint.
5. Ask the director of elementary education to review the complaint form and the prepared response.
6. Set an appointment with the originators of the complaint in order to resolve the complaint. The director of elementary education usually arranges this meeting within five (5) working days after receipt of the complaint.

Additional Steps (if required)

7. If the complaint cannot be resolved by the director of elementary education, a meeting will be set up with the assistant superintendent for instruction, the director of elementary education, and the concerned parties.
8. The assistant superintendent for instruction will work with the director of elementary education to resolve the complaint.
9. If the issue is still unresolved, the director of elementary education will contact the state department of education's Title I, Part A office for guidance.
10. Meetings with officials from the district may be scheduled in order to resolve the complaint.

11. If additional steps beyond the state department of education are required in the resolution of the complaint, these steps will occur in accordance with the federal No Child Left Behind legislation.

Contact for Complaints
Director of Elementary Education
County Board of Education

[Phone number
Address]

Title I, Part A Complaint Form

Name _____

Address _____

Phone Number _____ Date ___

Nature of Complaint
_____
_____

Do Not Write Below This Line
_____

Date Received in Title I, Part A Office _____

Date of Conference _____

Date Resolved _____

Resolution
_____

5 School Responsibilities

5 School Responsibilities

Title I Part A provisions also require school staff to support the parental involvement requirements of Title I, Part A, Section 1118. These efforts include, but are not limited to, planning, shared responsibility, communication, and notification.

School Level Policy

Joint Development of Policy: Each school must develop, jointly with parents of children participating in Title I, Part A services, a written school parental involvement policy that describes how the school will carry out the parental involvement requirements in Section 1118(c)–(f), including the development of a School–Parent Compact. If the school already has a parental involvement policy that applies to all parents, the school may amend that existing policy, if necessary, to meet the requirements of Section 1118(b). Schools must update these policies periodically to meet the changing needs of parents and the school. [Section 1118(b), ESEA]

Notification and Dissemination: Each school served under Title I, Part A must notify parents of its written parental involvement policy in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, provide notice and the policy in a language the parents can understand. In addition, each school must make its written parental involvement policy available to the local community. (See Section 2, page 8 of this toolkit for further information on "to the extent practicable.") [Section 1118(b)(1),ESEA]

Parents' Right to Know

Title I, Part A, Section 1118 schools must give each parent timely notice when his or her child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. [Section 1111(h)(6)(B)(ii), ESEA] The term "highly qualified" for this purpose is defined in Section 200.56 of the Title I regulations (34 C.F.R Section 200.56) [67 Fed. Reg. 71730, December 2, 2002], available at http://www.ed.gov/legislation/FedRegister/finrule/2002–4/120202a.html.

Parental Involvement in Schoolwide Programs

The purpose of a schoolwide program is to improve academic achievement throughout a high–poverty school (one in which at least 40% of the students are from low–income families) so that all students, but particularly the lowest–achieving students, demonstrate proficiency related to the state's

academic standards. [Section 200.25(a), Title I Regulations]

Parental involvement is very important in a schoolwide program. In fact, one of the components of a schoolwide program requires the school to employ strategies to increase parental involvement. [Section 1114(b)(1)(F), ESEA]

Consistent with the purpose stated above, all parents in a schoolwide program school are eligible to participate in parental involvement activities. However, given that the focus of a schoolwide program is to raise the achievement of the lowest–achieving students, a schoolwide program should ensure that its parental involvement activities include the parents of the lowest–achieving students in order that they may better assist in the education of their child.

Information and Opportunities for Parental Involvement

Schools served under Title I must involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A programs, including

- the planning, review, and improvement of the school parental involvement policy and
- the joint development of any schoolwide program plan under section 1114(b)(2). [Section 1118(c)(3), ESEA]

If a school already has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process so long as it includes an adequate representation of parents of children participating in Title I, Part A programs. [Section 1118(c)(3), ESEA]

Information/Communication: Schools served under Title I, Part A must provide to parents of participating children, in a timely manner, information about the programs funded by Title I, Part A. That information must include—

- a description and explanation of the school's curriculum;
- information on the forms of academic assessment used to measure student progress; and
- information on the proficiency levels students are expected to meet.

Parent Request for Involvement or Information: Upon the request of parents, schools must provide

- opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their child.

The school must respond to any such suggestions as soon as practicably possible. [Section 1118(c)(4), ESEA]

Shared Responsibility

School–Parent Compact: Each Title I, Part A school must jointly develop, with the parents of children served under Title I, Part A, a School–Parent Compact as a component of its written parental involvement policy. A School–Parent Compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. In addition, the School–Parent Compact outlines the activities that the parents, school staff,

and students will undertake to build and develop a partnership to help the children achieve to the state's high academic standards. [Section 1118(d)], ESEA]

The School–Parent Compact must describe

- the school's responsibility to provide high–quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part A to meet the state's student academic achievement standards;
- ways in which parents will be responsible for supporting their child'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 child and positive use of extracurricular time); and
- the importance of communication between teachers and parents on an ongoing basis through, at a minimum, communication should include
  - 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]

Parent Meetings

Each school served under Title I, Part A must convene an annual meeting, at a time convenient for parents to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs. In order to keep parents informed, schools must invite to this meeting all parents of children participating in Title I, Part A programs and encourage them to attend. Schools must offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so as many parents as possible are able to attend. [Section 1118(c)(1) and (2), ESEA]

Information on Student Progress

Each year a school that receives Title I, Part A funds must provide parents with an individual student report informing them about their child's level of achievement on the state's assessments in at least reading/language arts, math, and science. [Section 1111(h)(6)(B)(i), ESEA] This report may be covered by the SEA reports on individual student academic assessments described in Section 3, page 36 of this toolkit.

Selected Practices and Tools

Tool 5.1: Policy and Plan Activity Checklist

This tool is a checklist to help schools gauge their progress in meeting the Title I, Part A provisions for parental involvement. Though this tool does not provide an exhaustive list of parental involvement activities, it does demonstrate the types of activities that are expected of schools and a method for tracking those events. School staff who use this tool need to align the listed items with their school plan for parental involvement. This may include adding items.

Tool 5.2: Elementary School Policy, Descriptive Style

This tool demonstrates one format for a policy document. The tone and text are parent–friendly and encourage those reading the document to participate in parental involvement. The developers of this sample have aligned goals with specific strategies in order to provide deeper explanations of the role and activities expected for school staff and parents. The Title I, Part A provisions do not require that school policies for parental involvement follow a specific format. Schools should use the style that best meets their needs.

Tool 5.3: Elementary school Plan, Bulleted Style

This tool demonstrates a format for a planning document for increasing parental involvement. The Title I, Part A provisions do not require a specific format for school involvement plans. Schools should use the style that best meets their needs.

Tool 5.4: Secondary School–Student–Family Compact

This tool demonstrates one format for a school–student–parent compact at the secondary level. Though the Title I, Part A provisions do not require that secondary students be involved in the school–parent compact process, this example demonstrates why such involvement might be appropriate for older students. The Title I, Part A provisions do not require a specific format for school parental involvement plans: however, plans must address each of the provisions described in Title I, Part A. Schools should use the style that best meets their needs.

Tool 5.5: Data Collection Tool Regarding Parental Involvement

This tool contains a sampling of items from a survey that allows LEA and school staff to collect information on the experiences of parents who interact with LEA or school staff. It is not uncommon for teachers and parents to have different perspectives on the same experiences. If school staff are to develop effective parental involvement programs, they need a tool to help them determine if their efforts are well received by parents. This sampling of questions demonstrates one method for doing such evaluation.

Tool 5.6: Evaluating the Effectiveness of Parental Involvement Survey

This tool provides a sampling of items from a survey that explores the effectiveness of a parental involvement program. While this sample does not

cover every possible topic, it does contain examples of many factors that need to be reviewed when considering the success of parental involvement efforts. When schools are attempting to do a comprehensive survey process, they may find that breaking the survey into smaller pieces and administering it over a few weeks is a more manageable process.

Tools for Section 5

Tool 5.1: Policy and Plan Activity Checklist

Click here to link to a text version of the tool.

Description

This tool is a checklist to help schools gauge their progress in meeting the Title I, Part A provisions for parental involvement. Though this tool does not provide an exhaustive list of parental involvement activities, it does demonstrate the types of activities that are expected of schools and a method for tracking those events. School staff who use this tool need to align the listed items with their school plan for parental involvement. This may include adding items.

Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. Schools may want to use this type of tool when staff are beginning to develop their policy and plans for parental involvement.

Suggestions for Use

SEA staff can use this document as part of training to help school staff create opportunities for parent engagement through these types of activities. SEA staff should anticipate that some LEA staff will be able to use this resource with little instruction, while others will need step–by–step training as well as follow–up.

School staff can use this type of tool to self–monitor parental involvement programs periodically. Additionally, since each school will need documentation of parental involvement activities for their state monitoring process, this type of tool provides an organized method of noting documentation as it is collected.

School staff can use this type of tool to guide the development of policy and planning.

For each of the items below, mark whether the school has fully met the requirement or has not. Then provide a description of the activity and documentation available for the activity?

School: _____ **Rater:** _____

District: _____ **Date:** _____

School Improvement Requirement	Yes	No	Description of Activity	Documentation
1. Parents are involved in development of School Improvement Plans.	☐	☐		
2. Parents are involved in the approval of improvement plans.	☐	☐		
3. Parents are involved in advisory committees.	☐	☐		
4. Parents are involved in decision making.	☐	☐		
5. School informs parents about the requirements of the plan and the right of parents to be involved.	☐	☐		
6. School provides timely notification of options, rights, and information under NCLB.	☐	☐		
About				
▪ School Choice	☐	☐		

School Improvement Requirement	Yes	No	Description of Activity	Documentation
▪ Supplemental Educational Services	☐	☐		
▪ Curriculum explanation	☐	☐		
▪ Academic assessments used to measure student progress	☐	☐		
▪ Expected proficiency levels	☐	☐		
▪ School Improvement/AYP status	☐	☐		
7. School has nonacademic communications with parents.	☐	☐		
8. School has regular communications with parents about their child's educational progress.	☐	☐		
About				
▪ Report cards	☐	☐		
▪ Online grades	☐	☐		
▪ Phone calls (e.g., grades, attendance)	☐	☐		
▪ Web site	☐	☐		
9. School conducts home visits.	☐	☐		
By				
▪ Teachers	☐	☐		
▪ Parental involvement coordinator	☐	☐		
▪ Other	☐	☐		
10. School provides materials, training, and workshops to help parents work with their child to improve achievement.	☐	☐		
11. School holds regular parent–teacher conferences.	☐	☐		
12. School uses student–led parent–teacher conferences.	☐	☐		
13. School has a School–Parent Compact which school develops jointly with parents.	☐	☐		
14. School provides parents with information about curriculum and instructional strategies used in the classroom.	☐	☐		
15. School incorporates ways for parents to be responsible for student learning.	☐	☐		
16. School holds an annual parent meeting.	☐	☐		

School Improvement Requirement	Yes	No	Description of Activity	Documentation
17. School provides parents with frequent reports on student progress.	☐	☐		
18. School provides parents with reasonable access to staff.	☐	☐		
19. School provides opportunities for parents to volunteer.	☐	☐		
20. School provides opportunities for parents to observe in the classroom.	☐	☐		
21. School provides assistance to parents to increase their support for student learning.	☐	☐		
About				
▪ Standards and assessment	☐	☐		
▪ Child's progress and ways to monitor that progress	☐	☐		
▪ Strategies for working with educators to improve child's achievement	☐	☐		
▪ Learning at home	☐	☐		
22. School coordinates parental involvement activities with other programs.	☐	☐		
23. School links parental involvement activities to major school academic goals.	☐	☐		
24. School helps parents foster high expectations for their child.	☐	☐		
25. School helps parents to plan with their child for postgraduate education.	☐	☐		
26. School uses parent volunteers.	☐	☐		
27. School uses parent surveys to inform decisions.	☐	☐		
28. School engages parents in activities to foster relationships between parents and school.	☐	☐		
29. School has a budget that identifies use of resources for parental involvement.	☐	☐		
30. School involves parents in making decisions regarding funds related to parental involvement.	☐	☐		
31. School provides information to parents in a language they can understand.	☐	☐		

School Improvement Requirement	Yes	No	Description of Activity	Documentation
32. School uses parent coordinator/liaison for outreach.	☐	☐		
33. School works with parent–teacher organizations.	☐	☐		
34. School offers activities that increase the cultural competency of staff.	☐	☐		

List other parental involvement activities not listed above.

_____

_____

Tool 5.2: Elementary School Policy, Descriptive Style

Click here to link to a text version of the tool.

Description

This tool demonstrates one format for a policy document. The tone and text are parent–friendly and encourage those reading the document to participate in parental involvement. The developers of this sample have aligned goals with specific strategies in order to provide deeper explanations of the role and activities expected for school staff and parents. The Title I, Part A provisions do not require that school policies for parental involvement follow a specific format. Schools should use the style that best meets their needs.

Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. Schools will want to use this type of tool when staff are beginning to develop their policy and plans for parental involvement.

School staff should distribute the final policy through a variety of media: such as paper, mail, or Internet.

Suggestions for Use

SEA staff can use this document as part of training to help school staff create opportunities for parent engagement. SEA staff should anticipate that some LEA staff will use this template with little instruction, while others will need step–by–step training as well as follow–up.

School staff can use a sample such as this one to begin discussion of their parental involvement policy.

Parental Involvement Policy

We are committed to working together to provide the best education for your children. Please review our current Parental Involvement Plan. We encourage and need your input in making our school the best it can be. Thank you for staying involved in your child's education. We look forward to a successful year. If you have any questions, please call our school.

Statement of Purpose:

The faculty of our school is committed to providing a quality education for all students and to recognizing the essential role of parents and the value of their input.

Goal 1: Provide parents with the opportunity to have input in the Parental Involvement Plan at the district level and at their child's school.

Strategies

- Provide parents with a copy of the school–parent involvement plan via the student handbook, visitation day, or open house and one newsletter before October 1.
- Provide parents with opportunities to give input and suggestions for revision of the district or school plan through a variety of ways.
- Provide parents with a copy of the district's parental involvement plan.

Goal 2: Provide outreach for parents of limited English proficiency (LEP) students so they can be involved in their child's education.

Strategies

- Follow the district LEP Plan to assess possible LEP students and communicate with parents regarding this process.
- Coordinate with various agencies to assist parents of LEP students.
- Provide, whenever possible, pertinent school information in the parents' native language.

Goal 3: Provide an opportunity for parents and their children's school to jointly develop a School–Parent Compact that is to be implemented annually and includes: the school's responsibility to provide high–quality curriculum and instruction in a supportive and effective learning environment; the way in which each parent will be responsible for supporting their child's learning; and strategies that will address the importance of ongoing communication between teachers and parents.

Strategies

- Review the School–Parent Compact annually for revisions by the Parent and Community Involvement Task Force and the school advisory council.
- Provide opportunities to review the Compact with parents during visitation day, school advisory council meetings, workshops, etc.

Goal 4: Provide notice and information under the "Parents Right to Know" requirements to all parents in Title I schools, in an understandable and uniform format and, to the extent practicable, in a language parents can understand.

Strategies

- Provide each parent with a copy of the Student Progression Plan.
- Notify parents through newsletters, parent–school organization meetings and other means that the faculty and staff are highly qualified and meet required standards.
- Notify parents, via a letter, if their teacher or paraprofessionals in their child's classroom are not highly qualified.

Goal 5: Provide opportunities for parental involvement capacity building at the district and school levels.

Strategies

- Provide orientations for all parents interested in volunteering.
- Provide activities at a variety of times.
- Provide childcare.
- Conduct an annual parent survey requesting parental input on workshops.
- Utilize a variety of communication techniques to enhance parent participation.
- Provide opportunities for community–based organizations and businesses to support the capacity building efforts of parental involvement.
- Provide opportunities to evaluate and identify barriers to successful parental involvement.

Tool 5.3: Elementary School Plan, Bulleted Style

Click here to link to a text version of the tool.

Description

This tool demonstrates a format for a planning document for increasing parental involvement. The Title I, Part A provisions do not require a specific format for school parental involvement plans. Schools should use the style that best meets their needs.

Distribution:

Resources such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. Schools can use this type of tool when staff are beginning to develop their policy and plans for parental involvement.

School staff should distribute the final plan through a variety of media: such as paper, mail, or Internet.

Suggestions for Use:

SEA staff can use this document as part of training to help school staff create opportunities for parent engagement through these types of activities. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step–by–step training as well as follow–up.

School staff can use a sample such as this one to begin discussion of their parental involvement plan.

School Plan for Parental Involvement

Challenging and Preparing Our Students—We believe that a partnership must exist between our parents and our school. We promote positive communication between the school and our students' homes. The school provides a variety of opportunities for parents to be involved in activities supporting our school. We believe teachers have a responsibility to provide the needed framework for parents to nurture their child's formal instruction at home. We will provide materials that can successfully be used at home to reinforce the academic success of children. It is our goal to provide an atmosphere where parents are able to express their views and to assist in problem solving. We want parents to understand that we view them as joint policy and decision makers and plan to emphasize their roles as advocates.

Gathering Information to Support the Parental Education and Involvement Plan—The Title I Parental Involvement Committee, consisting of teachers, administrators, parents, and community members, met to analyze data from surveys and discussions with teachers, administrators, parents, and community members. Using this data, the committee led a process to develop the following list of services and activities to promote parental involvement and provide additional support for student learning:

1. **School staff will use a variety of communication strategies to provide additional information to parents and to increase parental involvement in supporting classroom instruction.**
   - The school will distribute a monthly newsletter to parents that is developed with participation of the parent–school organization, principal, staff, and parent volunteers. It includes school news, a calendar of school activities, and parenting tips relating to school achievement such as homework tips, organizational skills, and study skills.
   - The school reading specialist and parent volunteers will create a pamphlet explaining the school's involvement with the state's reading initiative and how parents can be involved in supporting the goals of this initiative. It will be distributed at parent orientation night and other public meetings.

- The school will create a Web site to house classroom Web sites for each teacher. Homework assignments and pertinent classroom information will be available on classroom Web sites. Also, parents can access their child's grades using a PIN number they receive at the beginning of the school year. Parents may use e–mail to communicate with members of the school staff.
- Each teacher will send home a folder containing student papers and work samples each week. Parents will be asked to sign the folder and send it back to school.
- Teachers will routinely contact parents on an individual basis to communicate about their child's progress.
- The school will provide to parents reports/report cards every four weeks with information regarding their child's academic progress and upcoming classroom and school events.
- The school will send parents a parent–friendly letter in the first report card that explains their child's test results and standardized test scores.
- The school will offer parents a special workshop each year on the school's approach to school improvement.
- The school will send brochures home with students, post notices in school facilities and public buildings, and provide information for local newspapers and radio stations about parent workshops and meetings.
- The school will use the student handbook, school Web site, signage at the school entrance, and parent orientation meetings about the Schoolwide Title I Plan and how to get a copy upon request.

2. **The school will hold parent meetings, conferences, and activities regularly throughout the year to increase parental involvement and build staff and parent capacity to engage in these types of efforts.**
    - These meetings will include parent–training sessions to help parents understand how to enhance their child's education.
    - These meetings will include a series of family reading nights that provide an opportunity for parents and their child to experience the school situation in a positive and helpful manner while school staff may provide any needed assistance or encouragement.
    - The meetings will be held at various times during the day or evening to better accommodate parents.
    - Outside speakers will provide parents with more information concerning ways to make their child's academic life more successful.
    - The school will hold an orientation for parents at each grade level to inform them about the school's participation in the Title I program and to encourage parents to be involved with reviewing and revising of the School's Title I Plan.
    - Teachers will hold conferences individually with parents of children in their classrooms. Parents will be given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures.

- The school will offer parents a special workshop each year to provide an explanation of the statewide assessment systems, standards, and other accountability measures.
- The school will engage parents in the following types of roles and activities to increase their involvement and support for student learning:
  - Library assistant
  - Reading buddy
  - Mentor
  - Teacher assistant
  - Tutors
  - Special parent lunches
  - Book fair helpers
  - Grandparents Day
  - Award's day presentations
  - Field day volunteers
  - Family reading nights
  - Parent education workshops
  - Orientation presentations
  - Open house
  - Parent–school organization
  - Red Ribbon week
  - Choir concerts
  - D.A.R.E. graduation
  - Various committees

3. The school will provide information to parents about volunteer opportunities.

- The school will provide opportunities for parents and community members to support the instructional program through such programs as Reading Buddies, tutoring, and special friends.
- The school will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during orientation of parents. Teachers will explain the requirements to parents and encourage them to become involved in the school. Brief training sessions will provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.
- The school will work with Green Elementary School and Blue Middle School to help provide a smooth transition from one school to the next by raising parent awareness of procedures and related activities. The school will host special orientation programs for parents and students to help with the transition. Parents will have the opportunity to meet the new teachers at the end of the school year.

4. The school will work with parents to create a School–Parent–Student Compact.

- School staff, parents, and students will develop a school–parent–student compact. This compact will outline how parents, school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the compact.

5. The school will provide an opportunity for parents to engage in decision–making processes in regarding the school's Title I, Part A program.

- The school will involve parents on school improvement planning committees. To support this process, the school will offer both school staff and parents training on how to contribute to this process in a meaningful way.
- The school will ask parents to serve on curricular and instructional review committees. To support this process, the school will offer both school staff and parents training on how to contribute to this process in a meaningful way.

- The school will engage parents in decisions about the allocation of its Title I, Part A funds for parental involvement.

6. The school will provide a parent resource center for parents.

- Parents may check out materials, use the computer to check grades, and visit educational Web sites. Parents will be encouraged to view the Title I Plan located in the parent resource center or media center. A suggestion sheet will also be available for parental input. The school will open the resource center at hours that are convenient to parents.

7. The school will engage parents in an evaluation of parental involvement efforts.

- The school will engage parents in the annual evaluation of the Title I, Part A program's parental involvement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents, and school staff. The Title I Committee, made up of teachers, parents, and school staff, will determine the effectiveness of the parental involvement plan and make changes if warranted. While collecting evidence about satisfaction with the program and the school's efforts to increase parental involvement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in numbers of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth.

Tool 5.4: Secondary School–Student–Family Compact

Click here to link to a text version of the tool.

Description

This tool demonstrates one format for a school–student–parent compact at the secondary level. Though the Title I, Part A provisions do not require that secondary students be involved in the school–parent compact process, this example demonstrates why such involvement might be appropriate for older students. The Title I, Part A provisions do not require a specific format for parental involvement plans; however, plans must address each of the provisions described in Title I, Part A. Schools should use the style that best meets their needs.

Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. Schools can use this type of tool when staff are beginning to develop their policy and plans for parental involvement.

School staff should distribute the final plan to parents through a variety of media, such as paper, mail, or Internet.

Suggestions for Use

SEA staff can use this document as part of training to help school staff create opportunities for parent engagement through these types of activities. SEA staff should anticipate that some LEA staff will use this template with little instruction, while others will need step–by–step training as well as follow–up.

School staff can use a sample such as this one to begin discussion of their parental involvement plan.

School-Parent Compact: High School

The high school believes that significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s).

To accomplish this goal, the school staff commit to

- provide information to parents in a timely, useful, and engaging manner,
- support parents in their efforts to engage in their child's education,
- encourage parents to engage in their child's education, and
- hold themselves, the students, and the parents accountable in meeting the academic needs of every child.

To accomplish this goal, the school staff ask parents to commit to

- engage with school staff in strategies to support students in achieving the learning objectives,
- provide a home environment that supports the school's efforts to increase student performance, and
- set high academic expectations for their child.

To accomplish this goal, the school staff ask students to commit to

- encourage their parents to support them in their education,
- participate in parent–school events, and
- set high academic expectations for themselves.

The following activities will help school staff and parents to accomplish the goals:

Meetings, Conferences, and Events

- School staff will hold an annual meeting to inform parents about the district parental involvement plan, the parents' right to be involved in the education of their child, and the School–Parent–Student Compact. School staff, parents, and students will be encouraged to attend and actively participate in these events.
- School staff will post information about parental involvement meetings and extracurricular parental involvement activities on the district Web site and in public venues and send notices via e–mail. Parents will be encouraged to also share information via informal networks.
- School staff will hold regular parent/teacher conferences on a flexible schedule. Parents will be encouraged to request conferences when they have questions about their child's academic performance, testing procedures, and postsecondary planning.
- School staff will plan and hold an annual recognition event for parents and volunteers who have helped throughout the year. Students will be asked to take a special role in helping to recognize parents' efforts.

Communication

- School staff will publish the school newsletter to inform parents about the parental involvement plan and other events at the school. Parents and students will be encouraged to submit articles and information for this newsletter.
- School staff will publish invitations to parents to participate in various activities including information sessions and scheduled school meetings and activities. These invitations will be shared through the school newsletter, the local newspaper, phone trees, e–mail, phone calls, and other public venues.
- School staff will engage parents and students in focused brainstorming sessions at least once monthly to provide them the opportunity to share concerns and desires, to better improve the school environment and student achievement.
- School staff will place announcements about parental involvement and parent notification as appropriate on the local cable television channel in a consistent and timely manner.
- Every school staff member will participate in communication activities, including, but not limited to, phone calls, e–mail, and home visits to communicate with parents. Furthermore school staff will ensure that at least one parent in every child's home is contacted by a teacher or other school staff member at least twice a year. Parents will be encouraged to call staff to answer questions. Suggested times to call each staff member will be posted on the school Web site.
- School staff will collaborate with parents to provide workshops to assist parents in understanding test data and interpretation. Parents' input and assistance will be requested at events and through all communication activities.

Reaching Out

- School staff will encourage continued positive partnerships and involvement throughout the community by encouraging parents and students to engage in planning, feedback, and review activities. Moreover, parents will be encouraged to help present at staff professional development activities.
- School staff and parents will work collaboratively to work with students on postsecondary

planning.

- Parents will be asked work with school staff to offer training to staff to assist them in understanding how to communicate and reach out to parents.
- School staff will ask parents to work with school staff to offer training to parents to assist them in understanding how to communicate and reach out to school staff.
- School staff will actively support and engage in the parent–led after–prom committee.
- School staff will encourage parents to serve as chaperones for class field trips and other school activities.
- School staff will provide opportunities for discussions between parents, administrators, and staff to address problems and find solutions for students having difficulties, either academically or socially.
- School staff will encourage parents to join improvement decision–making committees and long–range planning teams.
- School staff will involve parents in decisions related to the use of Title I, Part A funds for parental involvement.

Academic Support

- School staff will share the school–student–family compact that outlines how parents and school staff will share the responsibility for improved student achievement of their student with all parents at annual meetings and through the school Web site. Information about the compact will also be referenced in newsletters, e–mails, and other common communication channels.
- School staff will share information with parents about all of the school's special support programs, including the National Honor Society free tutoring program, and extracurricular activities. Parents will be encouraged to support their child's participation in these activities.
- School staff will post homework assignments and related materials on the school Web site to help parents and students have easy access to assignments. School staff will provide information to students and parents on how to access this Web site in communication activities and meetings and conferences.
- School staff will provide information regarding the student's individual assessment results, reading results, progress reports, and report cards at parent conferences and other times as appropriate. Parents and students will be encouraged to ask questions about this information. School staff will also offer workshops to parents on using this information to support their child's learning and plan for postsecondary education.
- School staff will engage parents in efforts to increase student academic support as well as school improvement. School staff will provide descriptions and explanations of the curriculum, instructional strategies, and assessment processes used at the school. Parents and students will be encouraged to ask questions. School staff will share information related to these topics routinely in communication publications.

Tool 5.5: Data Collection Tool Regarding Parental Involvement

Click here to link to a text version of the tool.

Description

This tool contains a sampling of items from a survey that allows LEA and school staff to collect information on the experiences of parents who interact with LEA or school staff. It is not uncommon for teachers and parents to have different perspectives on the same experiences. If school staff are to develop effective parental involvement programs, they need a tool to help them determine if their efforts are well received by parents. This sampling of questions demonstrates one method for such evaluation.

Distribution

School staff may administer and collect data from tools such as this through a variety of methods. They can be Web–based, paper–and–pencil administrations at meetings, phone interviews, or any other viable method.

Once the surveys have been administered and data is accumulated, school staff should develop a method for sharing the analysis.

Suggestions for Use

School staff can ask parents to be a part of the teams that analyze data coming from the survey administration.

To increase parent participation in the survey process, school staff can ask parents to help them administer the tool.

School staff may want to hold a joint meeting with parents and staff to review the data as a form of professional development for staff and a form of developing a greater understanding of the school culture for parents.

This survey is designed to help us determine if we have a family–friendly school. We ask each of you to carefully consider each of the qualities listed on the left side of the page and then rate your experience by checking off the appropriate box on the right side of the quality. We have also left a space for comments under the rating boxes. Please feel free to add any comments that will help us to understand your rating in the area.

You will notice we use four descriptions to rate your experience in our schools:

Get High Marks!–The school has really worked hard to address this aspect of family–friendliness, and there are no major omissions.

Getting There–The school has done some notable things to address this aspect of family–friendliness, but there are one or two significant omissions.

Needs Work–The school has done a few things to address this aspect of family–friendliness, but there are several serious omissions.

Needs Significant Work!–The school has not made much of an attempt to address this aspect of family–friendliness; parental involvement has been largely overlooked.

Quality	Family–Friendly Strengths and Weaknesses			
The school looks welcoming from the outside; its name and entryway are clear to visitors.	Get High Marks!	Getting There	Needs Work	Needs Significant Work!
Minimum standard of quality: ▪ Signs of upcoming events ▪ Clear directions to main entrance at all outside doors, using arrows and signage ▪ Welcome sign near the main entrance ▪ School hours posted at the main entrance	☐	☐	☐	☐
There is parking for visitors and handicap access from parking area.	Get High Marks!	Getting There	Needs Work	Needs Significant Work!
Minimum standard of quality: ▪ Reserved visitor parking spaces for parents and other visitors close to entry doors ▪ Well–posted information for visitors of any parking limitations ▪ Processes for sharing parking limitations with parents through other communication strategies ▪ Enforcement of handicap parking policies	☐	☐	☐	☐

Quality	Family–Friendly Strengths and Weaknesses			
School's entry and halls are clean and welcoming and have clear directions and signs for destinations.	Get High Marks!	Getting There	Needs Work	Needs Significant Work!
Minimum standard of quality: ▪ Friendly, highly visible, instructions and guestbook for visitors' sign–in ▪ Parent visitor badges issued to help staff identify them ▪ Comfortable chairs or bench for visitors in the lobby ▪ School directory near the front entrance with photos and names of all staff ▪ School map near the entrance highlights frequently requested locations ▪ Consistent signs for all teachers, staff, and room numbers	☐	☐	☐	☐

Family members have an area to look at and pick up helpful resources.	Get High Marks!	Getting There	Needs Work	Needs Significant Work!
Minimum standard of quality: ▪ Bulletin board for parents to post information and receive news and announcements in a convenient location ▪ Bulletin boards with acknowledgments of volunteers, parent–school organization, and community members' contributions in a convenient location ▪ Family resource table, including materials for families on available resources, community brochures, and parent tip sheets, in a convenient location	☐	☐	☐	☐

Quality	Family–Friendly Strengths and Weaknesses			
Space is available for private conversations with staff or other parents	Get High Marks!	Getting There	Needs Work	Needs Significant Work!
Minimum standard of quality: ▪ Space away from main hallways and entries ▪ Doors, walls, or other features to protect privacy in space	☐	☐	☐	☐
Schools share information on parental involvement practices and policy	Get High Marks!	Getting There	Needs Work	Needs Significant Work!
Minimum standard of quality: ▪ Sharing and distributing policy early in the year ▪ School–Parent Compact tailored for school and community ▪ Evidence of policy use throughout year in a number of ways ▪ Efforts to welcome families, make introductions, and give contact information ▪ Periodic family involvement events throughout school year, including recruiting volunteers and fostering relationships ▪ Staff–initiated, ongoing efforts of welcome and respect for parents ▪ Culturally and linguistically appropriate efforts ▪ Variety of means for helping parents/guardians to support parents in helping their child to be successful in school ▪ Wide–ranging family participation	☐	☐	☐	☐

Tool 5.6: Evaluating the Effectiveness of Parental Involvement Survey

Click here to link to a text version of the tool.

Description

This tool provides a sampling of items from a survey that explores the effectiveness of a parental involvement program. While this sample does not cover every possible topic, it does contain examples of many factors that need to be reviewed when considering the success of parental involvement efforts. When schools are attempting to do a comprehensive survey process, they may find that breaking the survey into smaller pieces and administering it over a few weeks is a more manageable process.

Distribution

Once the results of the survey have been analyzed, school staff should share the results with the parents of the Title I school's students and staff.

Suggestions for Use

School staff can use the analysis of the data from the survey in a joint staff and parent meeting in order to create shared understanding on key parental involvement issues.

Parental Involvement Survey

Our school system is working to strengthen partnerships between schools and families in order to help children perform better in school. In order to continue to do so, we need to collect information regarding the involvement of parents in the schools their child attends. The purpose of this survey is to get your opinion on how well the schools have met your family's and child's needs and how you feel about the school's parental involvement activities. There are no right or wrong answers. We are only interested in your opinions. The findings of the survey will be summarized and used to make improvements.

DIRECTIONS: Please check the selection that most closely matches your answer for each item. The last page provides room for written comments.

School: _____Date: _____

Number of Children: ___Grade level(s): Pre–K – K – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 – 11 – 12
[circle all that apply]
Language(s) spoken at home: _____

A. PARENTING

1. Last year, did the school sponsor workshops or courses to help parents understand the learning needs of their child and strategies for working with their child?

   __ Yes __ No __ Do not know

2. Approximately how many workshops or courses did the school provide for parents on parenting skills (e.g. discipline, child development) last year?

   __ 1 __ 2–3 __ 4–5 __ 6 or more __ Do not know

3. How many workshops or courses did you or your family attend last year?

   __ 1 __ 2–3 __ 4–5 __ 6 or more

4. If you did attend workshops or courses, overall, were they well prepared and interesting?

   __ Yes, always
   __ Usually
   __ Not usually
   __ Never

5. If you did attend workshops or courses, overall, did they provide you with useful information?

   __ Yes, always
   __ Usually
   __ Not usually
   __ Never

6. Are workshops or courses provided in different languages? Are interpreters used?

   __ No, workshops are only in English
   __ Yes, workshops are in different languages *[specify other languages: _____]*
   __ Yes, interpreters are available *[specify other languages: _____]*
   __ I do not know

7. If you did not attend many workshops, please specify why (check all that apply):

   __ I was not provided with enough information or notice.
   __ Workshops were not held at convenient times.
   __ No childcare was available.
   __ Workshop information provided is difficult for parents to understand.
   __ I am not interested in workshop topics.

8. If you attended workshops, respond to the following statements by the indicators to the right, marking how much you agree or disagree with the statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The workshops helped me better understand my child's needs.				
I have used the techniques offered in the workshops.				
I believe that my child has improved his/her skills and/or behaviors as a result of using the techniques suggested in the workshops.				

9. How much of the following information has the school provided to you or your family?

Respond to the information topics listed below by using the indicators to the right to mark how much information you received on that topic.

	A Lot	Somewhat	Very Little	None
Child development and parenting				
How to support learning at home				
Discipline techniques				

B. COMMUNICATION

10. When you visit your child's school,

Respond to the questions listed below by using the indicators to the right.

	Yes	Somewhat	No
Is the reception staff friendly and helpful?			
Are the teachers easy to talk to?			
Is the principal easy to talk to?			
Do you feel comfortable interacting with parents of cultural and ethnic backgrounds different from yours?			

11. Are written communications from school, such as report cards and newsletters

Available in a language you understand?

__ Yes __ No

Clearly written?

__ Yes __ No

12. The best way to communicate with you and/or your family is *[check your two preferred methods]*

__ School memos
__ Child's teachers
__ PTA newsletter
__ Parent liaison
__ Counselor
__ Parent representative (your own culture)
__ Parent representative (of any given culture)

13. How many parent–teacher conferences did you attend last year?

__ None __ 1 __ 2 or more

14. Did you receive sufficient information about

Respond to the questions listed below by using the indicators to the right.

	Yes	Somewhat	No
English–as–a–second language programs?			
Special education programs?			
Gifted and talented programs?			
Bilingual education programs?			
Title I programs?			
Report cards?			
Standardized testing?			

15. How often do you communicate with teachers about your child's performance?

__ Often __ A little __ Never

16. Are report card grades fully explained to you?

__ Yes __ Somewhat __ No

17. Are standardized tests fully explained to you?

__ Yes __ Somewhat__ No

18. Does the school provide translators, when needed, for

Respond to the information topics listed below by using the indicators to the right.

	Yes	No	Not Sure
Parent conferences?			
Private individual meetings?			
When requested by parent?			

C. VOLUNTEERING

19. Were you asked about your interests, talents, and availability for volunteering at school?

__ Yes __ No

20. Last year, did you volunteer at school?

__ Yes __ No

21. If you did volunteer, please indicate for what type of activity and the frequency.

Respond to the information topics listed below by using the indicators to the right.

	Never	1 Time	2–3 Times	3+ Times
Helping on trips or at parties				
Sharing food, stories, and customs from your culture				
Assisting in the classroom (e.g., tutoring, grading papers)				
Leading club and/or activities				
Other (please specify)_____				

22. If you have not volunteered at school, please indicate why:

__ Have never been asked
__ I don't know how
__ Conflict with work schedule
__ Have other children to care for
__ I do not feel comfortable
__ Not interested
__ Other *[please specify: _____]*

D. LEARNING AT HOME

23. Do teachers suggest homework activities for you and your child?

__ Often __ Sometimes __ Very little __ Never

24. Do you listen to your child read or read aloud to your child?

__ Often __ Sometimes __ Very little __ Never

25. Is the information related to home learning activities provided in different languages?

__ No, information is only in English.
__ Yes, information is in different languages *[specify other languages: _____]*.
__ I do not know.

E. DECISION MAKING

26. Does the school have an active parent–teacher organization *[e.g. PTA, PTO]*?

__Yes __No __Do not know

27. If yes, how many parent–teacher organization meetings have you attended?

__ 1 __ 2 or more __ None

28. Are parents involved in planning and evaluating school programs?

__ Yes __ No __ Do not know

29. If yes, have you participated on any school councils or committees?
    __ Yes *[please specify: _____]*
    __ No, I have not participated on any school councils or committees.

30. Does the school actively seek ideas from parents on school–related issues *[e.g. selecting staff, developing program])*?
    __ Yes __ No __ Do not know

31. If yes, have you given your ideas or advice on school–related issues?
    __ Yes (please specify: _____)
    __ No, I have not offered my ideas or advice on school–related issues.
    __ No, I have not been asked for my ideas or advice on school–related issues.

32. Which of these statements best reflect your opinion and/or level of participation?

    Respond to the information topics listed below by using the indicators to the right to mark your choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel my opinion is taken into consideration when it comes to school policy decisions.				
I actively participate in PTA meetings.				
I actively participate in school committees and/or school improvement teams.				
School staff consider my opinion when it comes to decisions concerning my child.				
I don't feel part of the decision–making body at the school at any level.				
I believe parents are very involved in decision making at the school.				
I have not been asked for my ideas or advice on school–related issues.				

33. Would you like to participate more in school decisions? *[Please check all that apply.]*
    __ Yes, I would like to participate more, but I don't feel encouraged by the school.
    __ Yes, I would like to participate more, but I do not know how to get involved.
    __ Yes, I would like to participate more, but I do not have time.
    __ Yes, I would like to participate more, but communicating in English is difficult for me.
    __ Yes, I would like to participate more, but I do not understand the issues very well.
    __ Yes, I would like to participate more, but I do not feel comfortable.
    __ No, I am not interested in participating in school decision making.
    __ No, I would rather become involved in other school activities.
    __ Other reasons: _____

F. COMMUNITY COLLABORATION

34. Does the school participate in events planned by members of the ethnic community?

    __ Yes __ No __ Do not know

35. Does the school provide any of the following support programs for families of diverse educational and linguistic backgrounds?

    Respond to the information topics listed below by using the indicators to the right to mark your choice.

	Yes	No	Don't Know
Family literacy programs			
English–as–a–second–language programs			
G.E.D. programs			
Computer training programs			

36. In which of these support programs have you participated?

    Respond to the information topics listed below by using the indicators to the right to mark your choice.

	Yes	No	Don't Know
Family literacy programs			
English–as–a–second–language programs			
G.E.D. programs			
Computer training programs			

37. What kind of support programs would you like the school to offer to you and your family?

    __ Family literacy programs
    __ GED programs
    __ English–as–a–second language programs
    __ Computer training programs
    __ Other programs:
    (1) _____
    (2) _____

38. What is your opinion about the following statements?

Respond to the information topics listed below by using the indicators to the right to mark your choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The school provides information about community organizations that support my child's learning.				
The school participates in community events organized by diverse ethnic groups.				
The parent liaison assists parents and communities to become more involved in the school.				

39. What best describes your education level?

__ Informal education
__ Elementary school
__ High school
__ Trade school/community college degree
__ College degree
__ Master's/doctorate degree

40. What best describes your household?

__ Two parents or guardians, both working outside the home
__ Two parents or guardians, one working outside the home
__ Two parents or guardians, none working outside the home
__ One parent or guardian, working outside the home
__ One parent or guardian not working outside the home
__ Other, please specify: _____

41. Do any other relatives *[or other persons]* live in your home? Please specify:

_____

_____

42. Other comments or suggestions on how the school can create better connections with families:

_____

_____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS FORM.

6 LEA and School Responsibilities to Build Capacity

6 LEA and School Responsibilities to Build Capacity

Each school and LEA receiving assistance under Title I, Part A must ensure effective involvement of parents and support a partnership among the school, the parents, and the community to improve student academic achievement through training, information, and coordination activities. [Section 1118(e), ESEA]

Assistance and Training

Focus for Assistance and Training: It is the responsibility of schools and LEAs to help parents understand topics that will help them become equal partners with educators in improving their child's academic achievement. Schools and LEAs must help parents understand such things as

- the state's academic content standards and state student academic achievement standards;
- state and local academic assessments, including alternative assessments;
- the 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. [Section 1118(e)(1), ESEA]

Types of Assistance and Training: Schools and LEAs must provide materials and training to support parental involvement efforts to improve child's achievement. Typical activities might include the following:

- establishing literacy programs that bond families around reading and using the public library;
- providing information about the essential components of reading instruction to enable parents to support the instructional practices used by the teacher; and
- training parents in the use of the Internet to enable them to access their child's homework, communicate with teachers, and review information posted about schools in School Improvement, Supplemental Educational Services, School Choice and other opportunities to promote student achievement. [Section 1118(e)(2), ESEA]

Appropriate Use of Funds for Assistance and Training: SEAs must encourage an LEA and its schools receiving Title I, Part A funds to offer family literacy services (using Title I, Part A funds) if the LEA or school determines that a substantial number of Title I, Part A students have parents who do not have a secondary school diploma or its recognized equivalent or who have low levels of literacy. [Section 1111(c)(14), ESEA]

Title I, Part A funds can be used to support the full range of family literacy activities, including parenting education and educational services for adults who need improved literacy skills in order to support

their child's learning, if the LEA has exhausted all other reasonably available sources of funding for those activities. [Section 1118(e)(7), ESEA]

Parent Volunteers

Parents can volunteer in classroom activities as a way to share responsibility for student learning. Volunteering and observing in the classroom is also a strategy that helps both the school and parents build and develop a partnership to help students achieve the state's high standards. [Section 1118(d)(1), ESEA]

Staff Training

Schools and LEAs must educate their staffs in how to work with parents as equal partners. Specifically, with the assistance of parents, schools and LEAs must educate teachers, pupil services personnel, principals, and other staff in

- the value and utility of the contributions of parents,
- strategies for reaching out to, communicating with, and working with parents,
- strategies to implement, and coordinate parent programs; and
- methods to build ties between parents and the school.

Schools and LEAs may involve parents in developing this training, in order to improve its effectiveness. [Section 1118(e)(3) and (6), ESEA]

Strengthening Parental Involvement

Eliminating Barriers: Schools may use the following strategies or others to foster parental involvement:

- Schools may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school–related meetings and training sessions.
- Schools and LEAs should also arrange school meetings at a variety of times.
- For parents who are unable to attend conferences at school, schools may arrange for and conduct in–home conferences between teachers or other educators who work directly with participating children and the children's parents.
- Schools may provide training to parents in how to enhance the involvement of other parents. [Section 1118(e)(8), (9), and (10), ESEA]

In addition, to the extent feasible, schools and LEAs must conduct other activities, such as forming parent resource centers, that encourage and support parents in becoming more involved in their child's education. [Section 1118(e)(4), ESEA]

Appropriate Allocation of Funds

Ninety–five percent of the 1% of Title I, Part A, Section 1118 allocation the LEA reserves for parental involvement under Section 1118 must be distributed among the district's schools. Furthermore, the parents in those schools must be involved both in deciding how those funds will be allotted and, once allotted, how they will be spent.

However, parents of children receiving Title I, Part A, Section 1118 services and school officials may decide at the school level to pool their individual resources to pay for district–level parental involvement activities, such as a parent resource center.

Program Coordination

To the extent feasible and appropriate, schools and LEAs must coordinate and integrate parental involvement programs and activities with the following programs:

- Head Start,
- Reading First,
- Early Reading First,
- Even Start Family Literacy programs,
- Home Instruction Programs for Preschool Youngsters,
- Parents as Teachers,
- public preschools, and
- other relevant programs, such as Title III language instructional programs. [Sections 1112(b) (1), and (E), 1118(a)(D), ESEA]

The department also encourages schools and LEAs to develop appropriate roles for community–based organizations, including faith–based organizations, and businesses in parental involvement activities. These organizations should form partnerships among the school involved, the parents, and the community to improve student academic achievement. [Section 1118(e)(13), ESEA]

Selected Practices and Tools

Tool 6.1: Parent–Friendly Information on Content Standards

This tool provides a sample document that can be used to help parents understand the importance and use of standards–based curriculum. There is no one best method for helping parents to understand how standards are a key component of school improvement; however, this tool is only one way to start the process.

Tool 6.2: Explanation for School Report Cards

This tool is an example of a resource that helps non–educators understand the information contained in school report cards. There is no required method for helping parents to understand these reports; however, it is required that SEAs, LEAs, and schools assist parents in interpreting the information in report cards so that they are better able to support their child's education. This tool provides one way to do so.

Tool 6.3: Explanation of State Accountability System

This tool provides a sample format for explaining the state's accountability system. It is intended to help non–educators understand the state's system. There is no required method for helping parents to understand this process; however, it is required that SEAs, LEAs, and schools assist parents in understanding the accountability system and the information it produces so that they are better able to support their child's education. This tool is one example of how to provide assistance.

Tool 6.4: Parent Action Resource

This tool is a parent–friendly resource to assist parents to foster student learning. There is no required method or form for such assistance; however, it is required that SEAs, LEAs, and schools provide assistance to parents as they support their child's education. This tool is one example of how to provide assistance.

Tool 6.5: Building Collaborative Partnerships—Meaningful Engagement

This tool provides handouts and brief facilitation directions for a series of activities that can help to lay a foundation for meaningful engagement with parents. Because school staff and parents see education from different perspectives, they must find common ground before they can become collaborative partners. There are no specific collaborative practices for LEAs and schools required in the Title I, Part A provisions. However, LEAs and schools are expected to meaningfully engage parents in supporting their child's education and in developing their capacity, and staff capacity, to do so. This type of activity helps build shared goals and understanding about education that is often a foundation of strong parent–school collaborations.

Tools for Section 6

Tool 6.1: Parent–Friendly Information on Content Standards

Click here to link to a text version of the tool.

Description

This tool provides a sample document that can be used to help parents understand the importance and use of standards–based curriculum. There is no one best method for helping parents to understand how standards are a key component of school improvement; however, this tool is one way to start the process.

Distribution

Documents such as this are commonly distributed at school–parent meetings or conferences as a support for information regarding standards. Information from this tool can also be included in newsletters, brochures, student handbooks, and other materials that are typically read by parents.

Suggestions for Use

LEA and school staff can use this tool as a handout for a presentation on the school improvement process.

The information can be reformatted into a take–home brochure for parents who attend school improvement meetings to share with other parents and community members.

School staff can share this tool with local newspapers and radio stations that disseminate school progress information. It will help to contextualize the data that is presented.

This tool, or information from this tool, can also be used to help frame Title I school improvement meetings where parents are being asked to help make decisions on improvement strategies when they have limited understanding of the term or ideas being expressed.

Understanding Standards–Based Curriculum . . .

What are content standards?

Content standards identify what students are expected to know and be able to do at each grade level in reading, language arts, science, mathematics, social studies, and other academic content areas.

For example, when they complete Grade 2, all students should be able to

- Count, read, and write numbers up to 1,000.
- Sounds out words with ease when reading

The content standards represent an essential core of knowledge and abilities that all students must have to be successful in school and in their adult life. Content standards help teachers decide what to teach at each grade level so that every student is prepared to go to the next grade, and, most importantly, be academically successful throughout school. If we expect every child to meet the same standards, then "no child is left behind."

Why do we need content standards?

The content standards provide common goals and expectations for student learning across the state. Consistent expectations for teaching and learning provide meaningful information about how students are achieving.

Content standards help ensure that a third grader in one school is learning the same important skills in reading, writing, math, and other academic areas as the third graders in any other school.

Why do parents need to know and understand standards?

With set standards for learning in each subject area and at each grade level, parents have better information about what their child are expected to know and be able to do. With this knowledge, parents are better able to talk with teachers about their child's abilities, support their child's learning at home, and understand the results of standardized testing. Parents can request the standards for their child's academic performance from their teacher(s).

How are standards used in helping students to be academically successful?

Teachers use them to	Parents use them to
★ Guide decisions on what and how to teach students ★ Coordinate what is taught in different classrooms and from year to year ★ Select teaching materials, such as textbooks, so there is a match between what is taught and what students are expected to learn ★ Measure student progress	★ Connect home activities, such as nature walks or even a trip to the grocery store, to content being taught in their child's classrooms ★ Help them in understanding the individual student progress reports sent home each year ★ Help them know what questions to ask at teacher–student–parent conferences when teachers talk about learning expectations

Tool 6.2: Explanation for School Report Cards

Click here to link to a text version of the tool.

Description

This tool is an example of a resource that helps non–educators understand the information contained in school report cards. There is no required method for helping parents to understand these reports; however, it is required that SEAs, LEAs, and schools assist parents in interpreting the information in report cards so that they are better able to support their child's education. This tool provides one way to do so.

Distribution

SEAs, LEAs, and school can disseminate this type of document at meetings, conferences, workshops, or through their Web site.

Suggestions for Use

LEAs and schools can distribute these types of resources during the annual meeting or during the regular teacher–student–parent conferences.

This type of tool can be used as a handout for a workshop for parents. However, staff need to help parents engage with and discuss this information if it is to have value.

Understanding Report Cards

Today, school quality is judged by how well students perform. The improvement provisions in Title I mandate that every student achieve at the "proficiency" level by 2014. The state accountability system is set up to measure how well both schools and students are meeting the proficiency goal. This document can help you understand how to read your school's report card as he or she progresses toward meeting this expectation.

Reports on schools and school systems

The state department of education prepares a report card for every school in our state and makes these available on its Web site. The report card shows data for each individual school as it compares to the whole county and/or the whole state. An electronic copy is free—just go online—or you can order a print copy by phoning the state department of education at 555.555.5555, ext. 555.

Data sources

Most of the information in the school reports comes from records that people in the schools and district offices keep. State and federal laws help school officials decide what data to collect. The data are entered into the Education Information System (EIS), and the state department uses this system to analyze data and create reports.

Subgroups

You will notice that data in the report cards are sometimes listed according to subgroups. These are groups of students who have been defined by the Title I, Part A provisions and are purposely reported separately. Generally, these are students who may struggle with learning and, in the past, were averaged into the school's overall performance. Because of this, they were easy to "leave behind," something that separating the data helps to prevent.

Understanding what data say

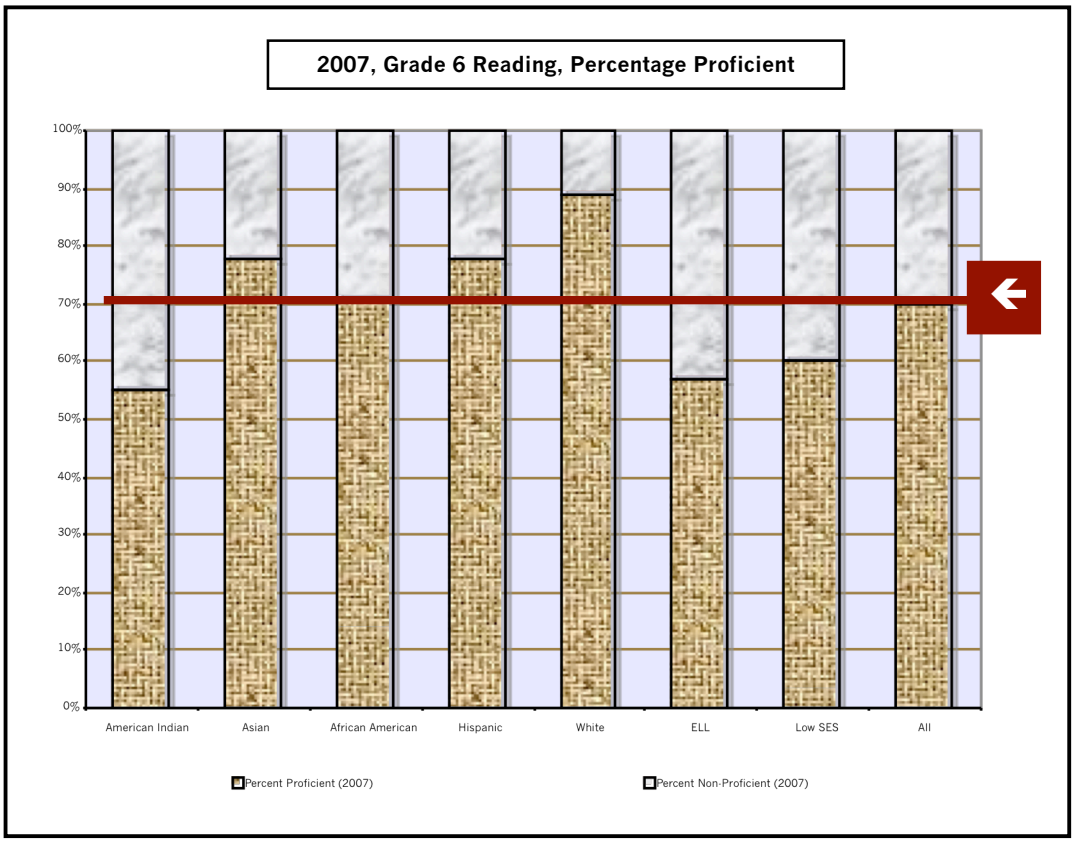
Comparing results from several years, a technique called longitudinal analysis, can help educators and parents understand trends. This works best when the same kind of information is collected each year; however, that is not always possible. For example, our state changed its statewide test from a norm–referenced one to a criterion–referenced one during the 2003–2004 school year. We can tell whether students performed better in math between 2004 and 2008 because the state used the same test each of those years. However, we can't compare these results to the 2003 results because the tests were different.

In some sections, the school is compared to the whole state; in other sections, the county results also appear.

Accountability

In the accountability section of the report card, the school is rated on student attendance and on the percentages of students who took the statewide tests in math and reading. High schools are rated also on how many students graduate. The state has set targets for all these areas, and if the school meets the targets (or does better), it makes Adequate Yearly Progress as required by NCLB.

The following chart demonstrates percentage of students who were rated as proficient on the in 6th grade reading assessment.



Each school's report card will contain several charts like this one to help communicate performance information in different areas and content subjects. Within this information, there should be a statement of where students are expected to be during that school year. For example, in the chart below, note the line with the red arrow. That is the achievement target. You will notice that not all students are meeting this school's target.

Teacher information

The Title I, Part A provisions require districts and schools to make sure teachers are "highly qualified." The report card shows the percentages of teachers who have achieved various levels of education. The numbers that appear beside a degree, such as a Master's Degree+15, indicate the number of extra credit hours a group of teachers has taken. The section, labeled "Teachers on Permits," shows how many teachers are working under special permits while they take classes to become fully certified.

Example of Teacher Information Section of NCLB Report Card			
Level of Education	**School**	**County**	**State**
By percent			
Bachelor's Degree	**23.8%**	**23.4%**	**24.2%**
Bachelor's Degree+15	**22.5%**	**32.1%**	**29.4%**
Master's Degree	**17.7%**	**12.2%**	**16.4%**
Master's Degree+15		**5.9%**	**8.7%**
Doctorate		**0.5%**	**1.1%**
By number			
Teachers on Permits	**1**	**23**	**1,018**

Your school is required to notify you of your right to know the qualifications of your child's teachers and the classroom paraprofessionals and if your child is taught by an unqualified teacher for more than 4 weeks.

Discipline

This section indicates whether the school met the standard for keeping discipline referrals as low as possible. Information in this section may also be displayed in charts. This section is intended to make sure you know if your child is attending a safe school. The following table provides an example of how the report will keep you informed about the safety in your school. As you see, this school had numerous safety issues in 2004. While there are still safety concerns in 2007, the school has made changes in its approach to creating a safe school, and discipline has improved significantly.

Safe Schools Chart Number of Instances, 2004–2007				
Type of Activity	**2004**	**2005**	**2006**	**2007**
Number of Suspensions	128	78	20	0
Number of Expulsions	79	52	47	20
Number of Acts of Extreme Violence	48	31	15	2

Attendance/graduation rates

This section of the report card shows attendance and graduation rates. NA (or N/A) means not applicable, and it appears in the box for graduation rate if the school is an elementary or middle school. School attendance is not only an accountability issue for AYP; it is also a determining factor in school funding. This chart reflects an improvement in attendance.

Attendance, Overall Year Percentage by Campus Percentage of Instances, 2004–2007				
School	**2004**	**2005**	**2006**	**2007**
Yellow Elementary	89	93	96	98
Orange Middle School	87	95	94	97
Red High School	83	82	90	93

School information

The school report will also provide information on the demographics of the school and other general information. For example, you might see the following types of information:

- Total number of students in the school
- Number of students in each demographic subgroup (i.e., African American, White, Hispanic, and others)
- Average number of students in each class
- Dropout rate (not applicable for elementary schools)
- Percentages of highly qualified teachers
- Number of students for every administrator and teacher
- Average years of experience of principals, teacher, counselors, librarians, and so on
- Number of Advanced Placement or dual college credit classes at the secondary level
- Percentages of students who took the ACT and SAT tests with a composite, or average, score students earned and percentage of students taking Advanced Placement exams.

Tool 6.3: Explanation of State Accountability System

Click here to link to a text version of the tool.

Description

This tool provides a sample format for explaining the state's accountability system. It is intended to help non–educators understand the state's system. There is no required method for helping parents to understand this process; however, it is required that SEAs, LEAs, and schools assist parents in understanding the accountability system and the information it produces so that they are better able to support their child's education. This tool is one example of how to provide assistance.

Distribution

Developers for this tool can disseminate this type of document at meetings, conferences, or workshops or through their Web site.

Suggestions for Use

LEAs and schools can distribute these types of resources during the annual meeting or during the regular teacher–student–parent conferences.

This type of tool can be used as a handout for a workshop for parents. However, staff need to help parents engage with and discuss this information if it is to have value.

A Review of the State's Accountability System

No Child Left Behind requires that all students must be academically proficient (demonstrating a high level of skill) in mathematics, reading/language arts, and science by 2014. The state accountability system is set up to measure how well both schools and students are doing toward meeting the proficiency goal.

Moreover, schools who serve Title I eligible students have additional obligations. Title I provides funding for high poverty schools to help students who are behind academically or at risk of falling behind. About 45% of our state's public schools are Title I schools. You can find out if your school is a Title I school by asking your principal or by going to department of education Web site for a listing of Title I schools.

This document will help you understand how our state uses standards and assessments to reach our goal to ensure that every child receives a quality education and reaches high academic expectations. However, if you have additional questions, you should call your local school. You can also find additional information on the department of education Web site or the U.S. Department of Education Web site at www.ed.gov.

Academic Standards

Title I, Part A requires that states develop standards and that those standards be measured as part of its accountability procedures. Even though our state has used academic standards and accountability procedures for many years, we reviewed and updated our assessments and procedures to ensure we would be able to meet the challenges of the new Title I legislation.

Academic standards are public statements about what all students should know and be able to do. Our state has standards for all academic subjects for each grade. Your local school district can provide copies of the standards, which are available on the state department's Web site and in print on request from the department of education as well. Below is an example of a fifth–grade math standard.

Competency Goal 2:	The learner will recognize and use standard units of metric and customary measurement.
Objectives	11.01 Estimate the measure of an object in one system given the measure of that object in another system. 11.02 Identify, estimate, and measure the angles of plane figures using appropriate tools.

Assessments

All schools must measure student achievement in reading/language in grades 3–8 each year and at least once during the high school years, and science achievement at least once in grades 3–5, 6–9, and 10–12. Each student's test results are reported in terms of Level IV, advanced; Level III, proficient; Level II, basic; and Level I, below basic. Students at Level III have demonstrated that they are proficient in the content area.

Public Reporting

Each school must issue a "report card" for each school. We have reviewed and adapted our reporting procedures to ensure that we are meeting the requirements of Title I, Part A. These mandates require that the information on the report card be more detailed than previous reports. Each district and school is provided reports on how well the state, district, school, and individual students are performing in student achievement, attendance, dropout (high school only), school safety, and teacher quality. For example, public reports might include a table such as the one below to demonstrate how well the school compares to the district and the state in overall academic achievement.

Performance of Students in Each Grade Taking the End–of–Grade Tests by Percentage Achieving Master										
	Grade 3		Grade 4		Grade 5		Grade 6		Overall	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Our School	83.1	73.2	81.2	63.5	89.9	62.9	n/a	n/a	84.6	65.9
# of Tests Taken	71	71	85	85	89	89	1	1	246	246
District	77.5	69.0	80.9	64.1	84.7	61.0	79.4	63.0	81.9	64.2
State	82.9	67.8	83.4	65.0	88.4	63.1	81.5	61.9	84.9	63.4

However, these reports must also report information by specific groups of students, as you can see below. By reporting the overall data as well as the subgroup data, the academic achievement of students as a whole at a school can't mask the underachievement of certain groups of students. This possible difference is called the "achievement gap." Schools must work to ensure that this gap is closed. The chart below is an example of how subgroup data is reported.

Percentage of Students at or Above Level III (Grade Level)														
	All	Male	Female	White	African American	Hispanic	Native American	Asian/Pacific Islander	Multi–Racial	ED	NED	LEP	Migrant Students	Students with Disabilities
Our School	**84.6**	**82.9**	**86.3**	**88.1**	743	72.7	**n/a**	**n/a**	77.8	72.2	89.7	69.2	**n/a**	48.6
District	**81.9**	**78.7**	**85.2**	**87.8**	74.3	69.7	**81.8**	**90.1**	86.3	71.9	89.8	59.3	52.9	47.3
State	**84.9**	**82.0**	**88.0**	**91.4**	75.3	73.9	**76.4**	**90.7**	87.8	76.2	92.6	61.0	58.1	56.2

ED–Economically Disadvantaged Students | **NED**–Not Economically Disadvantaged Students | **LEP**–Limited English Proficient Students

Of course, parents are usually most interested in the achievement level of their child. Your school is required by law to keep you informed of your child's achievement level.

Highly Qualified Teachers

You have a right to request information on the qualifications of your child's teacher(s) or classroom paraprofessional. This information includes degrees held, certifications held, and whether the teacher is certified in the area he/she is teaching.

All teachers who teach in core academic subject areas are required to be highly qualified. Highly qualified teachers are fully certified and/or licensed by the state; hold at least a bachelor's degree from a four–year institution; and demonstrate competence in each core academic subject area in which they teach. Our state's school report cards compares teacher information from your school and district to others across the state under the "Quality Teachers" tab. Title I schools must notify parents if their child has been assigned, or has been taught for at least four consecutive weeks, by a teacher who does not meet the highly qualified criteria. Parents also may request information concerning whether their child is receiving instruction by a teacher assistant and, if so, his/her qualifications. A special communication process is utilized between schools and parents of students with disabilities or English language learners.

Parental Involvement

There are many ways parents can be involved in their child's education including the following:

- Stay informed by carefully reviewing the district and school report cards as well as your child's performance report.
- Participate in decision–making opportunities regarding funding. A school district with a Title I allocation of more than $500,000 must determine the percentage of the allocation that it wishes to reserve for parental involvement activities. This amount must be at least one (1) percent of the school district's Title I allocation. **Title I parents are to be involved in the decisions regarding how reserved funds will be used for parental involvement.**
- Participate in planning and decision–making opportunities in a meaningful way as part of developing a written parental involvement policy and parental involvement plan/School–Parent Compact. The School–Parent Compact must provide descriptions of school staff and parent roles to support student achievement.
- Review the written parental involvement policy and plan that the school shares at its

annual parent meeting.

Adequate Yearly Progress

You may hear that your school "made AYP" or "didn't make AYP." AYP stands for Adequate Yearly Progress. AYP is a calculation measuring the yearly progress toward achieving grade–level performance in math and reading for each student group in a school, district, or state. AYP is applied to each of the three subject areas, at all tested grade levels, for all population groups.

Our goal is for all public school children to perform at grade level in reading/language arts, mathematics, and science by the end of the 2013–2014 school year. The AYP procedure is designed to provide information as to whether schools, districts, and states are making progress toward meeting that goal.

If just one student group at a school does not meet a target goal, then the school does not make AYP for that year. Forty or more students across the tested grades in a school in the following categories make up students groups: (1) the school as a whole (all students), (2) White, (3) African American, (4) Hispanic, (5) Native American, (6) Asian, (7) multiracial, (8) economically disadvantaged students (students eligible for free or reduced–price lunch), (9) limited English proficient students, and (10) students with disabilities. Many students are counted in more than one group. This requirement of the law is to make sure that historically underserved students receive the attention they need and deserve.

Failure to Make AYP

If your school receives Title I funding and it doesn't make AYP in the same subject for two or more years in a row, then the school must send you a letter informing you of that fact and your options. Title I schools that haven't met state target goals for AYP for two or more years in the same subject (reading/language arts or math) are designated as "School Improvement" schools. Sanctions escalate for schools remaining in School Improvement for multiple years. (See the chart below, School Improvement Status.) To exit School Improvement, schools must make AYP for two years in a row in the subject that designated them for School Improvement. Non–Title I schools that do not make AYP do not face sanctions, but must amend their School Improvement Plans to indicate how they will improve. In past years, over half of the state's schools have not made AYP.

School Choice

Schools that are designated as in "School Improvement" must offer all parents in the school the option of transferring their child to other schools, not in School Improvement, designed by the district. The district pays the transportation costs when parents choose to transfer their child.

Title I School Improvement schools must offer School Choice until the school makes AYP for two years in a row for the subject area that was first identified as a low performance content area. School Choice must be offered in addition to other obligations that schools must fulfill if they remain in Title I School Improvement after one year.

A student who transfers to a choice school can remain at that school until he or she has completed the highest grade in the school. However, the school district is not obligated to provide transportation for the student after the end of the school year in which the original school is no longer identified for Title I School Improvement.

School Improvement Status		
After . . .	**Then . . .**	**And implements . . .**
1 year of not making Adequate Yearly Progress (AYP) in mathematics or reading/language arts	School addresses challenge areas.	– No sanctions apply – Designs a plan for improvement
2 consecutive years of not making AYP in the same subject Designated as in *School Improvement*	School enters Year 1 of Title I School Improvement at the beginning of the next school year.	– School Choice* – Designs a plan for improvement – Receives technical assistance
3 years of not making AYP in the same subject Designated as in *Corrective Actio*n	School enters Year 2 of Title I School Improvement at the beginning of the next school year.	– School Choice – Supplemental Educational Services – Designs a plan for improvement – Receives technical assistance
4 years of not making AYP in the same subject Designated as in *Corrective Action*	School enters Year 3 of Title I School Improvement at the beginning of the next school year.	– School Choice – Supplemental Educational Services – Designs a plan for improvement – Receives technical assistance
5 years of not making AYP in the same subject Designated as in *Restructuring*	School enters Year 4 of Title I School Improvement at the beginning of the next school year.	– School Choice – Supplemental Educational Services – Devises a plan for Restructuring – Receives technical assistance
6 years of not making AYP in the same subject Designated as in *Restructuring*	School enters Year 5 of Title I School Improvement at the beginning of the next school year.	– School Choice – Supplemental Educational Services – Restructuring – Receives technical assistance

*Schools in districts in the SES Pilot Program offer Supplemental Educational Services, not School Choice, at this stage.

NOTE: Title I schools enter School Improvement after two consecutive years of not making Adequate Yearly Progress (AYP) in the same subject (reading/language arts or mathematics). Title I schools exit School Improvement after two consecutive years of making AYP in the subject that identified them for School Improvement. If a school makes AYP in the identifying subject in any one year after entering School Improvement, it does not move to the next level of sanctions in the next school year. For every year a school in School Improvement does not make AYP in the identifying subject, it moves to the next level of sanctions. It is possible for a school to exit School

Improvement for one subject, while entering into or remaining in School Improvement based on the other subject.

Supplemental Educational Services

After three years of not making AYP in the same subject, a Title I school must offer special tutoring services, known as Supplemental Educational Services, to economically disadvantaged students. Supplemental Educational Services are extra academic services such as tutoring and other academic enrichment services offered outside of the regular school day to help students improve reading and mathematics skills. State Board–approved providers serve as tutors.

Students are eligible if they are eligible for free or reduced–cost school lunch and attend a Title I school that has not made Adequate Yearly Progress in the same subject for three or more years.

Terms Mentioned in the Document

Academic (achievement) standards are set by the Standard Course of Study (SOS) outlining what all students should know and be able to do for each grade level and academic subject. It defines the minimum standards for school systems to follow and to communicate to the public. State accountability measures are derived from the state curriculum.

Accountability is the system in which the state requires that schools and districts meet achievement standards for what students should know and learn at each grade level. Assessments and public reporting of assessment results are part of the accountability system of finding out and reporting if students are making progress toward meeting the achievement standards.

Achievement gap refers to the differences in academic performance, as measured by test scores or graduation rates, between different groups of students. Under No Child Left Behind, these groups are based on racial or ethnic backgrounds, family income, student disability, or English language proficiency.

Assessment is another word for "test." The term *assessment* is sometimes used to encompass not only standard test administration, but state–designed alternate assessments by which some students with disabilities are measured.

Core academic subjects are English, reading, language arts, math, science, foreign languages, civics and government, social studies, economics, arts, history, geography, and kindergarten through Grade 6 (K–6). Under NCLB, only teachers meeting highly qualified criteria can teach these subjects.

District Improvement is the status a district enters by not meeting target goals in the same subject (reading/language arts or math) in each of three grade spans (3–5, 6–8, and high school) for two years in a row. All school districts that receive Title I funding are subject to being placed in Title I District Improvement. A district in Title I District Improvement must inform parents of the district's status, revise its local education plan, and set aside 10% of its Title I allotment for professional development purposes, and it can no longer be a direct provider of Supplemental Educational Services.

Elementary and Secondary Education Act is the principal federal law affecting K–12 education. When the ESEA of 1965 was reauthorized and amended in 2001, it was renamed the No Child Left Behind Act. The 2001 reauthorization represented significant changes from the 1994 reauthorization that affects all public elementary and secondary schools in the country.

Highly Qualified is an NCLB–defined teacher requirement that means a teacher has obtained full state teacher certification or has passed the state teacher licensing examination and holds a license to teach in the state; holds a minimum of a bachelor's degree; and has demonstrated subject area competence.

No Child Left Behind (NCLB) Act of 2001 is the most recent reauthorization of the Elementary and Secondary Authorization Act of 1965. The reauthorized law added strict new accountability changes and mandated that every child be taught by a Highly Qualified teacher. The law emphasizes standards for teachers and consequences for Title I schools that do not meet student achievement standards for two or more consecutive years. The law's major goal is for every school to be at 100% proficiency by 2013–2014 as measured by state tests.

Standard Course of Study (CSOS) provides a guideline of what all students should know and be able to do for each grade level and academic subject. It defines the minimum standards for school systems to follow and to communicate to the public. State accountability measures are derived from the state curriculum.

Proficient/Proficiency are terms referring to student work that meets the achievement standard set by the state for that grade level.

Restructuring is a sanction level applied to a Title I school. After five years of not making Adequate Yearly Progress, the school must plan for Restructuring. After six years of not making Adequate Yearly Progress, the school must implement the plan for Restructuring.

Sanctions is the term often used to describe the consequences for Title I schools in various levels of Title I School Improvement.

School Choice refers to the sanction applied to Title I schools not meeting state proficiency target goals for Adequate Yearly Progress in the same subject (reading/language arts, mathematics, or science) for two or more years. Those schools must offer parents the option of transferring their child to another public school designated by the district, as required by No Child Left Behind.

School Improvement is the status a Title I school enters after not making Adequate Yearly Progress for two consecutive years in the same subject (reading/language arts or math). A Title I school exits School Improvement after two consecutive years of making Adequate Yearly Progress in the subject that identified it for School Improvement (reading/language arts and/or math). It is possible for a school to exit School Improvement for one subject, while entering into or remaining in School Improvement based on the other subject.

Supplemental Educational Services (SES) are extra academic services, such as tutoring, offered outside of regular school hours free of cost to eligible students. Low–income students who are attending Title I schools in Title I School Improvement are eligible. Services are designed to increase the academic achievement of low–income students, particularly in the areas of reading, language arts, and mathematics. The State Board of Education must approve service providers.

The ABCs of Public Education is our state's major school reform effort focusing on local school accountability, an emphasis on student mastery of basic skills, and as much local board and local educator control as possible.

Title I is the largest federal education–funding program. It provides funding for high–poverty schools to help students who are behind academically or at risk of falling behind.

Tool 6.4: Parent Action Resource

Click here to link to a text version of the tool.

Description

This tool is a parent–friendly sample of a resource to assist parents to foster student learning. There is no required method or form for doing this; however, it is required that SEAs, LEAs, and schools provide assistance to parents as they support their child's education. This tool is one example of how to provide assistance.

Distribution

SEAs, LEAs, and schools can disseminate this type of document at meetings, conferences, or workshops or through a Web site.

Suggestions for Use

LEA and school staff can distribute this type of resource during the annual meeting or during the regular teacher–student–parent conferences.

This type of tool can be used as a handout for a workshop for parents. However, staff need to help parents engage with and discuss this information if it is to have value.

Preparing for Tests: Suggestions for Parents

You can be a great help to your child if you will observe these do's about tests and testing:

- ✓ **Do talk to your child about testing.** It's helpful for children to understand why schools give tests and to know the different kinds of test they well take. Explain that tests are like yardsticks. Teachers, schools, school districts, and even states use them to measure what is taught and how well students are learning what is taught. Most tests are designed and given by teachers to measure students' progress in a course. These tests are associated with the grades on report cards. The results tell the teacher and the students how well they are doing. The results of some tests tell schools that they need to strengthen courses or change teaching methods. Still other tests compare students by schools, school districts, or cities. Tell your child that occasionally, he or she will take "standardized" tests. Explain that these tests use the same standards to measure student performance across the state or even across the country. Every student takes the same test according to the same rules. This makes it possible to measure each student's performance against others'.
- ✓ **Do encourage your child.** Praise your child for the things that he or she does well. When children feel good about themselves, they can do their best on tests. Children who are afraid of failing are more likely to become anxious when taking tests and are more likely to make mistakes.
- ✓ **Do meet with your child's teacher as often as possible to discuss his progress.** Ask the teacher to suggest activities for you and your child to do at home to help prepare for tests and to improve your child's understanding of the schoolwork.
- ✓ **Do make sure that your child attends school regularly.** Remember, tests reflect children's overall achievement. The more effort and energy your child puts into learning, the more likely it is that he will do well on tests.
- ✓ **Do provide a quiet, comfortable place for studying at home and make sure that your child is well rested on school days and especially on the day of a test.** Children who are tired are less able to pay attention in class or to handle the demands of a test.

Tool 6.5: Building Collaborative Partnerships Resource

Click here to link to a text version of the tool.

Description

This tool provides handouts and brief facilitation directions for a series of activities that can help to lay a foundation for meaningful engagement with parents. Because school staff and parents see education from different perspectives, they must find common ground before they can become collaborative partners. There are no specific collaborative practices required for LEAs and schools in the Title I, Part A provisions. However, LEAs and schools are expected to meaningfully engage parents in supporting their child's education and in developing their capacity, and staff capacity, to do so. This type of activity helps build shared goals and understanding about education that is often a foundation of strong parent–school collaborations.

Distribution

This tool should be used as part of the activity described or a similar type of tool. It is not as valuable as a stand–alone resource.

Suggestions for Use

LEA and school staff can use this type of process early in the year to set a tone for meaningful engagement. When staff use this type of activity, they may want to repeat it several times on different dates and at different times in order to involve a larger number of parents. Staff may want to share overall notes or ideas gathered at the meetings through a newsletter or Web site.

LEA or school staff can meet after these events to debrief what they have learned and actions they should take based on their new shared understandings.

LEAs and schools can use these types of activities as part of their processes to create a parental involvement plan or policy as well as build the capacity of staff and parents.

Collaborative Involvement–Meaningful Engagement

The following three activities may be completed at one event, or, if time is limited, they may be spread over several meetings. It is also possible to use the activities separately. The goal of these activities is to foster discussion and build shared understanding; that is, to take the first step in building an educational partnership.

For best results, use small groups of mixed participants (school staff and parents in the same group). It will be very important for the activity leader to assure the participants that there are no right answers.

For each activity, directions are given. However, activity leaders will need to make sure that each group understands the task before groups start to complete each task.

Ideally, a facilitator will stop the discussion periodically, or at the end of an activity, and engage the participants in a whole–group discussion of what they have discussed.

Activity 1: Purpose of Education

Review the following explanations for the purpose of education. These explanations are commonly found in historical descriptions of the American educational system.

Next, discuss how any or all of these explanations are reflective of your own views for the purpose for education.

Once you've talked about the definitions, answer the questions on the bottom of the page. There is space under each question for you to record ideas. Because we want to use your ideas to help us foster increased parental involvement, we ask that someone in your group share notes from your discussion with your session facilitator.

- Civil society depends on educating young people to become responsible, thoughtful, and enterprising citizens.
- Progress in every practical field depends on having a workforce that has the capacity to perform needed tasks and learn new knowledge and skills.
- One's individual development and the capacity to fulfill one's own purposes can depend on an adequate preparation in childhood.

Consider what your school needs to provide a quality education to all students and the needs of the students in the schools. What words or phrases would you like to add or remove from these explanations to describe what the purpose of education should be in our community?

How does this definition align to the strategies currently used in your school to promote student learning and to engage parents?

Activity 2: Partnerships

We would commonly define an educational partnership as

Efforts to create and foster educational partnerships in our community include . . .

- Shared understanding of educational issues and important goals necessary to promote academic success for EVERY child.
- Shared responsibility and leadership in creating a collaborative environment that supports the involvement of families, community members, and organizations in supporting the educational needs of ALL children.

Use a highlighter to mark the phrases or words in the definitions above that would best define how families and school staff should be engaged as partners in the school community.

Share the items you highlighted with the members of your group.

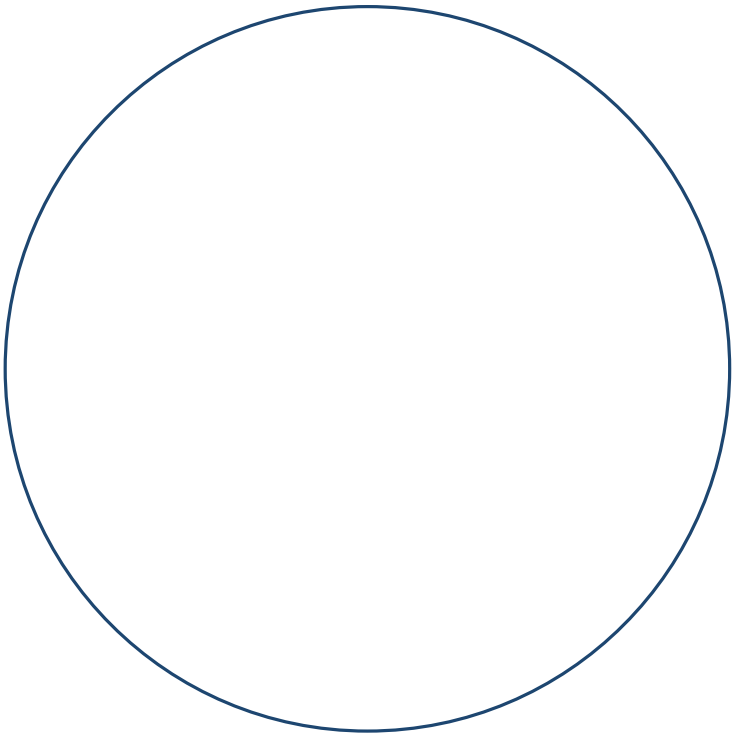
In the space provided below, work with your group to write your ideas about how the strategies you use to work with families and community members need to reflect these ideas. Because we want to use your ideas to help us foster increased parental involvement, we ask that someone in your group share notes from your discussion with your session facilitator.

Activity 3: Focused Improvement

Educators commonly talk about essential qualities of high–performing schools. The five qualities listed below are commonly seen in many of these lists.

As you consider this list, take a moment to consider how the policies and strategies used in your school allocate time and resources to each quality. Then use the pie chart at the bottom of the page to illustrate the percentage of time and resources that should be allocated to each of the five qualities.

- ✓ **A shared understanding of goals and expectations for all involved in the school system is clearly communicated and shared with all stakeholders.**
- ✓ **High academic standards clearly define what students should know and be able to do.**
- ✓ **A strong group of leaders provides support for the goals and expectations of the school and the school community.**
- ✓ **Procedures for purposeful collection and analysis of data on students, programs, and staff underpin all decisions.**
- ✓ **Structures that establish strong, collaborative relationships with parent/family and community partners are in place.**



Finally, once you have completed your task, discuss the percentages noted on your pie chart with your group. Through discussion, agree to a percentage of effort and resources allocated for each of the five qualities.

Because we want to use your ideas to help us foster increased parental involvement, we ask that someone in your group share notes from your discussion with your session facilitator.

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Appendix A: Tool Quick Take

Appendix A: Tool Quick Take

Tool Quick Take

A Description of the Tool and Its Original Source

Click here to link to a text version of the tools.

Tools

Section 2

Tool 2.1: A Comparison of No Child Left Behind (NCLB) and Public Law 0101 (P.L.0101) Parental Involvement Requirements

This tool allows users to quickly compare state and federal statutes as well as communicate the key provisions of Title I, Part A.

This sample was adapted from an information booklet developed by the Indiana State PIRC, Indianapolis, Indiana. The original document is available at http://www.fscp.org/index.asp?p=22.

Tool 2.2: A Parental Involvement Checklist for District and School Administrators

There are many requirements related to parental involvement across the Title I, Part A programs. This tool gives users an idea of the scope of the parental involvement provisions.

This sample was adapted from *An Administrator's Abbreviated Checklist to NCLB—Parental Involvement* (2006), published by the Texas Education Agency, Austin, Texas, and the Title I, Part A Statewide School Support/Parental Involvement Initiative, Region 16 Education Service Center, Amarillo, Texas. The original document is available at https://www.esc16.net/dept/isserv/title1swi /files/administrator's%20Checklist%20Final%20(Abbreviated).pdf.]

Tool 2.3: Timeline for Title I, Part A Programs

This tool provides an example of a timeline chart to help SEAs, LEAs, and schools track their events, actions, and notifications related to Title I, Part A. While there are numerous ways to set up a timeline chart and more events that can be added to this or other timelines, this example demonstrates the value of providing a list of key items SEA, LEA, and school staff meet expectations.

This sample was adapted from the *South Dakota Timeline Related to NCLB Federal Programs* (2007), developed by the South Dakota Department of Education, Pierre, South Dakota. The original document is available at http://doe.sd.gov/title/Timelines%20for%20Federal%20Programs.pdf.

Section 3

Tool 3.1: State Parental Involvement Plan

This tool serves as an example of one SEA's plan for supporting LEAs and schools in implementing the parental involvement provisions of Title I, Part A, Sections 1111, 1112, and 1118. Furthermore, it also provides a clear explanation of the state's vision for parental involvement.

This was adapted from one created by the Texas Education Agency, Austin, Texas, in 2006. The original is available at http://www.esc16.net/dept/isserv/title1swi/files/State_Plan.pdf.

Tool 3.2: SEA Action Plan

While the previous tool, provided an example of an SEA plan, this tool offers samples of another type of SEA planning—an action planner. It includes a list of goals, strategies to support the goals, and activities to achieve each goal. This tool does not provide an exhaustive list of goals, strategies, and activities, but it does provide insight into the use of this type of tool.

This tool was adapted from one created by the Florida Department of Education, Tallahassee, Florida, in 2007. The original is available at http://www.fldoe.org/family/title1/.

Tool 3.3: SEA Action Plan Implementation Checklist

This tool provides an example of a process for determining if SEAs have fully implemented their plan for supporting parental involvement. Typically, an SEA would create this type of tool as they develop their plan for supporting parental involvement efforts.

This tool was adapted from one created by the Florida Department of Education, Tallahassee, Florida, in 2007. The original is available at http://www.fldoe.org/family/title1/.

Tool 3.4: SEA Compliance Monitoring Checklist for LEAs

This tool provides a sampling of indicators from a monitoring checklist. Any SEA using this type of document needs to carefully correlate compliance requirements and documentation/evidence with the state's Title I, Part A plan.

This tool was adapted from one created by the Louisiana Department of Education, Baton Rouge, Louisiana. The original document is available at http://www.doe.state.la.us/lde/uploads/11708.pdf.

Tool 3.5: SEA Compliance Monitoring Checklist for LEAs

This tool is a second monitoring checklist sample. It focuses on a broad scope of indicators and categories, including demonstrating the role of parental involvement in the Title I, Part A provisions. Any SEA using this type of document will need to carefully correlate the indicators to the state's Title I, Part A plan.

This tool was adapted from one created by the California Department of Education, Sacramento, California. The original document is available at http://www.cde.ca.gov/ta/cr/cc/07instruments.asp.

Tool 3.6: Template for LEA School Improvement

This tool contains samples from a template that SEAs can provide to LEAs to support their development of an improvement plan that includes processes and procedures to support parental involvement as defined in Title I, Part A. When SEAs create these types of templates, they should also ensure that other tools, such as checklists and monitoring instruments, are aligned to them.

This tool was adapted from one created by the Maryland Department of Education, Baltimore, Maryland, in a report from its *Bridge to Excellence Master Plan* Web site for Prince George County Public Schools Title I, Part A, *Improving Basics Programs Plan, FY2008* report. The original document is available at http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-7622.

Section 4

Tool 4.1: Template for LEA School Parental Involvement Policy

This tool is a sample template for LEAs to use in creating parental involvement policy. While there is no required format for policy documents, this sample demonstrates the types of information that must be included in order to meet the requirements of Title I, Part A, Section 1118(a)(2).

This tool was adapted from sections from the *Parental Involvement: Title I, Part A, Non–Regulatory Guidance* (2004), published by the U.S. Department of Education, Washington, DC. The original document is available at http://www.ed.gov/programs/titleiparta/parentinvguid.doc.

Tool 4.2: Parental Involvement Policy Sample

This tool provides a sample for an LEA parental involvement policy and targets select provisions. While there is no required template for policy documents, this sample demonstrates one method for presenting policy in order to meet the requirements of Title I, Part A, Section 1118(a)(2).

This tool was adapted from a policy created by Suwannee County School District, Suwannee, Florida. The original version is available at http://www.suwannee.k12.fl.us/pip.

Tool 4.3: Policy Development Checklist

This tool provides an example of a checklist that LEA staff can use to ensure that their policy aligns to Title I, Part A, Section 1118(a)(2). This sample does not incorporate all of the Title I, Part A provisions related to parental involvement. However, it does provide insight into how to develop these types of resources.

This tool was adapted from a document created by the Arizona Department of Education, Phoenix, Arizona, for the 2007–2008 school year. The original version is available at www.ade.az.gov/asd/nclb/compliance/FormsResources/cycle1/2008-LEA-TitleI-ParentInvolvementPolicy.pdf.

Tool 4.4: Action Planning—Building Systemic Support for Parental Involvement

This tool demonstrates an example of a question–driven action–planning tool for LEAs to use as they promote parental involvement. This tool emphasizes building the capacity of staff and parents in areas that are often the most challenging: standards/benchmarks, curriculum, instruction, and assessment. While this tool is not exhaustive in addressing every need or issue, it does provide a good foundation of ideas for staff to consider in promoting parental involvement.

This tool was adapted from a set of questions from *Tool 2.5, Parental Engagement Tool Kit* (2005), created by the Iowa State PIRC, Clive, Iowa, in 2005. The original version is available at http://www.iowaparents.org/files/toolkit/2-5.pdf.

Tool 4.5: Evaluating Effectiveness—Building Systemic Support for Parental Involvement

This tool is a sample inventory for LEAs to use as they create effective parental involvement programs. While this sample covers only three possible types of involvement, it demonstrates the utility of these types of resources.

This tool was adapted from *Tool 2.1, Parent Engagement Tool Kit* (2005), created by the Iowa State PIRC, Clive, Iowa. The original version is available at http://www.iowaparents.org/files/toolkit/2-1.pdf.

Tool 4.6: Letter—Parents' Right to Know: Qualified Teacher/Paraprofessional

This tool provides a sample letter that demonstrates one LEA's notification process regarding teacher and paraprofessional qualifications. While there is no required template for this type of notification, this sample provides guidance in creating letters for this purpose.

This tool was adapted from translated letters developed by the Georgia Professional Standards Commission, Atlanta, Georgia which provide notification information in English and Spanish on relevant information from *Improving Teacher Quality State Grants, ESEA, Title II, Part A, Non-Regulatory Guidance* (2006), U.S. Department of Education, Washington, D.C. The original documents are available at http://www.gapsc.com/EducatorPreparation/NoChildLeftBehind/Parents/Parent_samples.pdf and http://www.ed.gov/programs/teacherqual/guidance.pdf.

Tool 4.7: Letter—Parents' Right to Know: Unqualified Teacher/Paraprofessional

This tool is a sample letter that demonstrates one LEA's notification process when a child's teacher or classroom paraprofessional is not highly qualified. While there is no required template for this type of notification, this letter provides guidance to those creating such a letter.

This tool was adapted from a letter and form (2003) created by the Massachusetts Department of Elementary and Secondary Education, Malden, Massachusetts, to help LEAs use appropriate documentation regarding teacher quality. The original document is available at http://www.doe.mass.edu/nclb/hq/samples.html.

Tool 4.8: LEA Procedures—AYP Parental Notification Letter

This tool is a sample of SEA guidance given to LEAs to use in creating notification letters required through Title I, Part A. It provides examples of descriptive and bulleted directions to assist LEAs and schools in meeting the parental involvement provisions of Title I, Part A.

This tool was created by adapting sections from three documents:

Adequate Yearly Progress Dissemination Requirements (n/d) created by North Dakota Department of Public Instruction, Bismarck, North Dakota; original document available at http://www.dpi.state.nd.us/title1/targeted/general/reauthoriz/AYPsummary.pdf

LEA and School Improvement Non-Regulatory Guidance (2006) created by the U.S. Department of Education, Washington, D.C.; available at http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.pdf

Instructions for Parent Notification (2008) created by the Texas Education Agency, Austin, Texas; original documents are available at http://www.tea.state.tx.us/nclb/Att5InstructionsforParentNotificationLtr.doc.

Tool 4.9: Disseminating Annual Local Education Agency Report Card

This tool demonstrates a method for communicating school performance through the LEA report card. There are numerous ways that LEAs can provide this information. This sample is designed to provide the public with a quick snapshot of information used to determine AYP.

This tool was adapted from *Fact Sheets* (2008), created by the New Mexico State Department of Education, Santa Fe, New Mexico. The original document is available at http://sde.state.nm.us/ayp2007/ayp07dist.html.

Tool 4.10: ELL Parental Notification Letter

This tool is a sample letter for LEAs to use in developing notification letters. While th ere is no required format, this sample provides insight into one school's method of sharing information regarding ELL programs.

This tool was adapted from two documents used by Boise School District, Boise, Idaho. The original versions of these documents are available at http://www.boiseschools.org/ell/forms/english/english_homelang.pdf and http://www.boiseschools.org/ell/forms/english/english_parentnotification.pdf.

Tool 4.11: AYP Parental Notification Letter

This tool is a sample letter for LEAs to use in developing notification letters. While there is no required format, this sample provides insight into one school's method of sharing School Choice information.

This tool was adapted from a letter used at Hammond City Schools, Hammond, Indiana, in 2007 and 2008 and has been posted as a resource on the Indiana Department of Education Web site. The original document is available at http://www.doe.state.in.us/TitleI/sample_parent_letters.html.

Tool 4.12: Supplemental Educational Services Parental Notification Letter

This tool is a sample letter for LEAs to use in developing notification letters. While there is no required format, this samples does provide insight into one school's method of sharing Supplemental Educational Services information.

This tool was adapted from a letter created by used at Hammond City Schools, Hammond, Indiana, in 2008 and has been posted as a resource on the Indiana Department of Education Web site, along with and information on SES providers posted on the Indiana Department of Education Web site. The original documents are available at http://www.doe.state.in.us/TitleI/sample_parent_letters.html and http://mustang.doe.in.gov/dg/ses/provider-list.cfm.

Tool 4.13: Parental Complaint Documentation

This tool is a sample for LEAs to use in creating procedures for parents to submit their complaints. There is no required format for parents to submit complaints. LEAs should also note that a written form might not be appropriate for all parents.

This tool was adapted from a form created by the Allegany County Public Schools, Maryland, in 2008. The original document is available at http://www.acps.allconet.org/assets/uploads/file/Complaint%20Procedure(1).pdf.

Section 5

Tool 5.1: Policy and Plan Activity Checklist

This tool is a checklist to help schools gauge their progress in meeting the Title I, Part A provisions for parental involvement. Though this tool does not provide an exhaustive list of parental involvement activities, it does demonstrate the types of activities that are expected of schools and a method for tracking those events. School staff who use this tool need to align the listed items with their school plan for parental involvement. This may include adding items.

This tool was adapted from a checklist created by Timothy Speth, Northwest Regional Educational Laboratory, Portland, Oregon.

Tool 5.2: Elementary School Policy, Descriptive Style

This tool demonstrates one format for a policy document. The tone and text are parent–friendly and encourage those reading the document to participate in parental involvement. The developers of this sample have aligned goals with specific strategies in order to provide deeper explanations of the role and activities expected for school staff and parents. The Title I, Part A provisions do not require that school policies parental involvement follow a specific format. Schools should use the style that best meets their needs.

This tool was adapted from the parental involvement plan used in Melrose Park Elementary, Lake City, Florida, and updated in 2009. The original version is available at http://www.columbia.k12.fl.us/melrosepark/T1ParentInvolvePlan.html.

Tool 5.3: Elementary School Plan, Bulleted Style

This tool demonstrates a format for a planning document for increasing parental involvement. The Title I, Part A provisions do not require a specific format for school plans for parental involvement. Schools should use the style that best meets their needs.

This tool was adapted from the parental involvement plan used in Cherokee Elementary School, Guntersville, Alabama, updated for the 2007–2008 school year. The original version is available at http://www.cherokee-elementary.com/PARENTAL%20EDUCATION%20AND%20INVOLVEMENT%20PLAN.htm.

Tool 5.4: Secondary School–Student–Family Compact

This tool demonstrates one format for a school–student–parent compact at the secondary level. Though the Title I, Part A provisions do not require that secondary students be involved in the School–Parent Compact process, this example demonstrates why this might be appropriate for older students. The Title I, Part A provisions do not require a specific format for parental involvement plans; however, plans must address each of the provisions described in Title I, Part A. Schools should use the style that best meets their needs.

This tool was adapted from the parental involvement plan used in Mason High School, Erie, Michigan, for the 2007–2008 school year. The original version is available at http://eriemason.k12.mi.us/pdf/ParentInvolvPlan5.pdf.

Tool 5.5: Data Collection Tool Regarding Parental Involvement

This tool contains a sampling of items from a survey that allows LEA and school staff to collect information on the experiences of parents who interact with LEA or school staff. It is not uncommon for teachers and parents to have different perspectives on the same experiences. If school staff are to develop effective parental involvement programs, they need a tool to help them determine if their efforts are well received by parents. This sampling of questions demonstrates one method for doing this.

This tool was adapted from a section from the Rhode Island State PIRC's (Pawtucket, Rhode Island) parental involvement toolkit (2008).

Tool 5.6: Evaluating the Effectiveness of Parental Involvement Survey

This tool provides a sampling of items from a survey that explores the effectiveness of a parental involvement program. While this sample does not cover every possible topic, it does contain enough examples to show many factors that need to be reviewed when considering the success of parental involvement efforts. When schools are attempting to do a comprehensive survey process, they may find that breaking the survey into smaller pieces and administering it over a few weeks is a more manageable process.

This tool was adapted from two documents used by Mid–Atlantic Equity Center, Bethesda, Maryland, and Maryland State PIRC, Bethesda, Maryland. The complete versions of these documents are available at http://www.maec.org/tadocs/pinvolve.html.

Section 6

Tool 6.1: Parent–Friendly Information on Content Standards

This tool provides a sample document that can be used to help parents understand the importance and use of standards–based curriculum. There is no one best method for helping parents to understand how standards are a key component of school improvement; however, this tool is only one way to start the process.

This tool was adapted from a brochure created by the South Dakota State PIRC, Sturgis, South Dakota. The original version of this document is available at http://www.sdpirc.org/content/sdprn/docs/NCLBContentStandardsBrochure.pdf.

Tool 6.2: Explanation for School Report Cards

This tool is an example of a resource that helps non–educators understand the information contained in school report cards. There is no required method for helping parents to understand these reports; however, it is required that SEAs, LEAs, and schools assist parents in interpreting the information on report cards so that they are better able to support their child's education. This tool is one way to do so.

This sample was adapted from a Web–based document created by the West Virginia State PIRC at EDVANTIA, Charleston, West Virginia. The original version of this document is available at http://wvpc.edvantia.org/educator/documents/SchoolReportCard.pdf.

Tool 6.3: Explanation of State Accountability System

This tool provides a sample format for explaining the state's accountability system. It is intended to help non–educators understand the state's system. There is no required method for helping parents to understand this process; however, it is required that SEAs, LEAs, and schools assist parents in understanding the accountability system and the information it produces so that they are better able to support their child's education. This tool is one way to provide assistance.

This tool was adapted from two documents—*No Child Left Behind: For North Carolina Parents with Students Attending Title I Schools* and *No Child Left Behind: A North Carolina Parent's Perspective*—prepared by Public Schools of North Carolina, Department of Public Instruction, Raleigh, North Carolina. The original documents, in English and Spanish, are available at http://www.ncpublicschools.org/docs/nclb/titleI/materials/title1parents.pdf and http://www.ncpublicschools.org/docs/nclb/abcayp/materials/parents.pdf.

Tool 6.4: Parent Action Resource

This tool is a parent–friendly sample of a resource to assist parents to foster student learning. There is no required method or form for doing this; however, it is required that SEAs, LEAs, and schools provide assistance to parents as they support their child's education. This tool is one way to provide assistance.

This tool was adapted from a section taken from the *Public School: Success, One Student at a Time* materials, created by the District of Columbia Public Schools, Washington, D.C. that was based on the U.S. Department of Education resource *Helping Your Child Improve in Test-Taking* available at http://www.ed.gov/pubs/parents/TestTaking/index.html.

Tool 6.5: Building Collaborative Partnerships Resource

This tool provides handouts and brief facilitation directions for a series of activities that can help to lay a foundation for meaningful engagement. Because school staff and parents see education from different perspectives, they must find common ground before they can become collaborative partners. There are no specific collaborative practices required for LEAs and schools in the Title I, Part A provisions. However, LEAs and schools are expected to meaningfully engage parents in supporting their child's education and in developing their capacity, and staff capacity, to do so. This type of activity helps build shared goals and understanding about education that is often a foundation of strong parent–school collaborations.

This tool was adapted with materials from *Policy Development Tools: Engaging Parents/Families in the School Community* (2007), SEDL, Austin, Texas. The complete resource is available at http://secc.sedl.org/resources/pdf/famInvolvePolicySECC92107.pdf.

B Appendix B: Resource Materials

Appendix B: Resource Materials

U.S. Department of Education Resources

Click here for PDF versions of these resources.

Choosing a School for Your Child (2005)—information and tools to help parents in navigating the process of choosing a school when the School Choice option is appropriate based on a school's AYP report. It is available in English and Spanish.

Continuity in Early Childhood, a Framework for Home, School, and Community Linkages, Trainer's Guide (2000)—tools to develop a comprehensive approach to establishing educational continuity for young children and their families by uniting the efforts of families, representatives of Head Start and Smart Start, public schools, and community agencies.

Creating Strong Supplemental Services Programs (2004)—information and samples to assist school leaders in implementing the supplemental services program.

Empowering Parents School Box (2007)—packet of resources including the following:

- *Learning Checklist* for parents to use daily in supporting their child's learning
- *Examples of Resources* to direct parents to additional resources
- *Empowered Parents Stay Involved with Schools* poster to explain the need for continued parental involvement
- *Please Disturb* brochure to encourage families to support their child's postsecondary education
- *What Parents Need to Know* to help parents understand the role and rights they have according to the NCLB legislation

- *Taking a Closer Look* to provide information to parents on NCLB, closing the achievement gap, parental involvement, School Choice, tutoring and financial aid for college

Engaging Parents in Education: Lessons from Five Parental Information and Resource Centers (2007)—profiles of five PIRCs that demonstrate partnership strategies that successfully increase parental involvement in education as well descriptions of strategies that generate strong partnerships in improving schools and raising students' academic achievement.

Ensuring Equitable Services to Private School Children, a Title I Resource Tool Kit (2006)—examples of ways in which LEAs and private schools have addressed the Title I requirements to serve eligible private school children.

No Child Left Behind: A Parents Guide (2003)—information on each of the key provisions of No Child Left Behind legislation in a parent–friendly format.

Public School Choice, Non–Regulatory Guidance (2009)—information on the No Child Left Behind provisions on Public School Choice.

Tool Kit for Hispanic Families (2006)—information related to Title I with Hispanic families. It contains the following helpful tools in English and Spanish:

- *A Challenging High School Education for All* provides insight into the actions parents can take to support their adolescent children in finishing high school and going on to postsecondary education.
- *No Child Left Behind: Help for Students and Their Families* provides descriptions of the key parental involvement provisions of No Child Left Behind.
- *School Success for Your Child* provides practical tips for parents to support their child's education.
- *You and Your Elementary School–Aged Child* provides insight into the actions parents can take to support their young children in achieving academic success.

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