**Checklist for Input**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each school receiving Title I, Part A funds jointly develop with parents and family members of all participating children the district-level and school-level parent and family engagement policies and plans, a school-parent compact, training to build school staff capacity, and a budget for the one percent set-aside for parent and family engagement activities. As the school and district representatives are reviewing the documentation of multiple input opportunities, they may use the following checklist to record the evidence.

**PRIMARY METHOD:** Recommended as primary methods for meaningful consultation

* Parent Input Meeting
* Open Discussion Forum
* Town Hall Meeting
* ParentCamp
* World Café/Parent Café
* Online Meetings
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*It is recommended also to host meetings in neighborhoods, apartment communities, libraries, and other easily accessible public locations.*

**SECONDARY METHOD:** Suggested alternative methods for multiple opportunities for input

* Parent survey generated with questions related to complying with the required content
* Online videos with feedback form
* Cloud-based online distribution services with required content embedded
* Social media (e.g., posting sections of required content on social media and asking for feedback)
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INPUT: SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY**

**What are the Federal and State Requirements?**

* Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f).

*Section 1116(b)(1)*

* + Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

*Section 1116(b)(1)*

**What Types of Documentation Shows Evidence of Gathering Parent Input?**

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| --- |
| **1) Meeting as Primary Method**  Methods of Invitation (two or more)   * Flyer * Email * Screenshot of webpage * Text message * Marquee * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   *Invitations must specify all parents of Title I students are invited to participate and that the purpose of the meeting and during which review and revision of the parent and family engagement policy is an item of discussion.*  Agenda   * School Parent and Family Engagement Policy revision listed as a discussion topic * Date/Time (usually in the spring) before the revision date on the School Parent and Family Engagement Policy   Sign-In Sheet   * Same date/time as indicated on the invitation and agenda * Person’s title and/or role is identified (e.g., teacher, parent, principal, etc.)   Meeting Minutes/Notes, Evaluations, and Feedback Forms   * Same date/time as the meeting date * Written overall meeting summary/processes, including a request for parents to provide revision on the School Parent and Family Engagement Plan * Parents’ feedback included in the minutes (unless a feedback form is used)   Meeting Slides or Talking Points   * Same date/time as the meeting date * Slides or talking points include documentation that parents were asked for input   Online Meetings   * Recording link * List of participants (specified as a parent) * Feedback forms or meeting minutes describing parent feedback   Flexible Meeting Times   * If more than one parent input meeting was offered, the meetings were offered at flexible times (e.g., same day but one held during the day and the other in the evening). * The Annual Title I meeting was not used as an opportunity for input |
| **2) Parent Survey**  Content of Parent Survey   * Questions included on the survey are relevant to all required content for the School Parent and Family Engagement Policy * Summary of survey results   Methods of Taking Parent Survey   * Paper copy * Online link   Methods of Distribution (two or more)   * Flyer * Email * Screenshot of survey posted on website * Picture of paper copies available in the front office or Parent Resource Room * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **3) Feedback Form**  *Feedback forms must have a question or request for revisions to the School Parent and Family Engagement Policy’s content.*  Methods of Distribution (two or more)   * Email inviting all parents to provide input using the feedback form * Screenshot of feedback form posted on website and date of screenshot * Picture of paper copies of the feedback form available in the front office or Parent Resource Room and date of picture taken * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   ***Note: If a feedback form is not used, parent and family members’ input should be reflected in the meeting minutes.*** |
| **Other** *(Please describe evidence)* |

**INPUT: SCHOOL-PARENT COMPACTS**

**What are the Federal and State Requirements?**

Each school served under Title I, Part A shall jointly develop with parents for all children served under Title I, Part A, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement

*Section 1116(d)*

**What Types of Documentation Shows Evidence of Gathering Parent Input? (two or more)**

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| **Parent Input**  Parents must have the opportunity to provide input, in multiple ways, on the joint development and revision of school-parent compacts. Meaningful consultation with parents must include a review of the school’s academic achievement goals and the benefits of a positive partnership between families and the school in supporting student learning and academic achievement.  **1) Meeting as Primary Method**  Methods of Invitation (two or more)   * Flyer * Email * Screenshot of webpage * Text message * Marquee * Local newspaper announcement * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   *Invitations must specify all parents of Title I students are invited to participate and that the purpose of the meeting and during which review and revision of the school-parent compact is an item of discussion.*  Meeting documentation such as:  Agenda   * Compact revision listed as a discussion topic * Date/Time (usually in the spring) before the revision date on compact * The annual Title I meeting was not used as an opportunity for input   Sign-In Sheet   * Same date/time as indicated on the invitation and agenda * Person’s title and/or role is identified (e.g., teacher, parent, principal, community partner, etc.)   Meeting Minutes/Notes or Evaluation   * Same date/time as the meeting date * Includes a request for parents to provide revision on the compact   Meeting Slides   * Same date/time as the meeting date * Slides include documentation that parents were asked for input on the compact   Flexible Meeting Times   * If more than one parent input meeting was offered, the meetings were offered at flexible times (e.g., same day but one held during the day and the other in the evening). |
| **2) Parent Survey**  Content of Parent Survey   * Questions included on the survey are relevant to content included in the compact * Summary of survey results   Methods of Taking Parent Survey   * Paper copy * Online link   Methods of Distribution (two or more)   * Flyer * Email * Screenshot of survey posted on website * Picture of paper copies available in the front office or Parent Resource Room * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **3) Feedback Form**  *Feedback form must have a question or request for revisions to the compact’s content.*  Methods of Distribution (two or more)   * Email inviting all parents to provide input using the feedback form * Screenshot of feedback form posted on website and date of screenshot * Picture of paper copies of the feedback form available in the front office or Parent Resource Room and date of picture taken * Samples of dated feedback forms completed by parents * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Other** *(Please describe evidence)* |

**INPUT: BUILDING SCHOOL STAFF CAPACITY**

**What are the Federal and State Requirements?**

* To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school

*Section 1116(e)*

**What Types of Documentation Shows Evidence of Gathering Meaningful Parent Input?**

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| **1) Meeting as Primary Method**  Methods of Invitation (two or more)   * Flyer * Email * Screenshot of webpage * Text message * Marquee * Local newspaper announcement * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   *Invitations must specify all parents of Title I students are invited to participate and that the purpose of the meeting and during which building school staff capacity is an item of discussion.*  Meeting documentation such as:  Agenda   * Topics for building school staff capacity in partnering with parents in the academic achievements of their childrenlisted as an agenda item or for discussion * Date/Time (usually in the spring) before the next school year begins   Sign-In Sheet   * Same date/time as indicated on the invitation and agenda * Person’s title and/or role is identified (e.g., teacher, parent, principal, community partner, etc.)   Meeting Minutes/Notes or Evaluation   * Same date/time as the meeting date * Includes a request for parents to provide input in topics for building school staff capacity in partnering with parents in the academic achievements of their children   Meeting Slides   * Same date/time as the meeting date * Slides include documentation that parents were asked for input on building school staff capacity   Flexible Meeting Times   * If more than one parent input meeting was offered, the meetings were offered at flexible times (e.g., same day but one held during the day and the other in the evening). * The annual Title I meeting was not used as an opportunity for input |
| **2) Parent Survey**  Content of Parent Survey   * Questions included on the survey are relevant to building school staff capacity in partnering with parents in the academic achievements of their children * Summary of survey results   Methods of Taking Parent Survey   * Paper copy * Online link   Methods of Distribution (two or more)   * Flyer * Email * Screenshot of survey posted on website * Picture of paper copies available in the front office or Parent Resource Room * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **3) Feedback Form**  *Feedback form must have a question about building school staff capacity in partnering with parents in the academic achievements of their children*  Methods of Distribution (two or more)   * Email inviting all parents to provide input using the feedback form * Screenshot of feedback form posted on website and date of screenshot * Picture of paper copies of the feedback form available in the front office or Parent Resource Room and date of picture taken * Samples of dated feedback forms completed by parents * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Other** *(Please describe evidence)* |

**INPUT: RESERVATION OF FUNDS**

**What are the Federal and State Requirements?**

* Each local educational agency shall reserve at least 1 percent of its allocation to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency's allocation for the fiscal year for which the determination is made is $5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation to assist schools to carry out activities described in this section

*Section 1116(a)(3)(A)*

* Parents and family members of children receiving services under Title I, Part A shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities

*Section 1116(a)(3)(B)*

**What Types of Documentation Shows Evidence of Gathering Parent Input?**

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| --- |
| **1) Meeting as Primary Method**  Methods of Invitation (two or more)   * Flyer * Email * Screenshot of webpage * Text message * Marquee * Local newspaper announcement * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   *Invitations must specify all parents of Title I students are invited to participate and that the purpose of the meeting and during which reservation of funds is an item of discussion.*  Meeting documentation such as:  Agenda   * Reservation of funds listed as an agenda item or for discussion * Date/Time (usually in the spring) before the next school year begins * The annual Title I meeting was not used as an opportunity for input   Sign-In Sheet   * Same date/time as indicated on the invitation and agenda * Person’s title and/or role is identified (e.g., teacher, parent, principal, community partner, etc.)   Meeting Minutes/Notes or Evaluation   * Same date/time as the meeting date * Includes a request for parents to provide input in the 1 percent of reservation of Title I funds   Meeting Slides   * Same date/time as the meeting date * Slides include documentation that parents were asked for input in the 1 percent reservation of Title I funds   Flexible Meeting Times   * If more than one parent input meeting was offered, the meetings were offered at flexible times (e.g., same day but one held during the day and the other in the evening). |
| **2) Parent Survey**  Content of Parent Survey   * Questions included on the survey are relevant to the 1 percent of Title I funds * Summary of survey results   Methods of Taking Parent Survey   * Paper copy * Online link   Methods of Distribution (two or more)   * Flyer * Email * Screenshot of survey posted on website * Picture of paper copies available in the front office or Parent Resource Room * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **3) Feedback Form**  *Feedback form must have a question about the 1 percent reservation of Title I funds*  Methods of Distribution (two or more)   * Email inviting all parents to provide input using the feedback form * Screenshot of feedback form posted on website and date of screenshot * Picture of paper copies of the feedback form available in the front office or Parent Resource Room and date of picture taken * Samples of dated feedback forms completed by parents * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Other** *(Please describe evidence)* |

This checklist was reviewed by the following school and district representatives:

**School Representative’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Title/Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**District Representative’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Title/Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**