STRENGTHENING PARENTAL INVOLVEMENT IN GEORGIA: A HANDBOOK FOR LOCAL EDUCATIONAL AGENCIES AND SCHOOLS

PARENTAL INVOLVEMENT

2012-2013

Office of School Improvement
Federal Programs
Title I Division

"Making Education Work for All Georgians"
Dr. John D. Barge, State School Superintendent
All Rights Reserved

GREETINGS

We are pleased to provide you with this Handbook, *Strengthening Parental Involvement in Georgia: A Handbook for Local Educational Agencies and Schools*. The purpose of the Handbook is to explain and clarify the requirements of the parental involvement provisions of Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA). This Handbook will assist LEAs and schools to ensure guidance as it relates to parental involvement compliance requirements in Section 1118 as LEAs and schools prepare programs and activities to increase or maintain academic achievement for all at-risk children. In addition, it will include research-based strategies to help strengthen parental involvement in the LEAs and schools. This Handbook is designed to be both user-friendly and practical. To this end, you will find sample materials (e.g., policies, compacts, templates, etc.) in the appendices. The sample materials are not intended to be applicable to every situation. Prior to using them, we urge you to review them carefully for their applicability to the specific facts of your situation and for compliance with the policies and procedures of your particular LEA and/or school. If you have any doubt as to their applicability, you should consult your legal counsel.

We hope you find the Handbook useful. Please feel free to contact our office with any questions or feedback you might have.

Georgia Department of Education
Office of School Improvement
Federal Programs Division
1866 Twin Towers East
Atlanta, Georgia 30334
(404) 656-0644

A special thanks goes out to the following LEAs and schools for allowing the Georgia Department of Education Title I Federal Programs Division to share their parental involvement documents with you:

Barrow County
Cartersville City Schools
Chatham County
Cobb County
Gwinnett County
Henry County
Jefferson City
Lamar County
Madison County
Telfair County
Thomas County
Union County

All Rights Reserved

All Rights Reserved

Table of Contents

Greetings 3
Table of Contents 5
Updates 11

- NCLB ESEA Flexibility Waiver 11
- College and Career Ready Performance Index 11
- Common Core Georgia Performance Standards 11
- Georgia High School Graduation Tests 12
- Georgia High School Writing Tests 12
- PIRC Notification 12
- Even Start 13
- Head Start 13
- Entry Age for Public Kindergarten and First Grade 14
- Pre-K 14

Overview of Parental Involvement Under the Elementary and Secondary Education Act of 1965 (ESEA) 15

- Parental Involvement Defined 15
- The Importance of Elementary and Secondary Education 16
- Non-Discrimination Requirement 16
- The Benefits of ESEA 17
- Required Format for Information and/or Notice 18
- Helping Disadvantaged Children Meet High Standards 18
- Communicating With Parents with Disabilities. 18

General State Education Agency (SEA) Responsibilities Under ESEA 19

- State Plan 19
- Funds 19
- Collection and Dissemination of Effective Parental Involvement Practices 19
- Technical Assistance and Monitoring of LEAs and Schools 20
- Information and Notice Requirements 20
- Complaint Procedure 20

General Local Educational Agency (LEA) Responsibilities Under ESEA 21

- Funds 21
- LEA Parental Involvement Policy/Plan and the School Policy/Plan 22
- Parents of Children with Limited English Proficiency (LEP) 23
- SEDL: Advancing Research, Improving Education 24

All Rights Reserved

- Parents of Migratory Children 25
- Parents of Children Enrolled in Charter Schools 25
- Parents of Eligible Children Enrolled in Private School 25
- Information and/or Notice Requirements 26
- Complaint Procedure 26
- Parental Involvement Set-Aside 27
- Districtwide Parent Activity/Project Assurance 27

General School Responsibilities Under ESEA 28

- Parental Involvement Policy and School-Parent Compact 28
- Parent Meetings 29
- Program Planning, Review, and Improvement 29
- Information and/or Notice Requirements 29

Responsibilities Regarding Notices to Parents 30

- SEA Responsibilities 30
- New School ESEA Identification Categories for Georgia 32
- Reward Schools 32
- Priority Schools 32
- Focus Schools 33
- Alert Schools 33
- Graduation Alert, Subgroup Alert and Subject Alert Status 34
- Title I Schools Not Identified as Priority, Focus, or Alert Schools 34
- Targeted Assistance and Schoolwide Title I Schools 35
- School Improvement 1003(a) Interventions for LEAs with Priority Schools 35
- Priority Schools Interventions by School Improvement 1003(a) 35

General Guidance Regarding Title I, Part A Responsibilities in Georgia's ESEA Flexibility 36

- Title I Rewards Schools Program 36
- Transition of Flexibility Plan 38
- Parental Notification Requirements 38
- Intradistrict Transfer Option Parental Notification Requirements 41
- Required Title I, Part A Interventions for Identified Priority, Focus, and Alert Schools 42
- Required Set-Aside for Flexible Learning Program (FLP) 42
- Required Interventions for Priority and Focus Schools 42
- Required Interventions for Alert Schools 42
- Flexible Learning Program (FLP) Set-Aside Request for a Lesser Amount 43
- School and District Consequences 44

All Rights Reserved

- Submission of the Flexible Learning Program (FLP) Plan 44
- Required Program Data to be Maintained by the LEA 45
- Flexible Learning Program Evaluation 46
- Required Program Data for the LEA to be Maintained by School 47

General Guidance for Implementation Requirements of Flexible Learning Program Plans, FLP Budgets, FLP Program Evaluation and FLP Program Monitoring..... 48

- Flexible Learning Program (FLP) Plan 48
- Flexible Learning Program (FLP) Budgets 49
- Required Set-Aside for Flexible Learning Program (FLP) 51
- Budget Detail Considerations of Set-Asides 51
- Flexible Learning Program (FLP) Budget Template 53
- Reward Schools 54
- Flexible Learning Program (FLP) Monitoring 57
- SEA Responsibilities 62

21st Century Community Learning Centers 63

McKinney –Vento Education for Homeless Children and Youth 63

Targeted Assistance and Schoolwide Programs 64

Strategies for Strengthening Parental Involvement 65

- Parent Engagement Program 65
- Building Capacity Under ESEA 66
- Family Literacy Services 68
- Resolution 71
- Statement on Parent Engagement 72
- Parental Involvement Coordinator Guidance Job Description 74
- Building Parent Capacity: A Cross Walk for Parent Engagement 98
- Advice From the Research 102
- Key Findings 102
- Effective School Practices 103
- Strategies for Teachers 106
- Parent-Teacher Conferences 107
- Positive Communication vs. Negative Communication 110
- Tips for Communicating with Parents 111
- Involving Parents in Homework and Home Learning 112
- Best Parental Involvement Ideas 115
- Connecting the Dots: Helping Parents Integrate Teachable Moments at Home ...119
- Magazines for Children 122

All Rights Reserved

- Promising Practices for Middle and High School Family Engagement.....127
- 40 Developmental Assets for Adolescents 137
- 40 Developmental Assets for Adolescents Spanish 138
- Communicating With Your Teen 139
- Play a Role in your Child's Success in School 144
- Play a Role in your Child's Success in School Spanish.....145
- Parent Leadership Development Guide (Parents) 146
- Parent Leadership Development Guide (Administrators) 147
- Engaging Parents Calendar -- Important Dates 148
- Community Connections 153
- Community Partners 154
- Community Assets Mapping 155
- How to Approach Potential Community Partners 159
- Promising Practices for Meaningful Community Collaborations 160
- 5 Steps to Volunteering in Georgia's Public Schools 166
- Volunteer Opportunities Offered By Some Schools 167
- Volunteer Support 168
- 15 Ways Working People Can Help At School 169
- 360-Degrees of Family Engagement 170
- Maslow's Hierarchy of Needs 172
- Parent Teacher Association (PTA) National Standards for Family-School Partnerships 173
- National Strengthening Families Protective Factors 174
- Georgia's Family-Friendly Partnership School Awards 175
- Georgia Virtual Family-Friendly Partnership Schools.....176
- How Family-Friendly Is Your School? 177
- Family-Friendly School Parent Survey 180
- Family-Friendly School Parent Survey Spanish 183
- Family-Friendly Partnership School Walk-Through.....187
- Georgia Parent Leadership Awards.....198
- FAQ's for Parents and Families on Georgia's ESEA Flexibility Waiver 199
- Parent Engagement Program Presentations, Workshops, and Tools.....204
- Parent Engagement Resources 215
- **References** 220

APPENDICES

Appendix A - LEA Tools and Resources 222
- Checklist for LEA Level Parental Involvement Policy.....223
- Checklist for LEA Level Parental Involvement Policy Template.....231
- Districtwide Parental Involvement Policy Template.....237
- Sample LEA/District Policy Template.....243

All Rights Reserved

- Parents Frequently Asked Questions....250
- Complaint Procedures Under ESEA....254
- Complaint Form For Federal Programs Under ESEA....258
- Federal Guidance Parental Involvement SEC. 1118....260
- Federal Guidance Parental Involvement SEC. 1118-Spanish....265
- Sample FY13 Flexible Learning Programs (FLP) Set-Aside Request for Lesser Amount Worksheet....270

Appendix B - Local School Tools and Resource....271
- Check-List for School-Level Parental Involvement Policy (Samples)....272
- Local School Parental Involvement Policy Template....280
- Checklist for LEA Parental Involvement Policy Template....286
- Sample Elementary Parental Involvement Policy....293
- Sample Parent/Family Involvement Plan....295
- Sample Middle School Parental Involvement Policy....296
- Sample Middle School Parental Involvement Policy....300
- Sample High School Parental Involvement Plan....304
- Family Involvement and Equity Framework Components....306
- Family Involvement and Equity Checklist for Quality....307
- School/Parent Compact Checklist....316
- Sample Middle School/Parent Compact....317
- Principal/Teacher/Parent Student Compact Sample....319
- Key Title I, Part A FLP Parent Notice Requirements....320
- Georgia Parent Information and Resource Center....325
- Georgia Parent Information and Resource Center Spanish....327

Appendix C - Sample Notification Letters Under ESEA....330
- Sample Flexible Learning Program (FLP) Information Parent Template....332
- Sample Public School Choice Information Parent Template....334
- Sample Intradistrict Transfer Parent Notification Letter....335
- House Bill 251 Public School Choice Framework....337
- House Bill 251 Public School Framework Q&A....340
- House Bill 251 Public School Choice Model Transfer Request Form....343
- House Bill 251 School District–Parent Annual Choice Notification Letter....345
- House Bill 251 District List of Schools with Space for Public Choice....346
- Flexible Learning Plan (FLP) Template Instructions....348
- Model Notification of Rights Under the Protection of Pupil Rights Amendment (FERPA)....355
- Model Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)....357
- District Parental Involvement Policy/Plan Meeting Sample Invitation to Participate Letter....359

All Rights Reserved

- District Parental Involvement Policy/Plan Meeting Sample Invitation to Participate Spanish Letter 360
- District Parental Involvement Policy Meeting Parent Participation Form 361
- District Parental Involvement Policy Meeting Parent Participation Form Spanish 362
- School Parental Involvement Policy Meeting Sample Invitation to Participate Letter 363
- School Parental Involvement Policy Meeting Sample Invitation to Participate Spanish Letter.....364
- School Parental Involvement Policy Meeting Parent Participation Form.....366
- Parent Notification Letter of a Student Assigned to a Non-Highly Qualified Teacher for Four Consecutive Weeks Or More 367
- Sample Guidance Template Non-Highly Qualified Teacher 368
- Sample Parent Right-to-Know Letter.....369
- Military Recruitment Provisions 370
- Sample Parent Opt-Out Form.....371
- Access to Student Information by Military or College Recruiters Form 372
- Access to Student Information by Military or College Recruiters Spanish Form 373
- Notice to Obtain Written Parental Consent for Military or College Recruiters Form 375
- Notice to Obtain Written Parental Consent for Military or College Recruiters Spanish Form 377

Appendix D – Sample Parent Survey and Meeting Documents.....379
- Sample Parental Involvement Survey 380
- Sample Parental Involvement Survey with Results 381
- Sample Parental Involvement Survey 383
- Survey of System Parental Involvement Activities.....384
- Sample Parent Survey 385
- Sample Parent Survey Spanish.....387
- Sample LEA Parental Involvement Planning Meeting Agendas 389
- Sample Title I Parent Information Meeting 390
- Sample Principal's Checklist for Parental Involvement.....392
- Administrator's/Title I Meeting Agenda Rubric.....394
- Title I Parental Involvement Resource Manual Required Documentation 397
- Annual Title I Meeting Schoolwide Template.....402
- Title I Checklist.....403
- Resources.....408
- Glossary of Acronyms.....411

All Rights Reserved

2012-2013 Updates and Changes

NCLB ESEA Flexibility Waiver

The Georgia Department of Education (GaDOE) submitted to the U.S. Department of Education (US ED) an application requesting flexibility through waivers of ten Elementary and Secondary Education Act of 1965 (ESEA) requirements and their associated, regulatory, administrative and reporting requirements. On February 9, 2012, Georgia's Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Waiver was approved by the US ED. Two of the ten requested waivers directly affected Supplemental Educational Services (SES) and Public School Choice (Choice). The waiver allows local educational agencies (LEAs) greater flexibility in designing a flexible learning program tailored to the needs of their school and will have the capacity to serve more students in need for additional academic support. No longer will Georgia be bound by the narrow definitions of success found in NCLB. The waiver enables the State to hold schools accountable and reward them for the work they do in all subjects and with all students.

In order to receive the waiver, the U.S. Department of Education required that states identify Title I Priority Schools, Focus Schools, and Reward Schools (details listed below). Achievement data from all core content areas and graduation rate data will be used to identify Priority and Focus Schools, which will replace the current Needs Improvement Schools designation. Reward Schools – which will be determined based on math, reading and English language arts results – will replace the current Title I Distinguished Schools designation and will be announced in September 2012.

Georgia will also identify Alert Schools in three categories: Subgroup Alert Schools, Subject Alert Schools, and Graduation Alert Schools. These Alert Schools will be identified based on a more detailed evaluation of subgroup performance and include non-Title I schools.

College and Career Ready Performance Index (CCRPI)

Georgia will begin using the College and Career Ready Performance Index (CCRPI) next school year for State accountability purposes. The CCRPI has multiple indicators to determine a school's performance, rather than using a single test score given at one point in time. A numerical score out of 100% will be given to every school in the state and will be based on the following:

- Weighted average of
    - Achievement
    - Achievement Gap Closure
    - Progress
- Achievement is the predominant factor
- Exceeding the Bar Indicators (may earn extra points for excellent work)

Common Core Georgia Performance Standards CCGPS

Georgia joined with 46 other states, the District of Columbia (D.C.), and territories to develop a set of core standards for kindergarten through high school in English language arts and mathematics and in grades 6-12 in literacy in science, history/social studies, and technical subjects. The Common Core Georgia Performance Standards (CCGPS) provide a consistent framework to

All Rights Reserved

prepare students for success in college and/or the 21st century workplace. These standards represent a common sense next step from the Georgia Performance Standards (GPS).

Georgia High School Graduation Test (GHSGT)

The State Board of Education approved the State School Superintendent Dr. John Barge's plan to phase out the Georgia High School Graduation Test (GHSGT). Students who enter high school in fall 2011 will no longer take the GHSGT in English, math, social studies and science, in order to graduate. They are required to take and pass the Georgia High School Writing Test. -Students who enter grade nine in 2011 – 2012 and beyond will not take, and are not required to pass, the GHSGT.

Students with disabilities and English Language Learners may receive appropriate standard accommodations based on their needs and the specifications of their Individualized Education Program, their Individual Accommodation Plan, or their ELL Testing Participation Committee Plan. Students with disabilities unable to participate in the state testing program, even with accommodations, are assessed with the Georgia Alternate Assessment.

Georgia High School Writing Test (GHSWT)

Students in the eleventh grade participate in the Georgia High School Writing Test and must pass the GHSWT to earn a regular education diploma. Students are asked to produce a response to one on-demand persuasive writing prompt. The writing test requires students to produce a composition of no more than two pages on an assigned topic. The two-hour test administration includes 100 minutes of student writing time. The test is administered three times a year so that students have multiple opportunities to take the test before the end of the twelfth grade. The main administration of the GHSWT takes place in the fall of the eleventh grade year. Results of the GHSWT are used to identify students who may need additional instruction in academic content and skills considered essential for a high school diploma.

The GHSWT is a test of persuasive writing. In persuasion, the writer assumes a position on an issue and uses language to influence the reader. The purpose is to express a writer's opinion on a subject either explicitly or implicitly. Through the support provided, the writer presents a convincing point of view.

Parent Information and Resource Center (PIRC) Notification

AGENCY: Office of Innovation and Improvement, Education.
The National Parental Information Resource Center (PIRC) grant was not approved in the 2011 budget that ended September 30, 2011. The no cost extension was granted the GA PIRC through September, 2012, to ensure the completion of existing programs and activities. The GA PIRC will no longer be in existence after September 2012.

All Rights Reserved

Even Start

Even Start Family Literacy Program provides funds to help break the cycle of poverty and illiteracy by improving educational opportunities of low income families by integrating early childhood education, adult literacy and parenting education into a unified family literacy program. For additional information, please contact:

Georgia E. Thomas
Even Start Coordinator
Bright from the Start: Georgia Department of Early Care and Learning
2 Martin Luther King Jr. Drive, Suite 670, East Tower
Atlanta, Georgia 30334
Phone (404) 657-5729
Fax: (770) 342-3057
Email: Georgia.Thomas@decal.ga.gov

Head Start

The purpose of Head Start State Collaboration Office is to build collaborative partnerships between federally funded Head Start programs and state-funded early childhood programs to improve the quality of services to low-income children and their families in Georgia.

These partnerships are intended to:

1. facilitate the involvement of Bright from the Start and the Georgia Head Start Association in developing of state policies and plans which affect preschool children and their families;
2. create significant cross-agency initiatives on behalf of children and families throughout the State;
3. help build a more integrated and comprehensive service delivery system to improve families' access to services and to promote a high level of programmatic quality; and
4. encourage local community collaboration between Pre-K, Head Start, and other early care and education programs.

The Head Start State Collaboration Office strives to align all early education and care programs in Georgia with the State's K-12 education standards, which include the Head Start program performance standards. These standards are aligned to ensure that the level of care and education are optimally implemented so that each child will have the best chance for success.

All Rights Reserved

Entry Age for Public Kindergarten and First Grade

A child must be five years old on or before September 1 to enter a public Kindergarten. The child must be six years old on or before September 1 to enter first grade. School systems must verify age before enrollment.

A child who was a legal resident of one or more states for a period of two years immediately prior to moving to Georgia and who was legally enrolled in either a public Kindergarten or first grade, or a private Kindergarten or first grade accredited by a state or regional association, would be eligible to enroll in Georgia schools, provided that the Kindergartner is five years old by December 31 or the first grader is six by that date.

Pre-K

Georgia also provides a public Pre-Kindergarten Program for students who are four years old on or before September 1. This program is administered by Bright from the Start: Georgia Department of Early Care and Learning. For more information about Georgia's Pre-K programs, click on the link below. http://decal.ga.gov/HeadStart/AboutHeadStartCollaboration.aspx

All Rights Reserved

OVERVIEW OF PARENTAL INVOLVEMENT UNDER
The Elementary and Secondary Education Act of 1965 (ESEA)

The purpose of Title I under the Elementary and Secondary Education Act of 1965 (ESEA) is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

- Ensures that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards.
- Meets the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient (LEP) children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance.

Parental Involvement Defined

The purpose of parental involvement under Title I, Part A is to promote active involvement among local educational agencies (LEAs), administrators, school staff, parents, parental involvement coordinators or parent liaisons, community leaders, and other stakeholders working to improve student achievement and promote academic success. LEAs must ensure that strong strategies are in place to:

1) Build capacity to involve parents/stakeholders in an effective partnerships with the school;
2) Share and support high student academic achievement.

Parental involvement has been a vital component of Title I of the ESEA since it became law in 1965, but the term itself has never been defined. The 2001 reauthorization of the ESEA made it clearer than ever before that parents are the key stakeholders in their children's education. The latest, and most comprehensive amendment to the ESEA – provides this definition; Section 9101(32) of ESEA states:

The term parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including and ensuring that:

(a) Parents play an integral role in assisting their child's learning.
(b) Parents are encouraged to be actively involved in their child's education at school.
(c) Parents are full partners in their child's education and are included, when appropriate, in decision making as well as being a part of the advisory committees to assist in the education of their child.
(d) Other activities are carried out, such as those described in section 1118.

All Rights Reserved

This definition, in conjunction with other provisions in ESEA, sets the parameters by which State education agencies (SEAs), local educational agencies (LEAs), and schools must implement policies, programs, and procedures to involve parent(s)[1] in Title I Programs (US ED, 2004).

The Importance of Elementary and Secondary Education

For states to get any Title I money, they must ensure that *all* of their public schools and school districts meet certain requirements set forth in *ESEA*. For Title I schools, *ESEA* requires additional measures to ensure that America's neediest students are no longer left behind.

ESEA recognizes what truly makes a difference in providing a quality education. It calls for a highly qualified teacher in the core subjects in every classroom; the use of proven, research-based instructional methods; and timely information and options for parents. Schools that under perform are held accountable, providing their students with tutoring or other academic supports. To achieve its goals, ESEA works according to four common-sense principles:

- holding schools accountable for results;
- giving states and districts flexibility in how they spend federal money;
- using scientific research to guide classroom practice; and
- involving parents, by giving them information and choices about their children's education.

Nondiscrimination Requirement

In implementing parental involvement programs, activities, and procedures, SEAs, LEAs, and schools must comply with federal civil rights laws. Thus, SEAs, LEAs and schools may not discriminate on the basis of race, color, national origin, sex, disability, or age, consistent with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA), and the Age Discrimination Act of 1975.

[1] The term “parent” is broad and means a natural parent, a legal guardian, or any other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare). [Section 9101 (31), ESEA.]

All Rights Reserved

The Benefits of ESEA

Accountability: ESEA requires strong accountability. For the first time, every public school is held accountable for the academic performance of every child—regardless of race or ethnicity, socio-economic status, disability or native language. Georgia will begin using the College and Career Ready Performance Index (CCRPI) next school year for State accountability purposes. The CCRPI has multiple indicators to determine a school's performance, rather than using a single test score given at one point in time. A numerical score out of 100 percent will be given to every school in the State and will be based on the following:

Flexibility: ESEA gives states and school districts more control and more flexibility to use resources where they are needed most. Principals and administrators can move funds from one program to another to use money wisely and to meet student needs.

Help for Children at Underperforming Title I Schools**:** *ESEA* offers options to students in Title I schools that are identified as Reward, Priority, Focus or Alert.

Title I schools will now move from a needs improvement (NI) status based on adequate yearly progress (AYP) to a CCRPI—Reward, Priority, Focus, and Alert Schools status. More detailed information on the CCRPI and the new school designations using the CCRPI status will follow in Section A. General Guidance of Georgia's ESEA Flexibility. Beginning in the 2012-2013 school year, local educational agencies (LEAs) will replace the tutorial services currently conducted by supplemental educational services (SES) providers with a state-designed Flexible Learning Program (FLP) for Priority School students and Focus School students. The GaDOE is proposing an alternative supplemental academic intervention that would allow LEAs greater flexibility in designing an extended learning program tailored to the needs of their school who would have the capacity to serve more students in need of such additional support. The Choice requirement under the current NCLB consequence structure is no longer necessary given State legislation, Georgia Code **§** 20-2-2130 Intra-District Transfers mandating school choice opportunities within all LEAs.

High-Quality Teachers: *ESEA* provides funding to help teachers improve their instructional skills through training and other professional development. The law also requires states to develop plans to make sure that all teachers of core academic subjects are highly qualified. It defines a highly qualified teacher as one with a bachelor's degree, full state certification, and demonstrated competence for each subject taught. Finally, if your child is in a Title I school, *ESEA* requires the district to let you know of your right to know and how to get information on the qualifications of your child's teacher(s).

Parental Involvement: *ESEA* empowers you to ask important questions and make informed decisions about your child's education. The law also requires states, districts and schools to develop ways to get parents more involved in their child's education and in improving their child's school. For example, both Title I districts and schools must have written policies on parental involvement and provide this information to you.

All Rights Reserved

Safe Schools: *ESEA* recognizes that children need to attend safe schools in order to succeed. Support for safe schools is a key part of the law. *ESEA* includes a variety of programs to help schools provide safe and healthy learning environments where violence, gangs and drugs are not present and school staff is prepared to respond to crisis situations. Although the rate of theft and violent crimes against students ages 12–18 has decreased in recent years, many parents and children remain concerned. If your child has been the victim of a violent crime at school or attends a school identified by your state as persistently dangerous under *ESEA*, he or she must be given the option of transferring to a safe school within the school district.

Sound Scientific Research as the Basis for Instructional Decisions**:** *ESEA* focuses on teaching methods that have been proven by research to work.

Required Format for Information and/or Notice

Effective parental involvement cannot happen without effective communication. Under ESEA**, SEAs, LEAs, and schools must provide all required notices and/or information to parents in a format that is clear, uniform, and whenever possible, in a language that parents can understand.** Thus, in communicating with limited English proficiency (LEP) parents, SEAs, LEAs, and schools must translate information and/or notices into the native language of the parents.

However, when written translations are not practicable, oral translations may be an appropriate alternative (US ED, 2004). SEAs and LEAs have flexibility in deciding which combination of written and oral language is necessary and reasonable for communicating required information to LEP parents.

Helping Disadvantage Children Meet High Standards

Title I of ESEA provides federal funds through the Georgia Department of Education (GaDOE) to LEAs and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging State academic content and student academic achievement standards.

Communicating With Parents With Disabilities

SEAs, LEAs, and schools must ensure that communication with parents who have disabilities is just as effective as communicating with parents without disabilities. SEAs, LEAs, and schools must provide parents with appropriate aids and services when necessary. In doing so, parents must be given the opportunity to request particular types of aids and services. SEAs, LEAs, and schools must honor parents' requests unless another effective means exist or if by doing so would result in undue financial or administrative burden or would fundamentally alter the service, program or activity (US ED, 2004). For additional information on accommodations for parents with disabilities, see 28 CFR Sections 35.104 and 35.160-164, and Appendix A to Part 35 of Title 28 of the Code of Federal Regulations implementing subtitle A of Title II of the Americans With Disabilities Act of 1990).

All Rights Reserved

GENERAL STATE EDUCATIONAL AGENCY (SEA) RESPONSIBILITIES UNDER ESEA

State Plan

ESEA requires SEAs to involve parents and other stakeholders in the development of their plans for implementing federal law. The Georgia Department of Education's (GaDOE) plan was approved by the US ED on May19, 2003, and revisions to the plan were approved on June 7, 2004. The plan may be viewed on the US ED Web site at http://www.ed.gov/about/contacts/state/ga.html.

Funds

ESEA allows SEAs to use the funds they reserve for the administration of Title I, Part A programs, to meet their parental involvement responsibilities.

Such parental involvement responsibilities fall into three general categories:

(1) Collecting and disseminating information to LEAs and schools regarding effective parental involvement practices.
(2) Providing technical assistance to, and monitoring the parental involvement policies and practices of LEAs and schools.
(3**)** Providing notice and information to parents regarding the education of their children.

Collecting and Disseminating Effective Parental Involvement Practices

SEAs must ensure that LEAs and schools are made aware of effective parental involvement practices. Section 1111(d) of ESEA states:

> Each state plan shall describe how the State educational agency will support the collection and dissemination to local education agencies and schools of effective parental involvement practices. Such practices shall be based on the most current research that meets the highest professional and technical standards, on effective parental involvement that fosters achievement to high standards for all children. In addition, each state plan shall be geared toward lowering barriers to greater participation by parents in school planning, review, and improvement experienced.

Thus, it is the responsibility of SEAs to ensure that LEAs and schools are kept abreast of effective parental involvement practices in order to increase the academic achievement of students and to lower existing barriers to parental participation.

All Rights Reserved

Technical Assistance and Monitoring of LEAs and Schools

The SEA must approve each LEA's local plan as stated in Section 1112(d). An LEA must incorporate its written parental involvement policy into its Comprehensive LEA Improvement Plan (CLIP) developed under Section 1112 and 1114. This plan must include a description of the strategy an LEA will use to implement effective parental involvement. The Georgia Department of Education will review each policy annually to ensure that each LEA's activities are in compliance with the parental involvement provisions of ESEA (Section 1118). The results of such review will be disseminated to LEAs, schools, teachers, administrators, and the community at-large.

Additionally, the SEA must work with other agencies and institutions to provide to LEAs and schools technical assistance relating to parental involvement. Other agencies and institutions may include educational service agencies or other local consortia (US ED, 2004). The GaDOE works with Regional Education Service Agencies (RESA), the National Parent Teacher Association (PTA), Family Connection Partnership, and Parent Information Resource Centers (PIRC).
Note: The Parental Information Resource Center (PIRC) grant ended September 30, 2011. The no cost extension extended the grant for approximately 6-9 months to ensure completion of existing programs and activities. The extension for this grant ends September 30, 2012.

Information and Notice Requirements

The SEA must prepare and distribute to the public a *state report card* that includes:

- Student achievement information.
- Graduation rates.
- Information on the progress of LEAs (including the number and names of schools identified for school improvement).
- The professional qualification of teachers.

The SEA *may* (but is not obligated to) include in the report card the extent and type of parental involvement in the schools. Georgia's report card is available at www.gadoe.org. The Data Reporting menu provides access to reports and applications associated with the mandated data collections performed each year by the state.

Complaint Procedure

The SEA must establish written procedures for receiving and resolving complaints of any agency that is violating federal law, including the parental involvement provisions that apply to Title I, Part A Programs. Such written procedures must require LEAs to distribute, free of cost, adequate information about the complaint procedures to parents and appropriate private school representatives (US ED, 2004). The Georgia Department of Education's complaint process is located in the Appendix A of this document. In addition, parents may access the complaint process and appropriate forms at www.gadoe.org.

All Rights Reserved

GENERAL LOCAL EDUCATIONAL AGENCY (LEA) RESPONSIBILITIES UNDER ESEA

Funds

Title I is a part of the No Child Left Behind Act of 2001 (NCLB). This act provides federal funds through the Georgia Department of Education to local educational agencies (LEAs) and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging State academic content and student academic achievement standards. Such programs, activities, and procedures must be planned and implemented with meaningful consultation with all parent(s) of participating children.

LEAs with a Title I allocation greater than $500,000 must reserve at least one percent of its allocation for planning and implementing effective parental involvement activities to ensure that parents are provided opportunities and experiences that enable them to promote high student academic achievement and be involved in an effective partnership with the school. Ninety-five percent of the one percent of Title I, Part A allocation the LEA reserves for parental involvement under Section 1118 of Title I, Part A of the ESEA must be distributed among the district's Title I schools. If a school or all schools within a district decide to use their share of the one percent reservation for parental involvement under Section 1118(a)(3)(C) of ESEA to support a district level activity for parents then each participating Title principal must sign the Districtwide Parent Activity/Project Assurance. The parents of those schools must be involved both in deciding how the funds will be allotted and once allotted how they will be spent.

LEAs must account for parental involvement set-aside funds in carryover amounts and ensure that any funds not used in the fiscal year in which the funds are allocated be added to the one percent set-aside in the next fiscal year. In addition, LEAs must ensure that funds earmarked for schools (95 percent requirement) be allocated at the school level.

An LEA must distribute at least 95 percent of the one percent parental involvement set-aside to its Title I public schools. In determining the method by which it will distribute the 95 percent to its public schools, an LEA may use the same formula it uses to calculate the per-pupil allocations for those schools or it may use any one of, or a combination of, additional factors.

The ultimate decision, however, cannot be made in isolation. An LEA must involve parents of participating children in the decision and do so in a manner that is consistent with the definition of parental involvement. If an LEA has established a districtwide parent advisory council, an LEA may use that council to provide advice on where/how to apply the remaining funds. However, all parents of participating Title I children must be involved with planning in meaningful consultation with the LEA. The GaDOE reviews an LEA Consolidated Application to ensure, when applicable, an LEA has set-aside appropriate funds for parental involvement.

All Rights Reserved

LEA Parental Involvement Policy/Plan and the School Policy/Plan

An LEA shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy. The policy must be agreed upon by the parents and must describe the means for carrying out the parental involvement provisions of ESEA. If an LEA already has a parental involvement policy that applies to all parents, an LEA may amend that policy to comply with the parental involvement provisions of ESEA.

An LEA's written parental involvement policy must provide an LEA's expectations for parental involvement, and describe how an LEA will:

- Involve all parents of Title I students in jointly developing an LEA's Title I plan under Section 1118 of ESEA.

- Provide the coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

- Build the capacity of the schools and the parents for strong parental involvement.

- Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs (e.g., Head Start, 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 all Title I 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. This should include identifying barriers to greater participation by parents in parental involvement activities (with particular focus on parents who are economically disadvantaged or disabled, have limited English proficiency, have limited literacy, or of any racial or ethnic minority background). In addition to designing strategies for more effective parental involvement using the findings of the evaluation; and revising the LEA's and schools' parental involvement policies, /plans if necessary.

- Involve all Title I parents in the activities of schools served under Title I, Part A.

All Rights Reserved

An LEA must incorporate the written parental involvement policy into the Comprehensive LEA Improvement Plan (CLIP) developed under Section 1112 and 1114 if the Title I program is a schoolwide program. The CLIP has three major components:

- The ESEA/IDEA Descriptors.
- An LEA Profile.
- An LEA Implementation Plan.

LEAs are required to include an LEA parental involvement policy in the ESEA/IDEA Descriptors and to include parental involvement strategies in an LEA Implementation Plan.

An LEA must describe how it will coordinate its Title I, Part A program with programs under Title II of ESEA to provide professional development, when appropriate, to parents and other staff. If the Title I plan is not satisfactory to the parents of participating children, an LEA shall submit parent comments when it submits its plan to the SEA.

In Georgia, LEAs must submit their Parental Involvement Policy through the Consolidated Application. The Comprehensive LEA Improvement Plan includes requirements to address parental involvement section 1118 of ESEA. The Georgia Department of Education reviews and approves when appropriate the Comprehensive LEA Improvement Plan (CLIP). Each LEA must submit annual revisions when it submits its Consolidated Application for approval.

A Parental Involvement Policy Checklist is provided in the appendices.

LEAs are to check policies against the checklist provided in Appendix A to ensure that all provisions of ESEA are met. Sample policies and policy templates are included as guidance with the development of all LEA Policies. The policies provided are to be used as an example only and is not intended to be applicable to every situation. LEAs are to review the policies carefully for the applicability to the specific facts for compliance with the policies and procedures.

Parents of Children with Limited English Proficiency (LEP)

LEAs must inform parents of LEP children on how to become involved and actively participate in their education. This can be done by helping their children attain proficiency in English, achieve high levels in core academic subjects, and meet the state's academic standards. LEAs must do so by effective means of outreach, including providing a notice of the opportunity for parent meetings, conferences and activities**.**

Additionally, LEAs must provide the following information to parents of LEP students (including parents of LEP students served under Title III, Part A) no later than 30 days after the beginning of the school year or 2 weeks following placement in the language program if placement occurs later.

- The reason their child has been identified for, and is in need of, placement in a language instruction program.

All Rights Reserved

- Their child's level of proficiency in English, how the level was assessed, and the status of the child's academic achievement.
- The method of instruction in the program in which their child is, or will be, placed as well as a comparison of that program to the content, instructional goals, and use of English/native language in instruction of other programs.
- How the program will help their child learn English and meet the academic standards required for grade promotion and graduation.
- The requirements for exiting the program, including the expected rate of transition from the program to other classrooms not geared toward LEP students and the rate of graduation from secondary schools (if Title I, Part A funds are used for children in secondary schools).
- Parental rights information, including the parent's right to:
    - Decline enrollment in the language program or choose another program, if available.
    - Remove the child from the program, upon request.
    - Select among various programs and methods of instruction, if available.

If the LEP student also has a disability, an LEA must provide information on how the program meets the objectives of the Individualized Education Program (IEP) or the child's individualized services under Section 504 of the Rehabilitation Act of 1973. If the language program has failed to make progress, an LEA must notify parents of the failure. Such notice must be provided no later than 30 days after such failure occurs.

SEDL: ADVANCING RESEARCH, IMPROVING EDUCATION

In 2007 SEDL's leadership decided to change the organization's name from Southwest Educational Development Laboratory to SEDL to reflect its expanding scope of work. When SEDL was established as a regional educational laboratory in 1966, its work focused primarily on states in the Southwest. SEDL now works with states and regions throughout the United States and has long had projects with a national scope. SEDL's new name draws on the reputation built over more than 40 years while reflecting the organization's continued growth.

SEDL helped states, districts, and schools meet the challenges presented by the Elementary and Secondary Education Act using a mix of research-based professional development, strategies, and resources. SEDL partners with educators, administrators, parents, and policymakers to conduct research and development projects which results in strategies and resources to improve teaching and learning. SEDL also helps partners and clients bridge the gap between research and practice with professional development, technical assistance, and information services tailored to meet their needs. These dissemination activities help our partners interpret and apply research findings based on their individual contexts and experiences.

All Rights Reserved

Parents of Migratory Children

Public Law 107-110, Section 1301-1309, Part C – Education of Migratory Children, authorizes the provision of funds to state educational agencies (SEAs) to meet the special educational needs of children of migratory workers engaged in agricultural and fishing activities. This law assists states to support high quality and comprehensive educational programs that help migrant children overcome the challenges of educational disruptions, limited English proficiency and other difficulties that result from repeated moves; ensure that migratory children are provided appropriate educational services, including supportive services, that address their special needs in a coordinated and efficient manner; ensure that migratory children have the opportunity to meet the same challenging State content standards and student performance standards that all children are expected to meet; ensure that migratory children benefit from State and local systemic reform; design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems and to prepare such children to make successful transitions to postsecondary educational opportunities or employment.

Parents of Children Enrolled in Charter Schools

Under the ESEA, charter schools are eligible to receive federal funds as any other eligible public school. LEAs must meet eligibility requirements of federal programs. The Charter School Expansion Act requires the LEA to provide notice to the charter schools in their districts regarding the federal funds for which they may be eligible.

Parents of Eligible Children Enrolled in Private Schools

The purpose of the ESEA is to ensure that all children have a fair and equal opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Under Section 1120 of ESEA, local educational agencies (LEA) are required to provide to eligible private school children, their teachers, and their families, services that are equitable to the services being provided similar children, their teachers, and their families, attending public schools.

An LEA must consult with private school representative(s) and parents with planning and implementing parental involvement activities for parents of private school children. Such activities must be comparable to those provided for other parents.

An LEA may enter into a written contract outlining its shared responsibilities with the parents of participating private school students (US ED, 2004). Some of the activities and services an LEA may provide to parents of participating private school children include the communication of student progress, parent meetings, parent-teacher conferences, and parent education (US ED, 2004).

All Rights Reserved

Information and/or Notice Requirements

Parents of students attending Title I schools have the right to request information about the professional qualifications of both teachers and of the paraprofessionals who teach their children. LEAs must:

- Notify parents of this right at the beginning of each school year.
- Prepare and disseminate an annual report card containing information related to particular data elements (e.g., assessment, accountability, and teacher quality) as it applies to an LEA as a whole and as it applies to each school served by an LEA. Individual school report cards are not required, but information about each school must be included in an LEA report card.
- The ESEA, states in Title I Section 1119(h) that each LEA shall require that the principal of each school operating a program under Section 1114–Schoolwide Programs or Section 1115–targeted assistance schools attest annually in writing as to whether such school is in compliance with the requirements of Section 1119. In addition, copies of the attestations shall be:

  1. Maintained at each school operating a schoolwide or targeted assistance program.

  2. Maintained at the main office of the school district.

  3. Available to any member of the general public upon request.

An LEA may include in its annual report card any other appropriate information - including information on parental involvement-whether or not such information is included in the annual State report card. An LEA must make the information widely available through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies. In the alternative, if an LEA issues a report card for all students, an LEA may include the above information in that report. Georgia's 2012-2013 report card is located at www.gadoe.org.

Complaint Procedure

An LEA must disseminate, free of cost, written procedures for receiving and resolving complaints to parents and to the appropriate private school representatives (US ED, 2004). LEAs may use the GaDOE's complaint procedure as a guide during the development of its compliant process. The GaDOE's procedures include an explanation of each of the following: grounds for a complaint, complaints originating at the local level, filing a complaint, investigating a complaint, and the right to appeal. The GaDOE's procedures are located in Appendix A. A template of the complaint form is available in Appendix A.

All Rights Reserved

Parental Involvement Set-Aside

LEAs with allocations in excess of $500,000 are required to set-aside or reserve a minimum of one percent of an LEA's Title I, Part A allocation for parental involvement activities. An LEA must calculate the equitable participation amount for private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas. An LEA must then allocate 95 percent of the remaining funds to schools, leaving the balance of the set-aside for parental involvement activities at an LEA level. An LEA has flexibility in determining how to distribute the 95 percent set-aside to participating schools. In any case, an LEA must involve all Title I eligible parents of participating schools in its decision-making process.

Districtwide Parent Activity/Project Assurance:

- As mentioned above, 95 percent of the one percent set-aside requirement must be allocated directly to participating Title I schools. An exception may be made to this provision if participating Title I schools agree to pool all or part of their parental involvement allocation for a district level parental involvement activity/project. LEAs with schools exercising this flexibility must provide supporting documentation on the Attachments Tab of the Consolidated Application. Supporting documentation must include a signed notice from the principal of participating schools stating his/her agreement to pool parental involvement funds. Additional documentation may include any minutes or agendas where meetings were held to discuss this flexibility. LEAs must keep this documentation on file for monitoring purpose.

- LEAs must attach the form(s) used to verify that principals agreed in writing without coercion to pool all or part of their funds to provide for a district level parental involvement activity/project.

All Rights Reserved

GENERAL SCHOOL RESPONSIBILITIES UNDER ESEA

Parental Involvement Policy and School-Parent Compact

Each school receiving funds under Title I, Part A of ESEA, must develop a written parental involvement policy jointly with, and agreed upon by, parents of participating students. The policy must describe how the school will carry out the parental involvement requirements of Section 1118 (c) – (f) of ESEA. The school may amend an existing policy that covers all parents to comply with the parental involvement provisions of ESEA.

The school must notify parents of the existence of such policy and make the policy available to the local community. The school must also update the policy periodically to reflect the changing needs of the parents and the school.

Additionally, as part of its parental involvement policy, the school must jointly develop with parents a school-parent compact. This written agreement must identify and outline those activities the school's staff, parents, and students will use to build a partnership and the activities they will undertake in their shared responsibility to improve academic achievement and to help children achieve to the state's high academic standards. The school-parent compact must describe:

- The school's responsibility to provide students with high-quality curriculum and instruction in a supportive and effective learning environment that enables students served under Title I, Part A to meet the state's academic achievement standards.
- The ways in which parents will be responsible for supporting their children's learning (e.g., monitoring attendance, completing homework).
- The importance of communication between teachers and parents on an ongoing basis through such activities as, at a minimum: (1) annual parent-teacher conferences in elementary school, during which the compact is discussed as it relates to the individual child's achievement; (2) frequent reports to parents on their child's progress; and (3) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

A school-based parental involvement policy checklist is provided in Appendix A. We encourage you to check your policy against the checklist, provided in Appendix A, to ensure that you have created a policy that is both comprehensive and will contribute to strengthening parental involvement in your school. Appendix A contains sample school-level Parental Involvement Policies and School-Parent Compacts for elementary, middle, and high schools in Georgia. These documents are included as examples only and are not intended to be applicable to every situation. Prior to using them, please review them carefully for their applicability to the specific facts of your situation and for compliance with the policies and procedures of your particular LEA and/or school.

All Rights Reserved

Parent Meetings

The school must hold an annual meeting to inform parents of the requirements of the parental involvement provisions of ESEA, the school's participation under such provisions, and the parents' right to be involved in the education of their children. The annual meeting must be held at a convenient time, and the school must invite, and encourage the attendance of all parents of participating children. In addition, the school must hold a flexible number of additional meetings at convenient times (e.g., in the morning, in the evening) in order to draw as many parents as possible. The school must inform parent(s) of their right to request regular parent meetings.

Program Planning, Review, and Improvement

The schools must involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs. Parents should be able to provide feedback on the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(9)(2). However, if the school already has a process in place for involving parents in the joint planning and design of the school's programs, the school may use that process so long as such process includes an adequate representation of parents of participating children for the initial draft plans. In addition, the LEA must ensure that all parents of participating Title I children have the opportunity for input on Title I program planning, review and improvement. (see Appendix A for a sample policy).

Information and Notice Requirements

The school must provide parents with timely information about the school's Title I, Part A programs and, if requested, opportunities for regular meetings to make suggestions about, respond to suggestions about, and/or participate in, the education of their children. The school must also provide parents with a description and explanation of the schools' curriculum as well as the forms of academic assessment(s) the school employs to measure progress and the proficiency levels students are expected to meet on such assessment(s).

The school must also notify the parents of any child who has been assigned to a teacher who is not highly qualified or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. For the definition of highly qualified teacher, see section 9101(23), ESEA. ESEA requires schools to provide parents with information on the level of achievement of their child in each of the state's academic assessments.

All Rights Reserved

RESPONSIBILITIES REGARDING NOTICES TO PARENTS

SEA Responsibilities

In Georgia, the GaDOE is required to annually review the progress of each LEA that receives Title I funds. The review must determine whether or not an LEA is carrying out the responsibilities for school improvement, technical assistance, parental involvement, and professional development. In November, 2011, the Georgia Department of Education (GaDOE) submitted to the U. S. Department of Education (US ED) an application requesting flexibility through waivers of ten Elementary and Secondary Education Act of 1965 (ESEA) requirements and their associated, regulatory, administrative and reporting requirements. Two of the ten requested waivers directly affected supplemental educational services (SES) and Public School Choice (Choice).

On February 9, 2012, the US ED offered the GaDOE the opportunity to waive ten ESEA requirements and offer flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity provides educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB), in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college-and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

Of the ten requirement listed above, this guidance is addressing the waiver of requirements under section 1114 poverty percentage requirement of 40 percent or more to be considered a schoolwide Title I program; section 1116 specific to public school choice (Choice) and supplemental educational services (SES); and section 1117 Academic Achievement Awards for Title I Distinguished School and Title I Distinguished Districts.

Highlights of the GaDOE's approved flexibility request follow:

- For those Title I schools that have been designated as Priority or Focus, the waiver allows those schools to waive the minimum 40 percent poverty requirement to be eligible to be served as schoolwide Title I schools. In other words, those Title I Priority or Focus Schools that have a percentage lower than 40 percent may now serve students in the school as a schoolwide Title I program.
- For those Title I schools that were required to offer public school choice (Choice) due to a NCLB school improvement status, the waiver allows those Title I schools to no longer be required to offer Choice under ESEA but rather follow Georgia's Intradistrict Transfer option. Georgia's Intradistrict Transfer (O.C.G.A. §20-2-2130, O.C.G.A. §20-2-2131) option allows parents of students enrolled in a public elementary or secondary school in Georgia to elect to enroll their student in a public school that is located within the school

All Rights Reserved

district in which the student resides other than the one to which the student has been assigned by the local board of education if such school has classroom space available after its assigned students have been enrolled. The parent shall assume the responsibility and cost of transportation of the student to and from the school. Each local school district establishes its own process (available to all students) to implement the transfer requirements of Georgia's Intradistrict Transfer option. For those Title I schools that were required to offer supplemental educational services (SES) due to a school improvement status, the wavier allows those Title I schools to no longer be required to offer SES under ESEA but rather offer a Flexible Learning Program (FLP) to provide eligible students academic intervention services designed by the LEA.

- For those Title I schools that were named distinguished schools and distinguished districts under the AYP status of ESEA, the waiver allows Title I schools' status to be calculated under the new College and Career Ready Performance Index (CCRPI) guidelines, and to reward those Title I schools that are (1) a Highest-Performing Reward School that has the highest absolute performance over a number of years for the All Students group and for all subgroups based on statewide assessments, and, at the high school level, is also among the Title I schools with the highest graduation rate; or (2) a High-Progress Reward School that are making the most progress in improving the performance of the All Students group over a number of years on the statewide assessments, and, at the high school level, is also among the Title I schools in the State that are making the most progress in increasing graduation rates.

Title I schools will now move from a needs improvement (NI) status based on adequate yearly progress (AYP) to a CCRPI—Reward, Priority, Focus, and Alert Schools status. More detailed information on the CCRPI and the new school designations using the CCRPI status will follow in Section A. General Guidance of Georgia's ESEA Flexibility.

Beginning in the 2012-2013 school year, local educational agencies (LEAs) will replace the tutorial services currently conducted by SES providers with a state-designed Flexible Learning Program (FLP) for Priority School students and Focus School students. The GaDOE is proposing an alternative supplemental tutoring intervention that would allow LEAs greater flexibility in designing an extended learning program tailored to the needs of their school who would have the capacity to serve more students in need of such additional support. The Choice requirement under the current NCLB consequence structure is no longer necessary given state legislation, Georgia Code § 20-2-2130 Intra-District Transfers mandating school choice opportunities within all LEAs.

If schools in the LEA are identified as Reward, Priority, Focus or Alert, the GaDOE must promptly notify parents of each student enrolled in the school of the LEA; of the school's classification. The notice must be in an understandable and uniform format and, to the extent practicable, and in a language that parents understand. The notice must include:

- An explanation of the school's identification and statistically sound disaggregated results of student achievement data.
- Reasons why an LEA is identified.
- Explanation of how parents can participate in improving an LEA.

All Rights Reserved

New ESEA Identification Categories for Georgia

Reward Schools

Reward Schools' designations will replace Distinguished Schools and Distinguished Districts designations. Reward Schools will be identified annually. There are two ways a Title I school may be identified as a Rewards School. A Title I school may be classified as either a Highest-Performing school or a High-Progress School.

Georgia's system of rewards schools is based on exceptional performance on similar criteria specified for identifying Priority and Focus Schools. Two categories of Reward Schools will be recognized:

- A **Highest-Performing Reward School** is a Title I school among the Title I schools in the State that have the highest absolute performance over a number of years for the All Students group and for all subgroups based on statewide assessments, and, at the high school level, is also among the Title I schools with the highest graduation rates. A school may not be classified as a Highest-Performing School if there are significant achievement gaps across subgroups that are not closing in the school.
- A **High-Progress Reward School** is a Title I school among the ten percent of Title I schools in the State that are making the most progress in improving the performance of the All Students group over a number of years on the statewide assessments, and, at the high school level, is also among the Title I schools in the State that are making the most progress in increasing graduation rates. A school may not be classified as a High-Progress school if there are significant achievement gaps across subgroups that are not closing in the school.

Priority Schools

Priority Schools will be identified every three years. These schools are among the lowest five percent of Title I schools in the state based on the achievement of the All Students group in terms of proficiency on the statewide assessments and have demonstrated a lack of progress on those assessments over a number of years in the All Students group; are Title I-participating or Title I-eligible high schools with a graduation rate less than 60 percent over a number of years; or Tier I or Tier II schools under the School Improvement Grants (SIG) program that are using SIG funds to implement a school intervention model.

A Priority School is defined as:

- A school among the lowest five percent of Title I schools in the state based on the achievement of the All Students group in terms of proficiency on the statewide assessments and has demonstrated a lack of progress on those assessments over a number of years in the All Students group;
- A Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or

All Rights Reserved

- A Tier I or Tier II school under the School Improvement Grants 1003(g) (SIG) program that is using SIG funds to implement a school intervention model.

Focus Schools

Focus Schools will be identified every three years. These schools are Title I schools that have the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, have the largest within-school gaps in graduation rates (within-school-gaps Focus Schools) and are Title I high schools with a graduation rate less than 60 percent over a number of years that are not identified as Priority Schools (low-graduation-rate Focus Schools).

A Focus School is defined as:

- A Title I- participating high school with a graduation rate less than 60 percent over two years; or
- A Title I school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates (within-school-gaps Focus School)

An additional number of schools will be served with the same support provided to Focus Schools and will be classified as Graduation Alert Schools, Subgroup Alert Schools, or Subject Alert Schools.

Alert Schools

Alert Schools will be identified annually. These schools are both Title I and non-Title I schools that fall into one of the three following categories using ESEA disaggregated subgroups or subject performance on both statewide assessments and graduation rate: Graduation Alert, Subgroup Alert or Subject Alert. A Graduation Alert School is a Title I school that has a graduation rate below three (3) standard deviations from the mean of the State's subgroups' graduation rate. It is based on the nine (9) ESEA subgroups of Asian/Pacific Islander, Black, Hispanic, American Indian/Alaskan Native, White, Multi-Racial, Students with Disabilities, English Language Learners, and/or Economically Disadvantaged. A Subgroup Alert School is a Title I school whose achievement rate is below three (3) standard deviations from the mean of the State's subgroups' at meets and exceeds rate. It is based on the same nine (9) ESEA subgroups. A Subject Alert Schools is a Title I school whose subject achievement is below three (3) standard deviations from the mean of the State's subgroups' meets and exceeds rate for each subject area based on a composite of CRCT: All Subjects; CRCT-M: Reading, ELA, Mathematics; GAA: All Subjects and EOCT: All Subjects. The Title I Alert Schools do not include Priority Schools or Focus Schools.

To support an LEA in implementing the GaDOE's Flexibility Waiver, the GaDOE's Title Programs Division has prepared this guidance, which provides additional information regarding the waivers available through this flexibility, the principles that the State, its LEAs and the LEAs

All Rights Reserved

Title I schools must meet to implement the waivers, and other information that may be relevant to the State, its LEAs and the LEAs Title I schools affected by this flexibility.

The GaDOE's Title Programs Division has also prepared in this document information that provides details for LEAs about the review process and the criteria that will be used to evaluate each Flexible Learning Program (FLP), including questions to guide the LEAs concerning the specific information that must include in the LEA Flexible Learning Program plan. The GaDOE encourages an interested LEA to consider this review guidance as it develops its implementation plan.

Graduation Alert, Subgroup Alert, and Subject Alert Status

In addition to the Focus Schools identified above, Georgia *serves additional Focus* schools falling into one of the three following categories using ESEA disaggregated subgroups or subject performance on both statewide assessments and graduation rate:

- **Graduation Alert Schools:** High Schools whose subgroup graduation rate falls at or below the third standard deviation compared to the statewide subgroup average.
- **Subgroup Alert School**s: Schools whose subgroup performance on any statewide assessment falls at or below the third deviation compared to the subgroup's state average;
- **Subject Alert Schools:** Schools whose subject area performance on any statewide assessment falls at or below the third deviation compared to the subject's state average;

Schools falling into this Alert Status (as described above) due to either subgroup deficiencies in graduation rates, subgroup deficiencies on assessments, or subject deficiencies on assessments will be served as Focus Schools and receive three years of state and/or district-level directed support and interventions.

Title I Schools Not Identified as Priority, Focus or Alert Schools

Title I schools that are not identified as Priority Schools, Focus Schools, or Alert Schools will continue to be held accountable for state and subgroup Performance Targets (AMOs). ESEA subgroup data based on the Performance Flags will be analyzed by each school, LEA, RESA, and the GaDOE in 2012-2013. Flags indicating continued issues within subgroups and/or across content areas will trigger interventions at the school or LEA level. The specific type of intervention and support services will be developed through the collaborative efforts of the LEA, RESA, and the GaDOE. If improvement does not occur within two years, the school will be subject to monitoring by the LEA or RESA. The LEA may be subject to a review of their support and interventions and a District Effectiveness Plan may be required. The school and LEA Title I budgets will be reviewed with the Performance Flag information as a consideration for all budget needs.

All Rights Reserved

Targeted Assistance (TA) and Schoolwide (SW) Title I Schools

Please note: The requirement in ESEA section 1114(a)(1)that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program is slightly changed for Title I Priority and Focus identified schools. An LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its Priority and Focus Schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more. The LEA would, therefore, have the opportunity to operate any Title I Priority or Focus schools as if it were a Title I schoolwide program school even if the poverty level of that school is below 40 percent. **All Title I schoolwide programs must have a schoolwide plan that has been approved by the GaDOE Title Programs Division on file with the school's LEA office.**

School Improvement 1003(a) Interventions for LEAs with Priority Schools

All Georgia schools have The School Keys, Georgia School Standards, as a guide to the body of research of effective schools. These standards serve as the framework in which schools base their improvement initiatives. The School Keys serve as a tool for all schools in the State. Interventions are defined as the support systems that address the needs of all learners (e.g., after-school instruction, before school tutoring, etc.). Interventions:

- Are aligned to the curriculum.
- Address the students' prioritized needs that have been identified through data.
- Are supported by research.
- Are innovative and differ from regular classroom instruction.
- Have been proven to meet the needs of students with similar needs.
- Are attainable and sustainable with the resources that are available, (e.g., human, financial, time, etc.).
- Support performance standards-based teaching and learning.
- Occur outside of the regular instructional school day.
- Are facilitated by qualified educators.
- Are monitored regularly to determine impact on student learning.

Priority Schools Interventions by School Improvement 1003(a)

A school identified as a Priority School will receive the support of the School Improvement Division of the GaDOE. This support will be through assignment of a School Improvement Specialist who will work with the school on a regular basis and will bring in other staff to support identified areas for growth. Support for schools needing comprehensive services will be provided by the GaDOE School Improvement Specialists and will be coordinated with other initiatives such as School Improvement Grants 1003(g) and Race to the Top grants. All supports and interventions will be implemented in the 2012-2013 school year.

All Rights Reserved

General Guidance Regarding Title I, Part A Responsibilities in Georgia's ESEA Flexibility

This section provides general guidance with respect to Title I, Part A responsibilities for implementing the new State requirements regarding Reward Schools Awards, Permissive School Transfer, and Flexibility Learning Program Plans.

Title I Reward Schools Program

Georgia's ESEA Flexibility Waiver has allowed the State's Title Programs Division to move from the ESEA's Academic Achievement Awards program to the Reward School Awards program. Title I schools will be identified for one of two awards: Highest-Performing Reward School and High-Progress Reward School.

How State Data Will Be Run to Determine List of Highest-Performing Title I Reward Schools

1. Count the number of Title I schools in the State for school year 2010-1011. (1560)
2. Multiply the number of Title I schools in the State for school year 2010-2011 by 5 percent. (78)
3. The resulting value is the number of Title I schools in the State that are to be identified as Highest-Performing Reward Schools.
4. At the school level, aggregate the All Student and subgroup achievement results based on 2010-2011, 2009-2010, and 2008-2009 assessment data for all End-of-Course Tests (EOCTs) and all Criterion Reference Competency Tests (CRCTs), all Criterion Referenced Competency Tests – Modified (CRCT-M), Georgia Alternate Assessments (GAAs). For a group (All Students, as well as, the remaining nine (9) traditional subgroups) to be considered in the calculations, the group must meet the minimum N size of 30 where each member of the group has a valid assessment for each content area.
5. Rank the Title I schools based on the average of their 3-year aggregate achievement results form highest achievement to lowest achievement.
6. Remove Schools from the lists that have been identified as Focus Schools.
7. Remove high schools from the list that are not among the schools with the highest graduation rates.
8. Remove schools from the list that did not make AYP in the 2010-2011 school year.
9. Identify the top 78 schools as Highest-Performing Reward Schools.

All Rights Reserved

How State Data Will Be Run to Determine List of High-Progress Title I Reward Schools

1. Count the number of Title I schools in the State for school year 2010-2011. (1560)
2. Multiply the number of Title I schools in the State for school year 2010-2011 by 10 percent. (156)
3. The resulting value is the number of Title I schools in the State that are to be identified as High-Progress reward Schools.
4. At the school level, aggregate the All Student and subgroup achievement results based on 2010-2011, 2009-2010, and 2008-2009 assessment data for all End-of-Course Tests (EOCTs) and all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests –Modified (CRCT-M), Georgia Alternate Assessments (GAAs). For a group (All Students, as well as, the remaining nine (9) traditional subgroups) to be considered in the calculations, the group must meet the minimum N size of 30 where each member of the group has a valid assessment for each content area.
5. Based on aggregate achievement results, calculate progress using the following formula:

   ((Year 1 Results – Year 2 Results) + (Year 2 Results – Year 3 Results))/2
6. Rank the schools based on the greatest amount of progress.
7. Remove schools from the list that have been identified as Focus Schools.
8. Remove schools from the list that have been identified as Priority Schools.
9. Identify the top 156 schools as High-Progress Reward Schools.

How State Will Recognize and Reward the Title I Highest-Performing and High-Progress Schools

Georgia will recognize Highest-Performing and High-Progress Title I Schools each year at the Annual Statewide Title Programs Conference. Further, these schools will each receive a monetary reward equal to Georgia's total reward allotment divided by the total number of reward schools. Each Title I Highest-Performing and High-Progress School will also receive a Reward Certificate.

All Rights Reserved

Transition of Flexibility Plan

Priority Schools and Focus Schools are required to offer the FLP during the 2012-2013 school year. Georgia **will implement** the following requirements.

Parental Notification Requirements

Flexible Learning Program (FLP) Parental Notification Requirements

Local educational agencies (LEAs) must meet specific requirements around section 1116(b) and 1116(c) regarding the responsibilities for parental notification and publicly reporting results. LEAs must ensure that minimum program consultation and participation requirements in section 1118 have been met for each of the Title I Elementary and Secondary Education Act of 1965 (ESEA) programs concerning the LEA's Flexible Learning Program (FLP) and Intradistrict Transfer option.

These strategies and requirements include:

- LEAs **must** notify parents of the availability of FLP services at least twice annually.
    - Notification to parents must be by dated letter at least twice annually. It must include information regarding their child's eligibility for FLP prior to the beginning of the program. Timely and accurate notifications to parents must include when FLP services will begin at their child's school.
    - Notification must include a description of the FLP program and how eligible students can participate. Parent notification letters must ensure that parents understand the identification of their child's school as it relates to Reward, Priority, Focus, or Alert School status by definition and includes information regarding the State required test data on which the school's identification was based.
    - Notification must explain to parents that Priority and Focus Schools will be served for a period of three years under status with supports and interventions beginning in July 2012. Reward and Alert Schools are determined annually.
    - Notification to parents must explain the benefits of receiving FLP. The letter must provide a clear explanation of the steps that parents/guardians must take to enroll their children in the LEA's FLP program and include a contact name, mailing address, phone number, e-mail address, and/or fax number in the event that parents have questions regarding the LEA's FLP program.
    - Notification to parents must be made through various forms of communication: information flyers, school/LEA newsletters, community/neighborhood newspaper, school Web page, school meeting, LEA meeting, teacher/parent conference, LEA Web page, FLP parent information packet, etc.

All Rights Reserved

- LEAs **must** provide at least one parent workshop/meeting designed to explain the LEAs plan for providing FLP services.

Parental Notification Requirements

- LEAs **must** use a variety of methods to notify parents of FLP services, such as:
  - Public Service Announcements (PSAs) via radio and television stations.
  - Newspaper advertisements providing pertinent information regarding the LEA's FLP.
  - Emails notifications to parents and other stakeholders. Copies of community billboard notifications.
  - LEA/school monthly media calendar with FLP information regarding parent meetings, FLP plan revisions, and updates.
  - Information flyers and school/LEA newsletters sent to parents.
  - School and LEA Web page postings.
  - Parent/teacher conferences.
- LEAs **must** provide parents the opportunity to view first hand FLP services being provided for their children.
  - LEAs **must** schedule at least one parent workshop or meeting to explain the FLP to parents. The workshop or meeting must provide parents with a copy of the LEAs written FLP plan and additional documents that explain if their child's school has been identified as a Priority School or Focus School.
  - The workshop or meeting should be at a convenient time for all parents to attend. However, more than one meeting may be scheduled to ensure that all parents have the opportunity to attend, if requested by parents or if the LEA or school determines that an additional meeting is needed.
- Documentation Required
  - Evidence of the meeting notification and evidence that the meeting occurred must be accompanied by a meeting agenda, sign-in sheets the clearly identifies parents, teachers, administrators, students and other stakeholders in attendance at the meeting, and meeting notes.
  - Evidence of the notification of the meeting must be distributed in a multiple ways: copies of meeting notices, letters to parents, Web page screen shot, email notifications,

All Rights Reserved

public service announcements (PSAs), handbook, newsletters, community newspaper notifications, invitations, etc.

Evidence that parents have a genuine opportunity to sign-up their child(ren) to participate
in FLP.

- The LEA must maintain documentation that the LEA informs all parents of the opportunity to be involved in the planning, revision, decision making, and implementation of the FLP plan.

- The LEA must maintain documentation that the LEA provided guidance and technical assistance to its schools regarding notifying parents about the FLP plan in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.

- The LEA must maintain documentation of program evaluation and include parent questionnaires/surveys and parent communication regarding any program concerns.

- LEAs **must** maintain evidence of collaboration with local community organizations such as, the Chamber of Commerce, Lions Club, Kiwanis Club, etc.

  - The LEA must partner to the extent practical with, but not limited to, the Chamber of Commerce, Lions Club, and Kiwanis Club and with other outside groups, such as faith-based organizations community organizations, and business groups to help inform eligible students and their families of the opportunities to receive FLP.

  - The LEA must notify parents by church bulletins, community organization newsletters, community newspapers, public service announcements, advertisements, Web page screenshot, school calendars, community public libraries, community businesses, town hall meetings, community information meetings, school board meetings, and parent advisory councils.

  - Additional notifications may include billboard advertisements, invitations, information flyers, meeting notifications, workshop notifications, parent advisory meetings, and stakeholder meetings.

All Rights Reserved

Intradistrict Transfer Option Parental Notification Requirements

- LEAs **must** notify parents of the availability of the Intradistrict Transfer option annually.
  - Parent notification should be dated no later than July 1st of the upcoming school year.
  - O.C.G.A. 20-2-2131 states that LEAs must annually notify prior to each school year the parents of each student by letter, electronic means, or by such other reasonable means in a timely manner of the options available to the parent. In addition to the letter required under O.C.G.A. 20-2-2131, Title I Priority and Focus Schools' parent notifications must be made through various forms of communication: information flyers, school/LEA newsletters, community/neighborhood newspaper, school Web page, school meeting, LEA meeting, teacher/parent conference, LEA Web page, FLP parent information packet, etc.
  - The Intradistrict Transfer option allows a parent/guardian the option to request a transfer from the child's assigned school, to a school of the parent's choice within the school zone/district in which the child resides.
  - Transfers will be granted to children, only if there is available classroom space at the school that the parent chooses to transfer their child.
  - Parent/guardians are responsible for the transportation to and from school if the Intradistrict Transfer is granted.
  - Students who transferred under NCLB school stay until highest grade level
  - Georgia's approved Flexibility Waiver allows but, does not require, districts to continue to pay for NCLB Choice transportation.

All Rights Reserved

Required Title I, Part A Interventions for Identified Priority Focus and Alert Schools

Required Set-Aside for Flexible Learning Programs (FLP):
Flexible Learning Programs (FLP) will initially be funded through a minimum five (5) percent set-aside requirement from their District Title I, Part A allocation for any Title I Priority or Focus school. Additional Title I, Part A funds may be set-aside to ensure that a viable FLP program is implemented with fidelity.

Required Interventions for Priority and Focus Schools:

- All Title I Priority and Focus Schools must offer a Flexible Learning Program (FLP).
- In addition, all Title I Priority and Focus Schools must develop a written plan that outlines how the Title I Priority and Focus Schools will implement an FLP program. The FLP plan must be approved by GaDOE's Title Programs Unit prior to implementation.
- All Title I Priority and Focus Schools are required to send notices to parents describing the school's status, sharing data and information used to support programming decisions, and explaining how parents may become involved in improving the school.
- All Title I Priority Schools are required to set-aside 10 percent of their school's Title I allocation for professional learning. Focus Schools are not required to set-aside 10 percent of their school's Title I allocation for professional learning. However, Focus Schools may set-aside funds for professional learning if the need for professional learning is addressed in the school's Title I targeted assistance or schoolwide plan.
- LEAs are required to set-aside a minimum of 5 percent of the LEA's Title I allocation to implement the LEA's FLP program in its Title I Priority and Focus Schools. Set-asides above the minimum 5 percent requirement may come from the LEA's total allocation or the Priority Schools and Focus Schools' allocation and are subject to the equitable services to eligible private school students' requirements (ESEA Section 9401(c)(5)).

Required Interventions for Alert Schools:

- All Title I Alert Schools are required to send notices to parents describing the school's status, sharing data and information used to support programming decisions, and explaining how parents may become involved in improving the school.
- Title I Alert Schools **must** include interventions that address the specific alert categories of need (graduation alert, subgroup alert, and subject alert) in the school's targeted assistance or schoolwide plan.

All Rights Reserved

Flexible Learning Programs (FLP) Set-Aside Request for a Lesser Amount

- LEAs are required to set-aside a minimum of 5 percent of the LEA's Title I allocation to implement the LEA's FLP program in its Title I Priority and Focus Schools.

- However, the LEA may set-aside Title I allocation for Title I Alerts Schools, if the LEA decides to implement a FLP plan.

- LEAs may request permission to set-aside a lesser amount for the required LEA FLP set-aside.

- The FLP set-aside request for a lesser amount worksheet must be attached to the Attachment page of the Consolidated Application.

The LEA must provide:

(1) A detailed explanation as to the reasons the LEA is requesting to set-aside less than 5% of its' allocation for FLP; and,

(2) A detailed description related to how each Title I Priority, Focus, and Alert School, if applicable, in the district will maximize its 1003(a) school improvement funding to address the academic needs of the most at-risk students in the school the text box below.

All requests to set-aside a lesser amount will be considered on an individual LEA basis. See Appendix A-- for the sample FY13 Flexible Learning Programs (FLP) Set-aside Request for a Lesser Amount worksheet.

All Rights Reserved

School and District Consequences:

Georgia's LEAs are required to offer a Flexible Learning Program (FLP) as a consequence for all Priority Schools and Focus Schools. LEAs implementing an FLP are required to submit a plan outlining these consequences and a budget for approval by the GaDOE Title Programs Division. While students in Priority Schools and Focus Schools are eligible to receive FLP services based on low-income status and their individual student scores on state assessments, LEAs must prioritize Title I FLP funding and services to the students in Priority Schools and Focus Schools based on the following federal rank order:

- First —Students who are eligible for free or reduced priced meals and not meeting standards as identified by state assessment results; and if funding levels allow
- Second—Students who are eligible for free or reduced priced meals and meeting standards as identified by state assessment results; and if funding levels allow
- Third—Students who are not eligible for free or reduced priced meals and not meeting standards as identified by state assessment results; and if funding levels allow
- Fourth—Students who are not eligible for free or reduced priced meals and meeting standards as identified by state assessment results; and if funding levels allow

Submission of the FLP Plan:

As part of the LEA's submitted 2012-2013, Comprehensive LEA Improvement Plan (CLIP), LEAs will need to submit:

- A list of Title I schools that are required to offer a Flexible Learning Program (FLP), their classification as to Priority or Focus by school and LEA, and the school's Title I status. An example would be –
    - LEA's School Status (Priority School, Focus School, Alert School) – School A – Targeted Assistance – Title I/Non-Title I Status
    - LEA's School Status (Priority School, Focus School, Alert School) – School B – Schoolwide – Title I/Non-Title I Status
    - LEA's School Status (Priority School, Focus School, Alert School) – School C – Targeted Assistance – Title I/Non-Title I Status
- An LEA will project how much the LEA is intending to budget on their Flexible Learning Program (FLP) in the following areas:
    - Administrative Personnel Costs
    - Supplemental Materials/Supplies – LEA office and/or School
    - Evaluation Costs
    - Transportation Costs of FLP Program
    - Instructor Costs – Current Teachers or Contract Instructors

All Rights Reserved

    - Professional Learning Costs
    - Equitable Services for Eligible Private School Students, where applicable
    - Total Cost of the NCLB Public School Choice transportation (parent reimbursement and/or school buses), if applicable
    - Required set-asides
    - Other (as approved by the LEAs GaDOE Flexible Learning Program Specialist)
- Professional learning provided to staff delivering the FLP to ensure that appropriate instructional strategies are being implemented to ensure the success of the students being served
    - Documents to be maintained: sign-in sheets, agendas, description of professional learning

Required Program Data to be Maintained by the LEA:

- Criteria used to determine how students were selected for the program and how the subject in which the student receives intervention was determined
- Rank order list of all eligible students designating whether student is enrolled in the FLP program or not. The list should include students, grade level, and subject of academic intervention
- Hours of academic intervention attended for each student
- Staff hours of service
- Group size of academic intervention
- Pre-assessment information for each student
- Post-assessment information for each student
- Goal or plan of tutoring for each student
- Progress toward goal by student
- Strategies to be used if goals not met by student
- When does FLP occur (before/after/during school, summer, intercession, weekends)
- The days of the week the FLP occurs
- How is transportation provided and for whom

All Rights Reserved

Flexible Learning Program (FLP) Evaluation

Evaluation of FLP Programs by SEA

The GaDOE will monitor program data and evaluate performance according to the overall goal as stated in Title I, Part A legislation—increasing academic achievement on state assessments and attaining proficiency in meeting state standards. The evaluation will quantify core program components in an effort to highlight factors that contribute to effectiveness.

Each FLP will be evaluated on the following dimensions:

- **Participant Feedback**
  - Evaluation Question: What was the overall experience of stakeholders with program?
  - Data Source: Stakeholder surveys
- **Service Delivery**
  - Evaluation Question: Is the LEA and its FLP program in compliance with laws and regulations?
  - Data Sources: Annual monitoring data, Program documentation, Federal reporting, Public reporting, Technical Assistance, etc.
- **Effectiveness**
  - Evaluation Question: Are programs contributing to increased student academic achievement and performance on state education standards?
  - Data Sources: Student performance on state tests, Pre-post assessment measures of state standards and academic skills targeting by programs, Performance Flag data, and student growth in schools offering FLP.
  - Evaluation results will be shared with stakeholders and the public and used to inform ongoing program improvement.

Evaluation of FLP Programs by LEA

The LEA must submit the following components of an evaluation plan within its FLP plan in the Consolidated Application for *each* Priority and Focus School served:

- Effectiveness target or overall quantifiable goal of the program
- Assessment instrument(s) used to measure this target/goal
- Timeline for assessments (rough timelines for administration of pre-test, post-test, etc.)
- LEAs must submit their evaluation plan as a part of their FLP plan. (See Appendix D)

All Rights Reserved

Required Program Data for the LEA to be Maintained by School:

- Criteria used to determine how students were selected for the program and how the subject in which the student received intervention was determined
- Rank ordered list of all eligible students designating whether student is enrolled in the program or not. List should include students, grade level, and subject of tutoring
- Hours of tutoring attended for each student
- Staff hours of service
- Group size for tutoring
- Pre-assessment information for each student
- Post-assessment information for each student
- Goal or plan of tutoring for each student
- Progress toward goal by student
- Strategies to be used if goals not met by student
- When does FLP occur (before/after/during school, summer, intercession, weekends)
- The days of the week the FLP occurs
- How is transportation provided and for whom

All Rights Reserved

General Guidance for Implementation Requirements of Flexible Learning Program (FLP) Plans, FLP Budgets, FLP Program Evaluation and FLP Program Monitoring

Flexible Learning Program (FLP) Plans

- List the Title I schools that must offer FLP and their status (Priority, Focus, or Alert)

  Example:
  - LEA's School Status (Priority School, Focus School, Alert School) – School A – Targeted Assistance – Title I/Non-Title I Status
  - LEA's School Status (Priority School, Focus School, Alert School) – School B – Schoolwide – Title I/Non-Title I Status
  - LEA's School Status (Priority School, Focus School, Alert School) – School C – Targeted Assistance – Title I/Non-Title I Status

School Name	School Identification Category	Title I Status	Title I School Type
Cedar HS	Priority	Title I	TA
Oakwood Elementary	Focus	Title I	SWP
Dogwood Elementary	Alert	Title I	TA

- For **each Title I school** the LEA must submit an FLP plan that addresses the following:
  - Using school level disaggregated data, what are the areas of weakness (content area(s), subgroup(s), and graduation rate(s) if applicable) that will be addressed by the FLP offered at this school?
  - How will the LEA implement an FLP plan that will ensure supplemental academic instructional time that is designed to support the students meeting identified goals and outcomes?
  - How will the LEA provide professional learning (PL) for the FLP staff/contractor so instruction is engaging, enriching and tailored to meeting the needs of the students and is not a regurgitation of the teaching methods utilized with the students during regular instructional time?
  - How will the LEA ensure that the instructional goals of the FLP students are aligned with Common Core Georgia Performance Standards?
  - How will the LEA maximize the enrollment of the students in the FLP?
  - How will the LEA maximize the attendance of participating students in the school's FLP?

All Rights Reserved

  - How will the LEA monitor the implementation of the program and the tracking of all of the required data?

- LEAs are required to evaluate outcomes of their FLP interventions. Describe your evaluation plan, including program goals, measurement instruments, administration, and analysis, for each FLP program implemented in your district below:
  - List the effectiveness target(s) or overall quantifiable goal(s) of your programs (What are the measureable outcomes that your intervention is designed to improve? Must include at least one academic achievement indicator)
  - List the assessment instrument(s) that will be used to measure each listed effectiveness target/goal.
  - Include a plan for administering assessment instruments and how you will collect and maintain data. (When will you administer pre- and post- assessments? How will you maintain student assessment information to ensure confidentiality?)
  - Include your data analysis plan. (How will you determine program effectiveness based on program goals and measurement instruments listed above?)

LEAs are reminded that all expenditures and activities funded with Title I, Part A must be addressed in the LEAs approved FLP plan. Additionally, all FLP activities must be addressed in the LEA's CLIP and each school's schoolwide or targeted assistance plan.

Flexible Learning Program (FLP) Budgets

Title I, Part A is a federally funded program under the Elementary and Secondary Education Act of 1965 (ESEA). This Act provides federal funds through the Georgia Department of Education (GaDOE) to local educational agencies (LEAs) and public schools with high percentages of poor children to help ensure that all children meet challenging State academic content and student academic achievement standards.

- LEAs must submit, through the Consolidated Application, the Title I, Part A Flexible Learning Program (FLP) budget as a part of the LEA's Title I, Part A budget. The descriptions of all budgeted items must be specific and clearly describe the intent of the expenditure.
- All items budgeted must meet the allocable, allowable, reasonable, and necessary tests described in the OMB Circulars.
- Are the expenditures allowable Title I expenditures?
  - Do the expenditures appear to be necessary in light of the LEAs goals and objectives?
  - Are the costs of the expenditures reasonable?
  - Are the expenditures for core subject areas?

All Rights Reserved

- LEAs will utilize general guidelines for the use of Title I funds and equipment when submitting a budget for the FLP program. The law provides many flexibilities and opportunities for local educational agencies (LEAs) and schools to meet the purposes of Title I. In schoolwide programs, an LEA may use Title I funds for any activities that are part of the schoolwide program plan. Remember that Priority and Focus Schools may become schoolwide programs with less than a 40 percent poverty level. However, all schoolwide programs must have an approvable schoolwide plan. In targeted assistance schools, however, Title I funds may only be used to meet the needs of participating children, their teachers, and their parents.

- The Elementary and Secondary Education Act of 1965 (ESEA) provides several fiscal requirements that are applicable to Title I, Part A funds. Local educational agencies (LEAs) must maintain the financial effort previously provided with State and local funds to Title I schools. LEAs must provide services to Title I schools that are comparable to those of non-Title I schools.

- A local educational agency (LEA) may use Title I funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-federal sources for the education of students participating in Title I programs. In no case may Title I funds be used to supplant (i.e., take the place of) state or local funds. It is a violation of the supplement, not supplant requirement if an LEA distributes regular state and local funds in a way that discriminates against students in a Title I school. LEAs found to be in violation of the supplement not supplant requirements in the Elementary and Secondary Education Act of 1965 (ESEA) will be required to return all Title I funds used to supplant the LEA's Title I budget. It is important to remember, however, that any determination about supplanting is very case specific; this makes it difficult to provide general guidelines without examining the details of the situation. Because Title I funds are available, the Georgia Department of Education (GaDOE) uses a set of presumptions of what the LEA would have provided in the absence of the Title I funds based on its behavior in other situations. These presumptions are outlined in Office of Management and Budget (OMB) Circular A-133 Compliance.

  OMB Circular A-133 Compliance supplement presumes supplanting has occurred if federal funds are used to provide services that:

  - Were required to be made available under other federal, state, or local laws.
  - Were provided with non-federal funds in prior years.
  - Were provided to Title I participating children, if those same services are provided with non-federal funds to non-Title I children.

  An LEA may rebut a supplanting determination if it can demonstrate it would <u>not</u> have provided services had the federal funds not been available. An LEA should maintain documentation including (but not limited to):

All Rights Reserved

- Fiscal or programmatic documentation to confirm that, in the absence of Title I, Part A funds, the LEA would have eliminated services in question.
- State or local legislative action.
- Budget histories.

Prior to review of any budget submitted for approval, the Title I Education Program Specialist reviews the plans for the LEA's FLP submitted through the Consolidated Application Tab for FLPs. The FLP Plan contains eight questions which the LEA must respond to detailing the LEAs program for those LEAs with Priority and Focus Title I schools that are required to set-aside a minimum of five (5) percent of their Title I, Part A allocation for flexible learning academic interventions and supports.

Required Set-Aside for Flexible Learning Programs (FLP):

- Flexible Learning Programs (FLP) would initially be funded through a minimum five (5) percent set-aside requirement of Title I for all Priority and Focus School status before the 2012 – 2013 school year. This minimum five (5) percent set-aside must be a LEA set-aside. LEAs have the option of setting aside monies to provide additional interventions for the LEA' s Title I Alert schools or Alert Schools have the option of using a portion of their Title I allocation in order to implement interventions based on their Alert School status; however, Alert Schools are not required to do so.
- LEAs may set-aside additional funds above the required minimum 5 percent to implement interventions (i.e., FLP) in its Priority, Focus, and Alert Schools. This set-aside would be a custom set-aside in a LEA's Consolidated Application that would clearly explain the intervention and list the Priority, Focus, and Alert schools to which applies. This set-aside would not be subject to the requirement to provide equitable services to eligible private school children, their teachers, and their families because public Title I school students, as a whole, do not benefit from those services either.

Budget Detail Considerations of Set-asides:

When completing the consolidated application it is critical that LEAs ensure that all set-asides are included and budgeted correctly in the budget details. The amount broken down in the budget should match the amount of each set-aside. The description, within the budget detail, should describe exactly what the expenditure is and include a statement, at the beginning or at the end, that this is a set-aside line item; for example (Private School Equitable Services). Each function and object code must be checked for accuracy. Below are specific details that are unique to the certain set-asides:

- **Private School Parental Involvement:** All parental involvement expenditures are coded with function code 2900. The object code will depend on the specific area.

All Rights Reserved

Flexible Learning Program (FLP) and NCLB Public School Choice (Choice): FLP expenditures are budgeted in function code 1000 and object code 300. Transportation for Choice is budgeted with function code 2700. The object code will depend on specific expenditure. NCLB Choice transportation, if decided by LEA to provide to students under the NCLB Choice requirement, and other transportation expenditures must be budgeted in separate line items. If continuing the NCLB Choice transportation, this must be a set-aside in the LEA's Title I, Part A budget.

- **Professional Learning:** All professional learning expenditures are budgeted in function code 2210. Delineation should be made in the description between the professional learning that is required (Priority, Focus or Memorandum of Agreement LEA Professional Learning set-aside) and other districtwide professional learning (PL set-aside).

Private Schools: The budget detail description must distinguish the appropriate set-aside and the name of the private school where the funds are to be expended: For example, Parental Involvement $8,066: Pinewood $2,262; St. Johns $1,482; St. Mary's $2,057; Country Day Academy $988; Grace Academy $824; and Hope Christian $453.

- **Administrative:** All administrative set-asides are budgeted in function code 2230**.** Indirect costs and audit costs are budgeted with a function code of 2300 and an object code of 300.

All Rights Reserved

FLP Budget Template

- A projection of how much the LEA is intending to budget on the FLP for the following areas:

  1) Administrative Personnel Costs
  2) Supplemental Materials/Supplies – LEA office and/or School
  3) Evaluation Costs
  4) Transportation Costs of FLP Program
  5) Instructor Costs – Current Teachers or Contract Instructors
  6) Professional Learning Costs
  7) Equitable Services for Eligible Private School Students, where applicable
  8) Total Cost of the NCLB Public School Choice transportation (parent reimbursement and/or school buses), if applicable
  9) Required set-asides
  10) Other (as approved by the LEA's GaDOE Flexible Learning Program Specialist)

At a minimum, an LEA's FLP plan must include the following:

School Name	Personnel Costs	Supplemental Materials	Evaluation Costs	FLP Transportation Costs	Professional Learning Costs	Equitable Services	NCLB Choice	Required Set-Asides
Cedar High School								
Oakwood Elementary								
Dogwood Middle School								

All Rights Reserved

Reward Schools

Summary of Title I Distinguished Schools Determinations Procedures for Establishing Per School Awards for Reward Schools Section 1117 Elementary and Secondary Education Act of 1965

1. Schools are selected based on the schools' reward status as defined by the US Department of Education. Two categories of Reward Schools are eligible to be included receive awards: (1) **Highest-Performing Reward School**--a Title I school among the Title I schools in the State that have the highest absolute performance over a number of years for the All Students group and for all subgroups based on statewide assessments, and, at the high school level, is also among the Title I schools with the highest graduation rates. A school may not be classified as a Highest-Performing School if there are significant achievement gaps across subgroups that are not closing in the school; or (2) **High-Progress Reward School**-- a Title I school among the ten percent of Title I schools in the State that are making the most progress in improving the performance of the All Students group over a number of years on the statewide assessments, and, at the high school level, is also among the Title I schools in the State that are making the most progress in increasing graduation rates. A school may not be classified as a High-Progress school if there are significant achievement gaps across subgroups that are not closing in the school.

2. Using the free/reduced meal (FRM) data for the fiscal year previous to the ward, all schools in the state are listed in descending order according to FRM count. The schools are then divided into four equal parts resulted in four quartiles. The cutoff point between higher poverty schools and lower poverty schools is then determined by starting with the highest FRM percentage school and moving down the ranked list to the last school in the top quartile. This quartile is the list of higher poverty schools. The second, third, and fourth quartiles are the lower poverty schools. Schools identified as a Highest-Performing Reward School or as a High-Progress Reward School in the higher poverty schools quartile draw from the 75 percent fund. Schools identified as a Highest-Performing Reward School or as a High-Progress Reward School in the lower poverty schools quartiles draw from 25 percent fund. The Georgia Department of Education (GaDOE) anticipates that there will be a total of 234 schools eligible for Reward School status.

3. What is meant by the 75 percent fund? At least 75 percent of the funds available for awards must go to the schools in the highest quartile based on the number of FRMs. Available funds are divided into two funds: one containing 75 percent of the funds; the other, 25 percent of the funds.

    - **Funds available for the 75 percent fund** equal **Total Funds Available x .75= Amount of Award**

    - **Funds available for the 25 percent fund** equal **Total Funds Available x .25= Amount of Award**

All Rights Reserved

Highest Poverty Schools – 75 Percent Funds:
Highest Poverty Schools are defined as schools whose poverty places the school in the top quartiles of the Rewards Schools list for the current fiscal year. GaDOE will divide the funds available for the 75 percent fund award by the number of schools in the highest poverty schools quartile to determine the award for each school.
Lower Poverty Schools – 25 Percent Funds:
Lower Poverty Schools are defined as schools whose poverty places the school in the top quartiles of the Rewards Schools list for the current fiscal year. GaDOE will divide the funds available for the 25 percent fund award by the number of schools in the lower poverty schools quartiles to determine the award for each school.
The total amount awarded for both highest and lower poverty schools will be equal to or less that the total amount of funds available for award in the current fiscal year. Any remaining funds will be carried over to the next fiscal year.

Reward Schools Plan

School/District Plan for Use of Title I, Part A Reward Schools and Reward Districts Budgets for 2012-2013

Instructions please complete the following narrative and attach the narrative to the consolidated application when submitting your budgets. Please ensure that you provided a detailed narrative in the descriptions portion of the budget details page within the consolidated application.
Please provide a narrative response to the questions below:

- Please provide a narrative description that summarizes the activities and materials to be funded using the Title I, Part A Reward Schools Award or the Title I, Part A Reward District Award for each school in the LEA or LEA receiving an award. This summary must delineate the decision making process utilized at each Reward School in the LEA or Reward District for determining the expenditure of the Title I, Part A Reward Schools and Reward Districts Award funds. Please include a listing of the staff with job titles involved in the decision making process.

- What-processes and procedures does the school/LEA have in place to monitor the use of the Title I, Part A Reward Schools/Districts Awards monies?

- What internal controls does the school/LEA have in place to promote efficiency of implementing the plans for this award, assure appropriate use and expenditure of Academic Achievement funds, and to safeguard assets and/or avoid fraud and error?

***Please Note:** If this is a Reward School Award provide the principal's signature and date of signature, as well. If this is a Reward District Award only the Title I Director/Coordinator and Superintendent's signatures are required.

All Rights Reserved

Reward Schools Budget

Procedures for Submitting Title I, Part A Highest-Performing and High-Progress Budgets

- In order to effectively manage Title I, Part A budgets for Reward Schools via the Consolidated Application (ConApp) the following procedures are provided as a guide.
- Select the Title Programs Tab within the ConApp
- Select Add the Program Tab (Reward Schools, Reward Districts, or National Title I Distinguished Schools) from the drop down menu
- Click on the Budget Tab and perform the steps to allocate funds to each function and object code~~s~~
- Selection the Function Code: for example function code 1000 for
- Select an Object Code: for example objects code 110 for teachers
- Enter the Unit Value: for example
- Enter the Price: for example the cost per unit = $1.99 each
- Enter a clear detailed description of how the funds will be being used. For example
- Click the Add Button
- The budget is now ready for sign off when all line items has been entered in the same fashion
- Sign off will be completed by the Title I Director/Coordinator and Superintendent

***Important to Note:** The superintendent must accept assurances before signing off on the budget

Approval of budgets will occur once a thorough review of all expenditure requests and supporting documentation has been completed by the GaDOE Title I Education Program Specialist for Reward Schools

Rewards Schools Quick Reference Guide for Use of Funds

- Schools receiving monetary awards must use funds for educational purposes only:
    - Resources/instructional materials
    - Monetary awards for current year employees
    - Schoolwide projects, such as computer labs, materials and supplies for the media center, science labs

All Rights Reserved

Schools choosing to make monetary awards to staff must include all staff in the categories of staff receiving the monetary rewards. If making **awards to more than one personnel classification, schools** may award different amounts for different personnel classifications. For example, teachers in the school would be awarded the same amount; non-instructional personnel would receive the same amount, and so forth. Schoolwide programs' staff would all be potentially eligible to receive monetary rewards. Targeted Assistance programs staff would need to be a Title I staff in order to be eligible to receive a monetary reward. In both cases, staff receiving monetary rewards would need to current staff at the Title I school.

- The current principal when the award is received will make the final decision as to how the funds are spent. Only current Title I employees of the awarded school are eligible for any awards.

- All monetary awards to individuals are considered to be personal income and are subject to appropriate state and federal tax guidelines.

- Schools may not use funds for capital outlay projects. This would include construction, carpet, renovations of school facilities, classrooms, auditorium, multipurpose rooms, etc.

- Expenditure of funds must be allowable and reasonable in accordance with OMB Circular A-87 and EDGAR 74.36.

Flexible Learning Program (FLP) Monitoring

Monitoring of LEAs/Schools by the GaDOE Title I Division:
LEAs will be monitored by the GaDOE Title Programs Division. Sample documents that an LEA may need to keep on file to verify compliance include:

- Number of students eligible for the FLP program
- Number of students served
- Criteria used to determine how students are selected to participate in the FLP program
- Plan for offering services to and enrolling students across priority levels
- Number of staff hired with job descriptions
- Parental involvement requirements
- Sign-in sheets for staff, students, and parents
- Assessment used by program
- Methods used to improve student(s) learning

All Rights Reserved

- Monitoring of outcomes on a monthly basis
- Verification of parent notification of eligibility for Flexible Learning Program (FLP)
- Verification of parent notification of school status
- Verification of parent notification for how to enroll their student in Flexible Learning Program (FLP)
- Program evaluation of Flexible Learning Program (FLP) by LEA/school
- Program evaluation for overall LEA Flexible Learning Program (FLP)

If the GaDOE determines through monitoring that the LEA did not comply with any of the criteria outlined in the federal regulation [32 C.F.R 200.48 (d)(2)(i)], the LEA may have corrective actions that must be met in the following fiscal year.

Monitoring of LEA by SEA

The Elementary and Secondary Education Act of 1965 (ESEA) requires the State educational agency (SEA) to monitor the implementation of program requirements and the expenditure of federal funds.

GaDOE's monitoring process consists of seven major components.

1. **Program Requirements** – LEAs must submit for approval an annual Comprehensive LEA Improvement Plan (CLIP) through the Consolidated Application process. Title I Education Program Specialists review each CLIP to ensure that the plan contains allowable activities for use and budgeting of Title I, Part A monies. Once the CLIP has been approved, the LEA submits a budget reflecting the approved CLIP activities for review and approval by the Title I Education Program Specialist assigned to the LEA.

   Race to the Top (RT3) LEAs must submit an updated scope of work (SOW) for approval annually. RT3 budget analysts review each SOW to ensure consistency with the Memorandum of Understanding signed by each LEA. In addition, the Office of School Turnaround must verify changes to the Lowest Achieving Schools initiatives. Once the SOW has been approved, the budget analysts will notify the LEA to submit its budget reflecting the approved SOW.

2. **Monitoring of Expenditures** - LEAs must submit for approval an annual budget through the Consolidated Application process. Title I Education Program Specialists review each application and budget to ensure that expenditures are appropriate for the program area before approving LEA budgets. A separate handbook, Title I, Part A and Schoolwide Consolidation of Funds Budget Approval Process outlines the procedures for approving the expenditures. Once budgets are approved, Title I Education Program Specialists track funds drawn down by LEAs for expenditures to ensure that LEAs are likely to meet the expenditure requirements for Title I funds.

All Rights Reserved

RT3 LEAs must submit for approval an annual budget through the Consolidated Application as well. Budget analysts, project manager, and Deputies for RT3 Implementation and Turnaround must sign off on each budget before funds can be made available for draw down.

3. **Single Audit –** An audit is a formal or official examination of records and accounts with the intention to verify that proper accounts have been utilized, proper procedures have been followed, and attending documentation has been maintained. If an auditor is unable to verify a program's accounts, procedures, and documentation, the LEA will be notified in writing, either by first class mail or by electronic mail, of an exception or audit finding(s). The Federal Programs Division and the RT3 Implementation Office will follow procedures as outlined in the Federal Programs Operations Manual for resolving any LEA audit findings through a single audit process.

4. **On-site Monitoring** – An SEA on-site Cross-Functional Monitoring Team visits an LEA to review the criteria included in the LEA Monitoring Form. LEAs are monitored, at least, on a three year cycle. Approximately one-third of the LEAs are monitored, on-site, each year. As part of the process for determining which LEAs are to be monitored, the Federal Programs Division conducts a risk assessment using a combination of elements as defined by the GaDOE. Consequently, LEAs with audit or monitoring findings requiring a return of monies, or a high number of complaints from parents or other stake holders are monitored within a year of the LEA audit or monitoring report and written complaint.

5. **Self-Monitoring Checklist –** The self-monitoring process is an outgrowth of the on-site monitoring process. It is designed to provide LEAs the support and guidance needed to maintain ongoing high standards for compliance and program delivery by conducting a self-monitoring of compliance with federal law for each fiscal year that the local program does not participate in the Title Programs Division on-site monitoring process. LEAs not receiving an on-site visit complete the Self-Assessment Checklist and submit it to the GaDOE.

6. **Desktop Monitoring –** LEAs are monitored via desktop monitoring in two areas:

    - Required Set-Asides:
      Title I Education Program Specialists and Flexible Learning Program Specialists review set-aside amounts listed in the LEA's annual budget to ensure that LEAs are meeting the ESEA required set-asides for parental involvement; Flexible Learning Program (FLP) for Priority and Focus Schools; professional learning for HiQ teachers and paraprofessionals; homeless children and youth in non-participating schools; neglected and delinquent children; and equitable services to eligible private school students.

    - Approved LEA Budgets:
      Once a Title I Education Program Specialist has approved an LEA's budget those budgets are reviewed one more time by the Title I, Part A Program Manager and

All Rights Reserved

Title Programs Director. At this time, LEAs may be asked to clarify those approved budget items or make suggested amendments to the approved Title I, Part A budget.

7. **Quarterly Reports:** RT3 LEAs are required to submit quarterly progress reports through the RT3 SharePoint Web site. The purpose of the quarterly progress reports is to monitor the quality of implementation of LEAs SOW. RT3 staff review the progress reports and will hold webinars with LEAs experiencing challenges with implementing its SOW. A sample copy of the progress report is attached.

The GaDOE Title Programs Cross-Functional Monitoring Team will follow the same procedures that are in place for the on-site monitoring visit of all local educational agencies (LEAs) that receive a
Title I, Part A allocation. LEAs are monitored on a three year cycle with approximately one-third of the LEAs being monitored each year. More detailed information regarding the monitoring of LEAs receiving Title I, Part A monies may be found in the GaDOE's *Implementing Title I in Georgia Schools Handbook* and the *Federal Programs On-Site Cross-Functional Monitoring Team Monitoring Process* handbook.

The current fiscal year's Federal Programs On-Site Cross-Functional Monitoring On-site Monitoring Document is **available at: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx.**

Monitoring of LEA FLP Program by LEA

The Elementary and Secondary Education Act of 1965 (ESEA) requires the State educational agency (SEA) to monitor the implementation of program requirements and the expenditure of federal funds. Monitoring federal programs at the local level to ensure compliance with regulations as well as to assure the quality of the program and the instructional delivery being utilized with at-risk populations is a primary focus for the Title Programs Division.

Georgia's monitoring process for programs administered by the Title Programs Division consists of monitoring expenditures, the single audit, Self-Monitoring Checklist, and on-site monitoring by a Title Programs Division Cross-Functional Monitoring Team. Procedures for the on-site visit specify that LEAs participate in an on-site monitoring process on a three year cycle. Approximately one-third of local educational agencies (LEAs) are monitored on-site each year.

The self-monitoring process is an outgrowth of the on-site monitoring program. It is designed to provide LEAs the support and guidance needed to maintain ongoing high standards for compliance and program delivery by conducting a self-monitoring of compliance with federal law for each fiscal year that the local program does not participate in the Title Programs Division on-site monitoring process.

All Rights Reserved

Steps for completing the Georgia Department of Education's (GaDOE) Self-Monitoring:

1. The LEA prepares documentation for each of the components on the Self-Monitoring Checklist. The LEA may solicit technical assistance from the Title I Education Program Specialist regarding appropriate documentation. Required documentation is to be organized in folders, labeled, and in order so that they correspond to the numbers on the Self-Monitoring Checklist. If items are too large to put into folders, for example, schoolwide plans for several schools, they are to be kept in a location that is readily accessible.

2. After documentation is prepared, the LEA applies the criteria included in the Title Programs Division LEA Self-Monitoring Checklist.

3. The LEA determines if the criteria is met or not met. If analysis of the self-monitoring reveals non-compliance for any criteria the LEA must: determine the corrective action(s), and develop a corrective action plan to include the area of non-compliance, the corrective action required, the timeline for implementing the corrective action and the person responsible for implementing the corrective action.

4. All LEAs must submit the Self-Monitoring Checklist and if applicable, the Corrective Action Plan to: Georgia Department of Education, Title Programs Director, 1858 Twin Towers East, Atlanta, Georgia 30334. The Self-Monitoring Checklist must be signed by the Title I Director/Coordinator and by the LEA Superintendent.

5. The Program Manager or designee must review the Self-Monitoring Checklist and Corrective Action Plan to determine which, if any, LEAs may need an on-site visit. If an on-site visit is needed, the Program Manager or designee must schedule the visit and any follow up using GaDOE's protocol for on-site monitoring. Any LEA failing to correct deficiencies outlined in the approved Corrective Action Plan within the agreed upon timeline are subject to the delay of funds until corrective actions are made.

6. LEAs must maintain a copy of the Self-Monitoring Checklist, and if applicable the Corrective Action Plan and related documents in the school LEA master file.

7. LEAs may request technical assistance by contacting the appropriate Title l Education Program Specialist any time during the self-monitoring process.

The LEA Self-Assessment Checklist can be found on GaDOE's Web site at:
http://public.doe.k12.ga.us/School-Improvement/Federal-Programs/Pages/default.aspx

All Rights Reserved

SEA Responsibilities

In Georgia, the GaDOE is required to annually review the progress of each LEA that receives Title I funds. The review must determine whether or not an LEA is carrying out the responsibilities for school improvement, technical assistance, parental involvement, and professional development.

Title I schools will now move from a needs improvement (NI) status based on adequate yearly progress (AYP) to a CCRPI—Reward, Priority, Focus, and Alert schools status. More detailed information on the CCRPI and the new school designations using the CCRPI status will follow in Section A. General Guidance of Georgia's ESEA Flexibility. Beginning in the 2012-2013 school year, local educational agencies (LEAs) will replace the tutorial services currently conducted by SES providers with a state-designed Flexible Learning Program (FLP) for Priority School students and Focus School students. The GaDOE is proposing an alternative supplemental tutoring intervention that would allow LEAs greater flexibility in designing an extended learning program tailored to the needs of their school who would have the capacity to serve more students in need of such additional support. The Choice requirement under the current NCLB consequence structure is no longer necessary given state legislation, Georgia Code § 20-2-2130 Intra-District Transfers mandating school choice opportunities within all LEAs.

If school(s) in the LEA are identified as Reward, Priority, Focus or Alert, the GaDOE must promptly notify parents of each student enrolled in the school of the LEA; of the school's classification. The notice must be in an understandable and uniform format and, to the extent practicable, and in a language that parents understand. The notice must include:

- An explanation of the school's identification and statistically sound disaggregated results of student achievement data.
- Reasons why an LEA is identified.
- Explanation of how parents can participate in improving an LEA.

All Rights Reserved

21st CENTURY COMMUNITY LEARNING CENTERS

The 21st Century Community Learning Centers (21st CCLC) program provides before and after school (including summer) services to children and their families that include academic enrichment activities; particularly for students who attend low-performing schools. This will help them meet State and local student performance standards in core academic subjects. Activities may include remedial education, academic enrichment, art, music, tutoring, mentoring, recreation, technology, drug and violence prevention, counseling, character education, and family literacy. The Title IX, Part E - Uniform Provisions, Subpart 1, apply to the 21st CCLC program and require equitable participation of private school students, teachers, and other educational personnel who are a part of the target population. For more information go to: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/21st-Century-Community-Learning-Centers.aspx

MCKINNEY-VENTO EDUCATION FOR HOMELESS CHILDREN AND YOUTH

This program is designed to address the problems that homeless children and youth face in enrolling, attending, and succeeding in school.

Under this program, state educational agencies (SEAs) must ensure that each homeless child and youth:

- Has equal access to the same free, appropriate public education, including a public preschool education.
- Has access to the educational and other services needed to meet the same challenging State student academic achievement standards to which all students are held, and
- Is not separated from the mainstream school environment.

All local educational agencies (LEAs) are required to:

- Identify a local homeless liaison.
- Participate in all data collection requirements of the Georgia Department of Education (GaDOE) and the U.S. Department of Education (US ED).

SEAs and LEAs are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

For more information go to:
http://www.gadoe.org/tss_title_grant.aspx?PageReq=TSSTitleXB.

All Rights Reserved

TARGETED ASSISTANCE AND SCHOOLWIDE PROGRAMS

Schools that are ineligible for schoolwide programs or who choose not to operate schoolwide programs are referred to as targeted assistance Title I schools and are responsible for providing their students with opportunities to meet state standards. To assist in this, each targeted assistance school must provide strategies to increase parental involvement.

High-poverty schools that have chosen to operate a schoolwide program are considered schoolwide Title I schools or programs and are also responsible for providing students with opportunities to meet state standards. To assist in this, schoolwide programs must also provide strategies to increase parental involvement.

In a schoolwide program, a*ll parents* of children who attend the 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 make a concerted effort to 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 the child (US ED, 2004).

A schoolwide program must include among its components various strategies to increase parental involvement in accordance with section 1118 of ESEA, such as family literary services. If appropriate, it must also include high quality and ongoing professional development for pupil services personnel, parents, and other staff to enable all of the school's children to meet the state's academic standards.

All Rights Reserved

STRATEGIES FOR STRENGTHING PARENTAL INVOLVEMENT

Parent Engagement Program

The State provides the Parent Engagement Program to assist and ensure, that Title I, Part A - parental involvement regulations are met with meaningful and strategic actions to build parent capacity in the LEAs. The Parent Engagement Program believes that parents, schools, families, and communities working together can create meaningful partnerships that ultimately lead to significant gains across the board in student achievement. Therefore, the goal of the Parent Engagement Program is to increase student achievement by engaging and empowering parents to become actively involved in their children's education across all grade levels. To achieve this goal, the Parent Engagement Program:

- Works with partners in local school districts and throughout Georgia's communities to provide parents with the best opportunities and resources available to help their children succeed in school.

- Develops and delivers communications to parents and families on the factors that influence student success.

- Creates collaborative partnerships with external organizations and agencies that support parent and family engagement initiatives to provide needed services, supports, and resources to LEAs and families.

- Provides technical assistance, trainings, materials, and professional development opportunities on parent engagement to district and school administrators, parental involvement coordinators or liaisons, and other family engagement professionals.

- Collaborates and coordinates plans with other Georgia Department of Education (GaDOE) programs to ensure that parent engagement is a focus of various initiatives across the agency and that LEAs are equipped with knowledge of these programs to share with parents and their children.

All Rights Reserved

Building Capacity under ESEA

In order for parental involvement to occur and to be meaningful and effective, parents must have the capacity to be involved in the education of their children. In addition to parent capacity, LEAs and schools must believe in the value and utility of parental involvement and have the skills necessary to help parents become equal partners in the education of their children. Section 1118(e) mandates that LEAs and schools:

(1) Shall provide assistance to parents of children served by the school or local education agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local assessments, the requirements of [Title I, Part A], and how to monitor a child's progress and work with educators to improve the achievement of their children.

(2) Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

(3) Shall educate teachers, pupil services personnel, principals, 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.

(4) Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, the 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 children.

(5) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent possible, in a language the parents can understand.

(6) Shall provide such other reasonable support for parental involvement activities under [ESEA Sec. 1118. Parental Involvement (e) Building Capacity for Involvement] as parents may request.

In addition to these mandates, ESEA suggests that LEAs and schools:

(1) May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

All Rights Reserved

(2) May provide necessary literacy training from funds received under [Title I, Part A] if the local educational agency has exhausted all other reasonably available sources of funding for such training.

(3) May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

(4) May train parents to enhance the involvement of other parents.

(5) May arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, for parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

(6) May adopt and implement model approaches to improving parental involvement.

(7) May establish a districtwide parental advisory council to provide advice on all matters related to parental involvement in programs supported under the parental involvement section of ESEA.

(8) May develop appropriate roles for community-based organizations and businesses in parental involvement activities.

As with all effective parental involvement provisions, the above mandates and suggestions must provide full opportunities for all parents (including LEP, disabled, and migratory) to participate.

There are several ways that schools can assist families in developing their capacity to support their children's education. A few suggestions are as follows:

- Engage them at school so they understand what their children are learning.
- Give them a voice in what happens to their children.
- Provide information about how to help their children at home, what their children need to learn, and how to plan for college, postsecondary education, and a career.
- Foster social connections among families and with teachers.
- Build families' understanding of the education LEA and how to guide their children through it successfully.
- Offer access to social services and community agencies.
- Identify and build on strengths in the community and among families.

All Rights Reserved

Family Literacy Services

If a substantial number of parents do not have a secondary school diploma (or its equivalent) or have low levels of literacy, the SEA must encourage LEAs and schools to offer family literacy services. ESEA defines family literacy services as "services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:

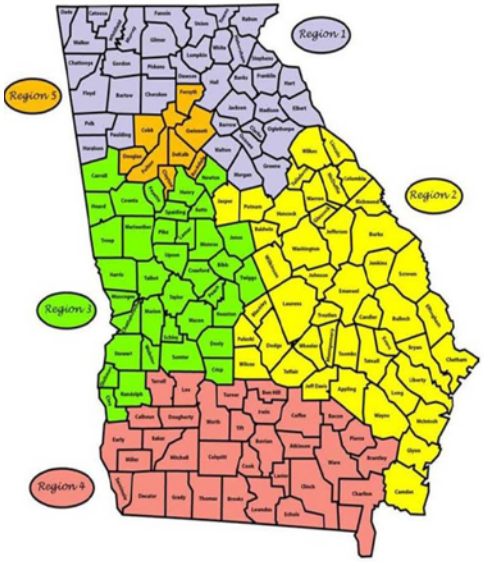
- Interactive literacy activities between parents and their children.
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- Parent literacy training that leads to economic self-sufficiency.
- An age-appropriate education to prepare children for success in school and life experiences.

All Rights Reserved

Parent Involvement Coordinators

The Georgia Parent Involvement Coordinator (PIC) Network is divided into five regions and is comprised of approximately 900 Parent Involvement Coordinators throughout the state. Their focus is to advocate for the parents in their school, offer a variety of informative workshops, link parents to resources in the community, and assist parents with navigating the school system so their children can obtain the resources required to help them achieve their maximum academic potential.

Parent engagement professionals participate in professional development meetings that are held within their region. The regions are defined in the color coded map below. These professional development meetings are not limited to Parent Involvement Coordinators, but also may include Parent Mentors, Pre-K Facilitators, School Social Workers, Graduation Coaches, School Counselors, Title I Directors, and School Administrators.



Outreach Programs Division
1862 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, GA 30334

Craig Geers
Outreach Programs Director
cgeers@doe.k12.ga.us
404-657-1793

Michelle Sandrock
Parent Engagement Program Manager
msandrock@doe.k12.ga.us
404-232-1148

Lakeita Servance
Parent Engagement Specialist
lservance@doe.k12.ga.us
404-656-2633

For more information, please visit:
www.gadoe.org/parents.aspx or
http://public.doe.k12.ga.us/tss_title.aspx?PageReq=ParentEngagement

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

In accordance with State and Federal laws, the Georgia Department of Education prohibits discrimination on the basis of race, color, religion, national origin, sex, disability, or age in its educational and employment activities. Inquiries regarding the application of these practices may be addressed to the General Counsel of the Georgia Department of Education, 2052 Twin Towers East, Atlanta, Georgia 30334, 404-656-2800.

Printed June 2011
All Rights Reserved

PARENT ENGAGEMENT PROGRAM

The Georgia Department of Education (GaDOE) provides the Parent Engagement Program to assist and ensure that Title I, Part A Parent Involvement regulations are met with meaningful and strategic actions to build parent capacity in schools and school districts under the law.

Title I, Part A is a federally funded program under the Elementary and Secondary Education Act (ESEA) of 1965. It is designed to support state and local school reform efforts tied to challenging state academic standards in order to reinforce and amplify efforts to improve teaching and learning for students furthest from meeting state standards.

The goal of the Parent Engagement Program is to increase student achievement by engaging and empowering parents, as well as other stakeholders, to become actively involved in their children's education across all grade levels.

All Rights Reserved

Parent Engagement Program

The Parent Engagement Program believes that parents, schools, families, and communities working together can create meaningful partnerships that ultimately lead to significant gains across the board in student achievement.

What is Parent Engagement?

The research is clear that when schools and families support each other, students of all backgrounds and various abilities achieve at higher levels. Parent engagement is an ongoing process that increases active participation, communication, and collaboration between parents, schools, and communities with the goal of educating the whole child to ensure student achievement and success.

Program Implementation

The Parent Engagement Program is focused on working with partners in local school districts and the community to provide parents with the best opportunities and resources to help their children succeed in school.

To achieve this goal, the Parent Engagement Program:

- Develops and delivers communications to parents and families on the factors that influence student success.
- Creates collaborative partnerships with external organizations and agencies that support parent and family engagement initiatives to provide needed services, supports, and resources to school districts and parents.
- Provides technical assistance, trainings, materials, and professional development opportunities on parent engagement to district and school administrators, parent involvement coordinators or liaisons, and other family engagement professionals.
- Collaborates and coordinates plans with other GaDOE programs to ensure that parent engagement is a focus of various initiatives across the agency and that school districts are equipped with knowledge of these programs to share with parents and their children.

Resources

The Parent Engagement Program offers various tools and resources to strengthen parent engagement at the school and district level. Many of these resources have been designed to empower parents to become actively involved in their children's education across all grade levels.

For Parents

- Georgia Department of Education Parent Website
- "Get Involved" Brochure, Poster and Videos
- Quarterly Newsletters
- Parent Engagement Calendar
- Parent Engagement Resolution and Statement
- Superintendent's Parent Advisory Council
- School Transition Brochures and Toolkit

For Parent Professionals

- 360-Degrees of Family Engagement Series
- Georgia PIC Network Trainings
- Georgia's Family-Friendly Partnership School Initiative
- "Make and Take" Parent Engagement Workshops
- K-12 Parent Engagement Strategies

For Title I Directors and Administrators

- Building Parent Capacity Technical Assistance
- Parent Engagement Webinars
- Parent Involvement Coordinator Guidance
- Parent Resource Center Information
- Teacher and Administrator Professional Development Modules

To obtain copies of brochures, CD's, or to locate any of the information mentioned above, please visit our Website or contact the Parent Engagement Program.

Framework

The Georgia State Board of Education adopted Georgia's first Resolution and Statement on Parent Engagement. The resolution, along with the National PTA Standards for Family-School Partnerships, are the guiding foundation for local school officials to develop local school and district plans and policies providing a framework for parent-school-community partnerships.

National PTA Standards for Family-School Partnerships

The Georgia Department of Education has adopted the National PTA Standards for Family-School Partnerships as the state's parent engagement model for what parents, schools and communities can do *together* to support student success.
To learn more about these standards, please visit www.pta.org/national_standards.asp.

Georgia's Resolution and Statement on Parent Engagement

The Georgia State Board of Education and the Georgia Department of Education recognize that the partnerships between parents, schools, and communities must be viewed as equal with shared responsibilities, but schools must take the lead in developing and sustaining these collaborative partnerships to ensure maximum effectiveness. Each partner, however, has a role to play as clearly outlined in the resolution and statement, and local school officials are strongly urged to use them as a guide in developing local school and district plans and policies.

All Rights Reserved

Resolution

Georgia State Board of Education

The Georgia State Board of Education and the Georgia Department of Education Adopt Statement on Parent Engagement

WHEREAS, The Georgia State Board of Education and the Georgia Department of Education recognize that true partnerships between parents, schools, and communities working together throughout a child's educational journey results in students of all backgrounds and abilities achieving at highest levels; and

WHEREAS, The Georgia State Board of Education and the Georgia Department of Education recognize that parent engagement is an ongoing process that increases active participation, communication, and collaboration between parents, schools, and communities with the goal of educating the whole child to ensure student achievement and success; and

WHEREAS, The Georgia State Board of Education and the Georgia Department of Education recognize that the partnerships between parents, schools, and communities must be viewed as equal with shared responsibilities, but schools must take the lead in developing and sustaining these collaborative partnerships to ensure maximum effectiveness; now therefore, be it

RESOLVED, that the Georgia State Board of Education and the Georgia Department of Education hereby adopt this Resolution and Statement on Parent Engagement and strongly urge local school officials to use them as a guide in developing local school and district plans and policies.

In witness whereof, we have set our hands and caused the Georgia Department of Education Seal to be affixed this 10th day of November 2010.

Wanda T. Barrs, Chair
State Board of Education

Linda M. Zechmann
First Congressional District

James E. Bostic, Jr.
Fifth Congressional District

Larry E. Winter
Ninth Congressional District

Allen C. Rice
Twelfth Congressional District

Elizabeth J. Ragsdale
Second Congressional District

Robert "Buzz" Law
Sixth Congressional District

Brian K. Burdette
Tenth Congressional District

William Bradley "Brad" Bryant
Chief Executive Officer

Joey M. Loudermilk
Third Congressional District

José R. Perez
Seventh Congressional District

Albert "Al" Hodge
Eleventh Congressional District

Mary Sue Murray
Thirteenth Congressional District

All Rights Reserved

Statement on Parent Engagement

The below statement on Parent Engagement was unanimously adopted by the State Board of Education on November 10, 2010:

The Georgia State Board of Education and the Georgia Department of Education recognize that parents are responsible for providing and maintaining a continuous and safe learning environment for their children. The term parent refers to any caregiver who assumes the responsibility for nurturing and caring for a child's entire well-being consisting of educational, emotional, spiritual, and physical health. Even though parents have diverse economic, racial, ethnic, cultural, and educational backgrounds, all want what is best for their children.

The Georgia State Board of Education and the Georgia Department of Education believe that parents, schools, and communities working together create meaningful partnerships that ultimately lead to significant gains in student achievement. Parents will show support of high academic expectations by making sure that their children attend school every day and closely monitor school progress. They will support the school community by engaging in school and district learning opportunities, program planning, and decision making. Schools will welcome all parents and community members by providing a variety of opportunities for parent engagement throughout all grade levels, while recognizing and respecting the diverse needs of their school community. They will collaborate with the community to provide services to students and parents as well as expand opportunities for continued learning, community service, and civic participation. A community is inclusive of any entity that shares a common interest in education. Communities will recognize that an investment in education is an investment in the community and will work with schools to form a network that strengthens families and supports student success.

In order to accomplish successful partnerships, the Georgia State Board of Education and the Georgia Department of Education endorse PTA's National Standards for Family-School Partnerships as the framework for how families, schools and communities should work together to support student success. To enhance parent engagement programs it is recommended that schools promote the following standards:

Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning.

All Rights Reserved

Standard 3: Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

The Georgia State Board of Education and the Georgia Department of Education are focused on working with partners in local school districts and the community to provide parents with the best opportunities and resources to help their children succeed in school across all grade levels. They recognize the importance of district and school administrator leadership in setting expectations of a welcoming climate that actively seeks and supports parent engagement. The Georgia State Board of Education and the Georgia Department of Education are committed to providing professional development opportunities to all school personnel and district leadership to enhance understanding and implementation of effective parent engagement strategies.

In order to achieve the Georgia State Board of Education and the Georgia Department of Education's number one goal of increasing the high school graduation rate, decreasing high school dropout rate, and increasing the post-secondary enrollment rate, it is essential that parents, schools, and communities work together in true partnerships for the benefit of all children Pre-K thru 12th grade. Strong support and effective parent engagement programs are critical for students to realize their potential and to assist schools in increasing student achievement across our state.

The original Resolution and supporting documents can be found at the following link:
http://public.doe.k12.ga.us/DMGetDocument.aspx/Signed%20Resolution.PDF?p=6CC6799F8C1371F6E96337A54BB5AE9C4B515B0684E346634134FB94D17A93A9&Type=D

All Rights Reserved

Parental Involvement Coordinator
Guidance Job Description

Primary Duties and Responsibilities:

General:

Parental involvement Coordinator: Serves as the liaison between school and parents, relaying the needs of one to the other; educates teachers and staff on how to communicate and work effectively with parents as equal partners; advises and trains parents on how to address issues with the leadership staff in school meetings; serves as a school-based intermediary contact for concerns and comments made by parents and community members; provides referrals to community-based services for families; expands opportunities for continued learning, voluntary community service and civic participation; develops community collaborations; promotes sharing of power with parents as decision-makers; helps parents understand the educational system so they can become better advocates for their children's education; maintains parent resource center (where applicable).

Specific:

- **Parental involvement Resources**: Provides workshops, classes, and activities for parents at their local school(s) and/or district on a regular basis; recruits volunteers from the community to host various workshops and classes to speak directly with parents; provides materials such as event calendars, brochures, educational resources and DVDs; creates opportunities for parents who have limited English proficiency, a disability or are underrepresented because of social economics or racial barriers to participate in education initiatives and enrichment workshops; provides technical assistance relating to parental involvement as needed locally or at the district level.

- **Program Evaluation**: Conducts surveys to assess the needs of parents at their local school(s) and/or district; reviews annual reports to evaluate the effectiveness of their parental involvement programs; develops, analyzes, and distributes the results of parent surveys to the school's leadership team and/or Title I Director if mandated.

- **Compliance**: Keeps excellent records of all parental involvement activities, reports, surveys, funding, annual program evaluations, and communications to parents; ensures compliance of the school or district's parental involvement program with all state and federal guidelines.

- **Program Coordination and Collaboration**: Coordinates and implements research-based strategies for their local school(s) and/or district parental involvement program to engage parents in improving student achievement through the National PTA Family-School Partnership Standards; collaborates with local, regional, and state organizations

All Rights Reserved

to create opportunities to help families understand school academic standards, assessments and report cards; collaborates with parents, teachers, and the school's leadership team to develop a family-friendly school climate; collaborates with other parent engagement professionals such as parent mentors and early education school transition coaches or other designees; promotes parents as partners by involving them in the decision-making process regarding parental involvement activities and school improvement.

- **Professional Development:** Takes part in opportunities for professional development at the local, regional, and/or state level with proper authorization; attends all local meetings and trainings for Parental involvement Coordinators; shares ideas and experiences with school or district staff, leadership team, and/or other parent professionals.

Qualifications and Skills:

- Experience serving as an advocate for children and parents
- Excellent communication and organizational skills
- Strong public speaking and presentation skills
- Self-motivated leader who can work independently as well as part of team
- Strong interpersonal skills
- Knowledge of family engagement research and literature
- Strong knowledge of computers and fundamental technology (i.e. DVD players, IPAD, e-learning software, etc.)
- Understands and respects the diversity of families' economic, linguistic and cultural backgrounds and situations
- Ability to host parent meetings off school sites and in the local community and/or neighborhoods
- Experience with developing collaborative partners and building relationships with constituents in the community
- Experience working in Title I schools
- Strong understanding of student achievement data
- Ability to speak eloquently to school and/or district leaders
- Ability to work flexible hours including some nights and weekends
- Education requirements vary based on the position, title and/or division. Please consult with your local school(s) and/or district to determine the required level of education for the specific position for which you are applying.

Other Responsibilities:

- Coordinates recognition to exceptional parents and volunteers
- Conducts trainings with school staff during faculty meetings to determine school needs and shares updates on parental involvement best practices and proper administration

All Rights Reserved

Parental Involvement Coordinator

Job Aide Timeline

August-September

- Start the year energized and ready to go! Excite families with a meaningful public relations campaign that's relevant to student learning and that will continue throughout the whole school year.

- Remember to nominate a parent to serve on the State Superintendent's Parent Advisory Council. Consult with your Title I Director for more information.

- Between these two months, host your Open House and Annual Title I Meeting. The Annual Title I Meeting is an important time to address the following:

  - ✓ Parent Engagement Activities
  - ✓ School Parental Involvement Policy
  - ✓ School-Parent Compacts
  - ✓ School Improvement Plan
  - ✓ Targeted Assistance Plan
  - ✓ Schoolwide Plan
  - ✓ Comprehensive LEA Improvement Plan (CLIP)
  - ✓ Flexible Learning Program

- Share the results from last year's Title I parent surveys with all members of your school community and talk about the changes that will take effect based on the responses.

- Reach out to the community and recruit businesses, non-profits, and faith-based organizations that are willing to host various workshops and classes to speak directly with parents throughout the school year.

- Review and revise, as necessary, your *personal* plan of action for parent engagement developed in May, to ensure all initiatives are still current and a priority.

- After confirming concrete dates and times for family and student events, send out a calendar or notice to parents so they can schedule to attend.

All Rights Reserved

- Look at training opportunities that are provided by the Georgia Department of Education Parent Engagement Program throughout the school year, whether through webinars or in person and mark them on your calendar. The PIC 101 Training will be available for new PIC's to attend.

- Begin to build a sense of community by developing relationships with new parents and families and maintaining those relationships which have already been established.

- Distribute and complete School-Parent Compacts for signature and make sure parents and students understand their purpose.

October

- Complete one professional development module for teachers and administrators with your faculty and staff members.

- Remember Parent Engagement Month is next month. Set concrete plans for parent events that will include your school and community stakeholders.

- Seek collaboration with other parent and family engagement professionals such as parent mentors, homeless liaisons, and early education school transition coaches. Set regular meeting times, if possible.

- Take part in any professional development opportunities that may be available for you during this time, with proper authorization. These can include local, regional, and/or state level learning opportunities.

- Check in with teachers regarding families and student progress in an effort to address any issues that may impact student learning and achievement.

- Assess the Family-Friendly Partnership School application and conduct the Family-Friendly Partnership School Parent Survey if your school is planning to apply for the award.

November

- It's Parent Engagement Month and November 15th is National Parent Involvement Day!

- Plan a special celebration or recognition ceremony for parents to acknowledge the importance of their involvement at home and at school. Collaborate with teachers and other staff to get the whole school involved.

- Share the Resolution and Statement on Parent Engagement with your colleagues and parents, which also highlights the importance of this month.

All Rights Reserved

- Share the special thank you letter to parents from State School Superintendent, Dr. John Barge, on Parental Involvement Day.
- Nominate a parent leader for the Georgia Parent Leadership Award.
- Remember to help parents to document their "Best Get Involved Moment" and submit it to the Parent Engagement Program.
- Carefully review the resources and e-mails that are sent out by the Parent Engagement Program and update your "library of resources" with any new material.
- Check in with your parent leaders and decision-making committees to see if they need any assistance or have questions that you can help address.

December

- Make it a goal to deliver at least two make and take parent workshops and one professional development module in addition to your other parent outreach efforts by this point in the school year.
- Complete a mid-year evaluation of your notebooks to make sure that you are keeping excellent records of all parental involvement activities, reports, surveys, funding, program evaluations and communications to parents to ensure that you remain in compliance with all state and federal guidelines.
- Review your *personal* plan of action for parent engagement to assess if you are where you should be and take note of any adjustments that need to be made.

January

- Remember Parent Leadership Month is next month. Set concrete plans for parent events that will include your school and community stakeholders.
- Submit your application for Georgia's Family-Friendly Partnership School Award, if applicable.
- Share the Family-Friendly Partnership School survey results and outcomes from responses on actions that the school will take with your faculty, staff and parents, if applicable.
- Complete another professional development module for teachers and administrators with your faculty and staff members.

All Rights Reserved

- Start planning a school-wide career and/or health fair for parents and children to be held during the month of March. This will require more outreach to the community and support from your school's leadership team.

February

- It's Parent Leadership Month!
- Consider conducting a parent leadership seminar that educates parents on how to become part of the school's decision-making process.
- Coordinate or assist with a recognition ceremony for exceptional parents and volunteers to highlight the important role each plays in the success of your school and their child's education.
- Ask your principal to highlight a *benefit* of parent engagement each week during this month through the school's daily announcement system.
- Check in with teachers regarding families and student progress in an effort to address any issues that may impact student learning and achievement.

March

- Take part in any professional development opportunities that may be available for you during this time, with proper authorization. These can include local, regional, and/or state level learning opportunities.
- Research summer programs that are available in your area and share these with parents so they can register early.
- Complete another evaluation of your notebooks to make sure that you are keeping excellent records of all parental involvement activities, reports, surveys, funding, program evaluations and communications to parents to ensure that you remain in compliance with all state and federal guidelines.
- Check in with your parent leaders and decision-making committees to see if they need any assistance or have questions that you can help address.

April

- Make it a goal to deliver at least four make and take parent workshops and three professional development modules in addition to your other parent outreach efforts by this point in the school year.

All Rights Reserved

- Examine student achievement results to determine if and how your parent engagement activities impacted student success.

- Conduct an end-of-the-year meeting with your school's faculty and staff to share updates about your parent engagement progress, explain how they contributed to the outcomes and determine as a group what the next steps should be for the upcoming school year.

- This may be a good time to administer your Title I Parent Surveys and distribute a separate survey to incoming parents (i.e., 5th grade parents who are transitioning to middle school) to assess their needs for planning purposes.

- Update and revise your school/district's Title I parental involvement plans for compliance purposes and ask for input from all parents.

May-June

- Distribute the results of your Title I Parent Surveys to your school's leadership team, Title I Director, parents, and community.

- Map out topics of interest and areas of concern for parents based on your surveys.

- Review your *personal* plan of action for parent engagement and assess whether you were successful in reaching your goals this school year.

- Write a summary of your program's success to share with your school's leadership team.

- Document your *personal* plan of action for parent engagement for the next year with the help of your school's leadership team, and tie it to student achievement. Make sure the National PTA Standards for Family-School Partnerships are embedded.

- Remember to create opportunities throughout the year for parents with limited English proficiency and SWD to participate in education initiatives and enrichment workshops.

- Reach out to your principal and Title I Director to set a tentative date for Open House and the Annual Title I Meeting. Keep in mind that it is okay if the two are combined.

- Complete a thorough inventory of items that are missing and needed for your Parent Resource Center, if applicable.

June-July (Summer Break)

- Keep contemplating how you will welcome parents, new and old, next month for another great year.

All Rights Reserved

Effective Parent Engagement Strategies for Parental Involvement Coordinators

1. **Meet and welcome all parents** - It is important to meet and welcome all parents early in the school year. This can be done through neighborhood and community gatherings, during open-house, parent-teacher conferences, or while attending other school-related functions. Also try sending personalized letters and emails or making phone calls. Create a welcoming environment by making parents and families a priority. Assign each faculty and staff member a certain number of parents to contact regardless of their job description. Contacting all parents can be quite a challenge, but by making an effort, parents realize that you've taken a personal interest in them and their child which leads to better partnerships throughout the year.

2. **Provide specific ways parents can contribute** - Parents may want to volunteer at the school, but often are unaware of what they can do or how they can help. Survey your parents at the beginning of the year to learn their skill sets and availability to assist with various projects. Be direct and creative. Then reach out to parents directly with certain projects or tasks that can be completed either at school or at home. When parents are asked to get involved and feel a sense of worth, you are likely to find more parents willing to volunteer.

3. **Offer a variety of incentives** - Sometimes it takes incentives to get parents in the door. Even during this budget crunched economy, there are still innovative ways to provide incentives for parents. Check with your local supermarkets, restaurants, recreational facilities and/or school partners to see what they can do to help provide incentives free of charge. These companies are often looking for ways to become involved in education and make charitable contributions.

4. **Recognize positive efforts** - Parents feel a sense of pride when they are recognized for their contributions, big or small. Take time to say thank you, spotlight various parents' efforts throughout the year, or share a token of appreciation. Many parents are unable to be physically present at the school as often as they would like due to work schedules or health problems. Other issues that could be beyond their control are a lack of transportation or childcare. So when you praise their efforts, it compels them want to do more.

5. **Listen to parent suggestions** - Make it a point to solicit parent comments or suggestions on a regular basis through surveys, meetings, or a suggestion box. Create a school culture where both positive comments and ways in which the school can improve are shared. Listen and document all forms of comments or suggestions, be sure to address as many of these suggestions as possible. Parents will appreciate the school's effort especially when they see positive changes being made.

All Rights Reserved

6. **Avoid making pre-judgments** – All parents come to school with various life experiences and perspectives. Therefore, be wary about making pre-judgments about your school's parents, because chances are you will make the wrong assumption. Some parents may appear to be uninterested or apathetic about school events, but when you look below the surface, you may find that they are very engaged and active with their child at home. Since this is often the case, seek to provide *all* parents will additional at-home tools that will help their child be successful.
7. **Promote parents as leaders** - The best way to connect with all parents at your school is to have other parents serve as catalysts for increasing involvement. When parents see other parents playing an active role in their child's education, they are motivated to do the same. Promote parents as leaders by including parents as members on various types of school planning events, committees, advisory councils and other meetings. Ensure parents are seen in multiple roles throughout the school building. Groom parents to co-host parent workshops and recruit other parents to participate. When parents are seen as partners in school leadership, they feel a sense of ownership and are likely to do more.
8. **Encourage networking** - Parents need a support system, too, and can often find the best support from one another. At parent workshops and events, give parents the opportunity to introduce themselves, talk briefly about their children and discuss ways to address parenting issues. Ask parent leaders to serve as a catalyst for breaking the ice in an effort to grow unity and excitement among various groups.
9. **Establish a parent resource center-** If you want active parental involvement, it is important to have a place where parents can gather to share and learn about educational resources. A parent resource center is a great way to promote the importance of parents in the school. It provides a meeting place for parent volunteers and education workshops as well as educational resources for parents to take home to use with their children. If you are unable to establish a center, create resource bags that include educational videos, games, reading materials and instructions on at-home activities that can be completed with their child. Send notices home with students advertising the materials you have available and encourage parents to utilize them. Be sure to also tie the materials used to student achievement scores and progress!
10. **Practice cultural competency and sensitivity –** It would be a mistake to take on a one size fits all approach with the parents in your school. Parents come from various lifestyles, ethnicities, and cultural backgrounds. They may be grandparents, foster parents, aunts, uncles, legal guardians or another adult who serves as the primary caregiver of a student. It is important to take time to educate the school community on the diverse cultural makeup of your particular student and family population. By doing this, you will ensure that all parents and students feel included and respected.

All Rights Reserved

11. **Focus on the strengths of your families -** All families have something they take pride in and do well. Some families place a high value on trivia nights, eating dinner together, or supporting one another at sporting events. Find out what's important to the families in your school and share that information with the teachers and other school staff. Then, look for ways to re-create that home-family environment at school functions and events.

12. **Build relationships** – Simply put, parent and community engagement is about building relationships. Nothing else matters if you are ineffective at connecting with parents at your school. The goal in building relationships is to establish a strong foundation for learning and student achievement. Parents are much more likely to collaborate with individuals they believe are genuinely interested in the well-being of their children. At times there will be obstacles to overcome, but it can be done with perseverance and vigilance. Do not be surprised if adjustments need to be made in the strategies, approaches and methods you use but know that this does not equate to failure. Believe in what you do, be passionate about the cause, and know that you are impacting families and making a difference every day by building these relationships.

13. **Change verbiage from "parent training"** – Understand where your parents are coming from. For many, there is a stigma attached to the term "parent training". Most parents feel like they are good parents and do not need training from the school. As a result, while the content may be necessary, meaningful, and important, parents are not supportive of the hosted trainings. Switching to the use of terms such as parent enrichment, parent seminar, parent university, or parent meeting will likely spark interest and increase the chances of parents participating.

14. **Provide advance notice -** Proper scheduling and advertising is important and necessary to encourage attendance at workshops or other school events. Family life is busy, but by providing parents with adequate notice and information about school functions, you'll increases the odds of better attendance. This is especially true if time off work is needed, job schedule adjustments need to be made, or if childcare is required. Try issuing a monthly calendar of events highlighting special opportunities for parents.

15. **Expand communication methods -** Parents are busy people and may need to be contacted through several methods of communication. It is necessary to go beyond the traditional route of sending an event flyer home with students. You must make an extra effort to inform and communicate with parents in a variety of ways. Some of these methods can include but are not limited to: notes on the school marquee, public service announcements, e-mails, text messages, a message on an automated call-system, posters, personalized notes, invitations, or phone calls. It is also imperative that communications sent home are in all languages represented by your parent population so everyone can be informed.

All Rights Reserved

16. **Host a variety of events** - Have parents participate in academic as well as non-academic events. Curriculum Night and Math Night are exceptional ways for keeping families informed of standards and new teaching strategies, but you can also have a night where parents come to view their child's art work, science experiments, or other unique projects they may not have an opportunity to see on a regular basis otherwise. Plan events for students and parents at the same time. Hosting events for both students and parents is usually successful especially if student performances or presentations are involved.

17. **Help solve non-academic issues** – Academics are important, but students cannot excel academically when emotional and social issues are at the forefront. Many parents need help with resolving issues that are non-academic such as bullying, substance abuse, and peer pressure. Providing help with confronting these topics and others that affect your school community can build parent support and ultimately lead to better student performance.

18. **Involve the community** - Everyone in a community benefits when students achieve. Make sure all community members are welcomed and invited into the school on a regular basis. Ask local businesses, faith-based and community-based organizations to sit on various school councils and teams. Recruit community members to speak to students and parents on various topics. When businesses and community organizations are seen as true partners with the school throughout the year, they are also more likely to be active and offer additional support and services without being asked.

19. **Use simple evaluations** - It is important to use simple, anonymous evaluations when trying to solicit parent feedback. The surveys should not be lengthy or complex. Get to know your parent population and tailor the surveys accordingly. Be sure to distribute evaluations after workshops or meetings so you can assess what was learned, enjoyed, or resulted from the event.

20. **Provide child care and transportation** - For some parents, lack of childcare or transportation may be a hindrance to attending school events. If you have an event for parents only, ask school faculty and staff to volunteer their time to monitor the children or reach out to local community and faith based organizations to see if they will provide volunteers under school staff supervision. Get creative with providing transportation by using community and faith-based organizations, school buses, or setting up a carpooling system. Even better, try holding events in neighborhood community centers so groups of parents can walk to the event.

All Rights Reserved

21. **Acquire teacher and administrator buy-in** - Without the support of teachers and administrators, getting parents engaged will be very difficult. Parents notice when the school culture is one of respect and acceptance. Be sure to communicate your parent engagement efforts to both teachers and administrators, let them know how they can be of assistance to you, and explain how parents as partners can truly have a positive impact on the entire school community.

22. **Collaborate with others** - Parent and community engagement is not a job that can be done alone. You are the organizer, but sometimes you need the help of others to achieve desirable outcomes throughout the school year. At a minimum, make sure you are collaborating with other family engagement professionals in the school and community such as the special education parent mentor, pre- K school transition coach, school social worker, school counselor, resource officer, and/or nurse. Collaboration takes time, so do not get frustrated if it does not happen immediately. Keep trying and eventually you will see change begin to happen for the benefit of your students and families.

23. **Gain the support of other PICs** - The job of a Parental Involvement Coordinator (PIC) is tough. So, it is always helpful to have others in the same field with which you can share experiences, tackle hard problems, and lend support. By attending the Georgia PIC Network meetings each fall and spring, you will have an opportunity to meet and network with other PICs in your area.

24. **Share updates and knowledge with school staff** - Ask your principal to be added to the agenda at the next staff meeting. During this time, provide an update on the work you have accomplished and the various opportunities the school has offered to its families. Provide tips or mini workshop sessions on parental involvement research and ways teachers and administrators can continue supporting parent engagement efforts throughout the year. Commend everyone for their hard work and discuss ways in which you all can continue to help each other.

25. **Link parent engagement efforts to student achievement** - Research shows that when schools and families support each other, students of all backgrounds and abilities achieve at higher levels. However, research is not enough. It is important to continually track meaningful and measurable outcomes to ensure that your parent engagement efforts have a direct link to student achievement. Targeting measurable outcomes is not an easy task but it must be done to show the benefits of parent engagement in education. Learn more about how to successfully wrap school, home, and community engagement around student achievement outcomes by listening to the 360-Degrees of Family Engagement Series conducted by the Georgia Department of Education and Bright from the Start: Georgia Department of Early Care and Learning.

All Rights Reserved

Standard 1:
Welcoming All Families into the School Community

Families are *active* participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Ideas for Implementation

1. Create welcoming committees to provide new families to the school with important information and a support system. Place welcome to the "ABC" School Community signs in their yards, conduct home or porch visits, deliver welcome packets with information from the school and greater community, or design a parent to parent mentoring program that provides new families with an additional point of contact.

2. Enlist parent greeters to provide a smiling face before school, after school, as well as during other high-traffic times or school events when families and visitors are in the school. Set up a parent desk at the entrance of the school and staff it throughout the day with parent volunteers who greet those who enter and serve as an initial point of contact for school information.

3. Display a guestbook for visitor sign in and sign out and provide various badges indicating whether a person is a parent, volunteer or visitor for guests to wear while they are in the building. Label the badges Very Important Person (VIP) so that staff and students are aware of their presence when they are in the building.

4. Provide school interpreter on site or someone who can be called upon, in person or over the phone, if a parent or family member needs assistance. Recruit some of your bi-lingual parents to volunteer their time to assist with interpreting.

5. Ensure that all aspects of the school community reflect, respect, and value the diversity of all your families. Provide many opportunities for them to volunteer by offering them ways to utilize their unique talents, offer school activities that are free or low-cost, and hold meetings or events in school and community locations on various days and times.

All Rights Reserved

6. Take the school to the families by holding meet and greets in community and neighborhood locations. Provide information or workshops on navigating the school system and allow parents to have informal conversations with school teachers and staff to build personal relationships.

7. Hold various family-friendly events such as bring a friend to school day where parents are charged with reaching out and bringing either a community member, family member, or another parent who usually does not attend school events. Make the event fun and informative to keep those newly engaged visitors part of your growing school community.

8. Take time to honor those parents who contribute to the school and their child's education by listening to them and thanking them in various ways on a regular basis. Hold a special breakfast or lunch in honor of them, have students draw pictures or write cards, highlight their names and service at special events, or simply have a different school faculty or staff member personally thank them each month.

9. Develop an open door policy that allows parents and families to connect with the school or drop-in at any time. Provide guidance to parents on what to do when entering a classroom to observe so students are not distracted. Have a special chair dedicated to a parent or visitor in each room so they are seen as a valuable part of their child's education process.

10. Hold professional development training for all teachers, administrators, and school staff on family engagement. Teach ways to support and communicate with families as well as how to engage them in the student achievement process. Include front office staff in training inclusive of parent sensitivity and cultural competence to ensure everyone who enters the school feels welcome.

Reference:

National Parent Teacher Association (PTA). (2009). *PTA National Standards for Family-School Partnerships: An Implementation Guide.* Retrieved from http://www.pta.org/2757.asp

All Rights Reserved

Standard 2:
Communicating Effectively

Families and school staff engage in regular, two-way *meaningful communication* about student learning.

Ideas for Implementation

1. Use all types of communication channels to connect with or inform parents. Scaffold communication approaches for various groups of targeted parents based on preferences and what works. Go beyond traditional means of communication by not just doing it one way, but every way! Place notes on the school marquee, create public service announcements, send emails or text messages, use the call system, hang posters, send personalized notes or invitations, place phone calls, and pass out flyers in neighborhoods and housing complexes. Make communications accessible by taping meetings and allowing parents to access a condensed version on the website or check out a DVD.

2. Ensure parents are considered partners by including a two – way communication mechanism on all home and school contacts. Incorporate a question and answer section in the school newsletter, send home simple evaluations or surveys, or ask for parent feedback by using social media to display a question of the week and encourage parent responses through Facebook, Twitter, or the school website.

3. Provide and publicize the hours for when the principal, teachers, and staff are available for parent visits or phone calls. Develop procedures for school and parent contacts to ensure that both parties know the manner in which to initiate, respond, and follow up. Have teachers log their communications with parents and set goals of reaching out to a certain amount of families each month.

4. Take time to engage in positive communications with families. For many parents, the only time they hear from the school is when something is wrong. Reach out at the beginning of the year to establish positive contact with every family at the school. Send positive notes, emails, or place phone calls home. Develop an easy system for teachers to regularly report student achievements.

All Rights Reserved

5. Offer opportunities for parents to learn important information at various times and places. Be understanding that parents have various schedules and may not always be able to attend events and meetings at the school. Be as flexible as possible by scheduling workshops at various times, conducting meetings at various locations in the community, or using online tools such as Skype to hold parent-teacher meetings. Advance notice is always good too!

6. Take time to be responsive to parent feedback. The two-way communication process is only meaningful to parents if they know their opinions or contributions matter. Make it a point to highlight solutions or improvements made based on parent feedback. For example, if there was a school survey or evaluation, be transparent by posting the results and highlighting what plans are being made to address them. Also, be proactive by letting parents hear about school-wide issues from you first.

7. Hold smaller meetings or provide the opportunity within large settings to create small groups. Parents may feel intimidated or less likely to ask questions when in large group settings. To ensure the best comprehension possible of the information presented, when possible, hold class or grade level meetings. For other events, target small groups of parents to attend on a rotating basis.

8. Ensure communications are understandable to all parents. Break flyers, letters, emails, newsletters, and websites into family – friendly language. If legal language is required, attach a cheat sheet or flyer that breaks the message down into easy to understand information. When possible, provide communications in other languages representative of your school community.

9. Develop a communication plan that keeps parents informed of their child's academic progress and development beyond parent – teacher conferences and report cards. Send home notices about what students are learning each week or month. Make grades and teacher feedback easily available.

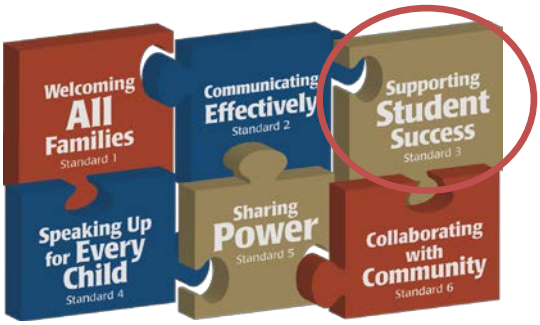
10. Show respect through your communications with parents. First impressions are everything so be mindful that your conversation with a parent will set the tone for the entire school year. Be respectful and think about the little things. For example, if you call yourself Mrs. Smith then address the parent in the same manner and not just by their first name. Remember to speak in family – friendly terms.

Reference:

National Parent Teacher Association (PTA). (2009). *PTA National Standards for Family-School Partnerships: An Implementation Guide.* Retrieved from http://www.pta.org/2757.asp

All Rights Reserved

Standard 3:
Supporting Student Success



Families and school staff continuously *collaborate* to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Ideas for Implementation

1. Involve families in school projects and student homework assignments. Find ways to incorporate parent input or support through student research papers, math assignments, physical education activities. Encourage or require teachers to facilitate this parent and student interaction at least once a month and track parent participation through logs or parent feedback.

2. Actively seek parents to serve on various committees or councils whose primary focus is the discussion and implementation of the Common Core Georgia Performance Standards. Use parents' ideas to discuss how to inform other families about student data and what can be done to raise expectations and achievement for all students. Learn ways to communicate the Standards to families so they are familiar with and involved in the student learning process.

3. Ensure student success by involving families in the creation of education plans for all students. Take time to discuss their student's strengths and areas of need as well as their learning style and learning goals for the year, for the next three years, or their graduation plan. Help parents identify discrete ways they can be a part of the plan to assist their child in reaching their goals at school and at home.

4. Develop Parent – School Compacts that matter by placing the focus on actual goals that are tied to student achievement for each school year. Bring parents together to learn about their child's curriculum for the year or if in high school, a particular class. Share school improvement goals and then ask them what they can commit to doing to help. Use the same process with students and teachers and then use the information to develop a compact that guides the parent-school-student partnership through the year. Refer to it often in school and parent-teacher communications.

All Rights Reserved

5. Hold student led parent – teacher conferences to ensure ongoing communication between the child and their parent about their growth, development, and academic success. Use the time to discuss key strategies for success and ways families can support the learning process at home.

6. Establish a method for parents to review and support their child's work on a regular basis. Send student work home each week, inform parents of the learning standards to be covered in class with questions they can use to ask their children about what they are learning, display student work throughout the school with the corresponding standard and teacher feedback, provide tip sheets for parents on how to monitor their child's progress, or develop a way to measure parent participation at home through logs or frequent feedback.

7. Collaborate with parents by incorporating their talents and skills into classroom curriculum. Poll parents at the beginning of the year about their occupations, hobbies, and skills. Then integrate their talents into lesson plans. Have a parent artist help students with a class mural, have another parent skilled in building apply a real world lesson in math, or a parent who is a skilled seamstress discuss the science behind sewing. Work together with the parents to develop the lesson.

8. Offer workshops that help parents understand why they are important to their child's school and learning. Target school improvement goals and hold workshops on key academic topics as well as non-academic topics that influence student success. Help parents monitor class schedules, student career pathways, and college information. Move beyond one –stop workshops by integrating content learned into future activities and communications with families. Build a resource center that lends learning packets and provides families a place where they can get information on how to help their child.

9. Link all school programs and activities to academic learning. Show a video about what students are learning about science before the science fair competition begins, have a brief demonstration of how math and logic are incorporated into a basketball playbook during half time at a game, or discuss which music curriculum standards are being addressed before the beginning of the school choir concert.

10. Partner with school and community after-school programs to be sure they link to parent learning and other family engagement initiatives. Encourage after-school programs to share the school curriculum with families. Schedule joint activities outside of the school to reach some of the same families you serve.

Reference:

National Parent Teacher Association (PTA). (2009). *PTA National Standards for Family-School Partnerships: An Implementation Guide.* Retrieved from http://www.pta.org/2757.asp

All Rights Reserved

Standard 4:
Speaking Up for Every Child

Families are *empowered* to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their successes.

Ideas for Implementation

1. Teach parents and families how to navigate the school system. Provide guidance on how their local school and district operate, as well as where they need to go and who they need to talk to when questions or concerns arise. Think of innovative and informative ways to ensure parents understand their rights and responsibilities under the law. Have individual help desks set up during school programs and events where parents can stop by and ask particular questions or get information.

2. Empower parents with the tools necessary to support their own and other children's success in school. Provide direction on setting high expectations for student learning and success. Assist parents in designing plans that monitor their child's progress and goal development. Target families who need assistance in knowing how to access resources inside and outside of the school community. If the school is unable to help, link families with other service providers in the community who can assist.

3. Develop effective parent advocates by educating parents on the right questions to ask school and community leaders and teachers about education. Demonstrate the correct way to approach issues with school faculty and staff and how to facilitate conflict resolution. Teach communication skills and ways to foster a partnership with their child's teacher to promote increased student learning.

4. Designate parent representatives for all school committees and promote their participation in other community groups as well. Encourage parent participation to further their knowledge of education curriculum, school governance, and leadership. Use their perceptions to enhance school community outcomes and have them help spread the work and progress the school is making with other parents and the larger community.

All Rights Reserved

5. Implement strong school transition programs to ease student anxiety and set new or continued expectations for parents. Make sure the transition program is more than just a onetime event – make it a yearlong process. Set standards for continued engagement, offer concrete things parents can do at home and at school to assist in their child's learning process, and provide opportunities for parents to contribute to their new school.

6. Provide opportunities for families to discuss issues that are of importance for all children in their school community. Set up Parent Cafes or other parent networking conversations to link families experiencing similar issues or to tackle tough issues in the school community. Empower parents to be advocates for change by assisting them in the change process.

7. Assist parents with their own professional and personal development in areas such as public speaking, task management, resume building, or financial literacy. Offer GED, English, or other educational classes. Build parent skills so they become confident in their own abilities and as a result are better able to pay attention to their child's academic development.

8. Engage parents in the development of the school's parental involvement policy. Invite parents to various meetings to discuss the policy. Break the large group into smaller groups to facilitate conversation around key topics. Explain the policy's importance and have parents work to keep the school accountable for fulfilling its requirements. Share it with the entire school community and refer to it on a regular basis during school programs and events, as well as in various communications.

9. Encourage parents to volunteer by providing concrete ways they can contribute. Survey your parents' talents at the beginning of the year and remember to look for traditional and non – traditional talents. Make it a point to utilize their contributions, no matter how big or small.

10. Develop parent leaders. Create opportunities for parents to develop leadership skills so they can become strong educational advocates for not only their child, but all children. Set up parent leadership academies or parent leadership classes. Give parents school projects to complete, have book studies, and allow parents to teach some classes to other parents.

Reference:

National Parent Teacher Association (PTA). (2009). *PTA National Standards for Family-School Partnerships: An Implementation Guide*. Retrieved from http://www.pta.org/2757.asp

All Rights Reserved

Standard 5:
Sharing Power

Families and school staff are *equal partners* in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Ideas for Implementation

1. Hold a series of parent leadership academies or other parent university classes with a focus on leadership. Develop a curriculum and start with a small and select group of parents representative of the school's population. Provide parents with the knowledge and resources they need to become leaders and advocates for their children's education. Build parent capacity by then using your new parent leaders to recruit other parents to be involved.

2. Ensure parents are actively recruited and understand they are wanted and needed to be a part of all school committees and councils (not just the ones that are designated or designed for parents). Give them concrete, meaningful tasks to complete as part of the group. Seek to have parent representatives that are reflective of the school community and work to address family involvement barriers related to diversity, race, income and culture.

3. Connect parents with public officials by offering and promoting opportunities for personal interaction. Hold town hall meetings or other events where parents are able to raise concerns, share ideas, or just dialogue with school administrators, public officials, and business or community leaders. Also invite or include public officials in routine school events and meetings to allow parents an opportunity to develop relationships.

4. Seek all parents' ideas routinely on current and potential school programs or district funding for students or their families. Ask parents about how they can support the school improvement plan, involve parents in focus groups or community cafes around your district Comprehensive LEA Implementation Plan (CLIP), or get creative in getting a high return rate on your parental involvement surveys.

All Rights Reserved

5. Involve parents in action research. Do not just ask parents their opinions, but give them a chance to actually be a key part of the process. Allow them to observe classes to provide first-hand feedback on a new curriculum initiative, examine various textbooks up for adoption, or send them to visit a school in another district to learn about a new program for implementation.

6. Hold group trainings for all members of the school's councils and committees inclusive of the parent representatives. Cover topics such as facilitation skills, brain-storming, and ways to communicate effectively. Explain how the school, parent, and community representatives all are partners in this important work and allow time to ensure the parents feel comfortable and understand their role.

7. Ensure transparency of information to all parents. Discuss the school's scores on state tests, regardless of the outcomes, and describe ways in which the school plans to improve (with seeking parent input of course!) Make sure parents are aware of the good and not so good information the school has to share. Then, do not be afraid to ask for parents to help! Make them part of the solution.

8. Utilize parent organizations to do more than just fundraise or complete random acts of kindness for the school. While they can still do those things, also have them work with leadership to understand and then suggest ways their group can support the school improvement plan. Use them to help their membership and others in the school community contribute to the work as well.

9. Allow parents to speak at various meetings, functions, and events within and outside of the school. Have parents share their stories of engagement at a community philanthropic event, share an inspiration at a school board meeting, or open up a school parent night assembly.

10. Ask parents to participate in the drafting of all types of school policies and procedures. Consider changing the way you currently collect parent input on the school parental involvement policy. Allow parents the opportunity to network with each other, conduct small group work, and share issues that are important to them. Has a school committee discussed a policy change? If so bring other parents into the discussion and use them to survey other parents on the issue or help in the actual writing of the policy.

Reference:

National Parent Teacher Association (PTA). (2009). *PTA National Standards for Family-School Partnerships: An Implementation Guide*. Retrieved from http://www.pta.org/2757.asp

All Rights Reserved

Standard 6:
Collaborating with the Community

Families and school staff collaborate with community members to *connect* students, families, and staff to expand learning opportunities, community services, and civic participation.

Ideas for Implementation

1. Develop a school public relations campaign to rally the community around innovative and successful school programs. Pick a topic such as parent engagement, attendance, or the importance of graduating high school. Partner with local radio and television stations, faith-based and community-based organizations, health clinics, supermarkets, restaurants, and other neighborhood businesses. Ask them to use empty store front space to communicate the initiative and actively contribute their time to the greater cause.

2. Ask and seek out community members to sit on school committees. Share your school data and use their expertise to assist and develop programs to support student success. Get to know them as a resource and connection to the greater school community.

3. Link families to local resources to assist them in their everyday lives. Hold community resource fairs that connect families to all types of free resources and services. Develop a community resource directory or partner with a local non-profit organization to create one. Work with local partners to help communicate the various services offered, especially ones that many could benefit from but do not seek out on their own.

4. Bring community members into the school community by creating various opportunities for them to share their skills or participate in events. Reach out to local business and community partners at the beginning of each school year by sending a personal note from the school or stopping by to just say hello. Let them know that you would like to work together. Use community partners in different ways such as opening car doors in the morning car pool lane, joining the school volunteer program, reading to a class once a month, or conducting workshops for students and families on various topics. Better yet, partner with businesses to allow their employees to volunteer in some way once a month!

All Rights Reserved

5. Build trust and understanding with your community partners. Know their contributions and limitations. Make sure your partnerships are strategic and mutually beneficial. Think about what you can contribute to the partnership. Is it physical school space? Is it expertise? Is it giving back by holding a community clean up day that allows the school to share its appreciation to local partners? The stronger the relationship is with your partners, the better outcomes for your students and families.

6. Make your school the hub of the community. Extend the hours of the school media center, computer lab, or gym to allow families and community members access to these resources and facilities. Offer homework and mentoring sessions for family and community members to interact with students. Offer the use of the school auditorium or cafeteria for town hall meetings and other community events. Allow the community recreation center to hold exercise classes, inclusive of nutrition guidance, in the school gym. The possibilities are endless.

7. Ensure all community partnership activities link to learning. Utilize traditional and non-traditional partnerships. Have knowledge share activities where students interview senior citizens at a local assisted living facility about events in history, or have younger students create books or notes for them that share information about the current curriculum they are learning. Think outside the box.

8. Partner with local businesses to allow them to encourage employees with children to be involved in their child's education (and those without children to give back to the community). Leave school flyers in the break rooms, hold school-parent meetings during lunch hours on-site, or provide learning opportunities for the student and parent through Skype (and other media tools) so employees do not even have to leave their desk.

9. Develop a shared vision for success by reaching out to a broad base of community partners. Make education everyone's business by holding quarterly community forums for partners to come to the school and learn about current initiatives. Allow them to share ideas for collaboration and work together to make them happen. Map out all your community resources and do not leave anyone out.

10. Coordinate with local civic and service groups to extend open invitations to teachers and administrators to attend meetings and events during summer months and breaks. Offer opportunities for teachers and administrators to speak and share successes or concerns that need community input. Ask the outreach groups to conduct workshops and share resources with teachers so they can learn about the educational, cultural, business, and economic service resources in the community.

Reference:

National Parent Teacher Association (PTA). (2009). *PTA National Standards for Family-School Partnerships: An Implementation Guide.* Retrieved from http://www.pta.org/2757.asp

All Rights Reserved

Building Parent Capacity: A Crosswalk for Parent Engagement	
Title I Parental Involvement – Section 1118(e) *14 Activities to Build Capacity for Parental Involvement*	*PTA National Standards for Family-School Partnerships* *6 Standards to Build Family-School Partnerships for Student Success*
BUILDING CAPACITY FOR INVOLVEMENT – 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	FAMILY-SCHOOL PARTNERSHIPS – Framework for how and what ***parents***, ***schools***, and ***communities*** can do together to support student success.
(1) SHALL ***provide assistance*** to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;	**Standard 3:** Supporting Student Success – Families and school staff continuously ***collaborate to support students' learning*** and healthy development both at ***home and at school***, and have regular opportunities to ***strengthen their knowledge and skills*** to do so effectively.
(2) SHALL provide ***materials*** and ***training*** to help parents to work with their children to improve their children's achievement	**Standard 3:** Supporting Student Success – Families and school staff continuously ***collaborate to support students' learning*** and healthy development both at ***home and at school***, and have regular opportunities to ***strengthen their knowledge and skills*** to do so effectively.
(3) SHALL ***educate*** teachers, pupil services personnel, principals, 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;	**Standard 1:** Welcoming All Families Into the School Community – Families are ***active participants*** in the life of the school, and ***feel welcomed***, and ***connected*** to each other, to school staff, and to what students are learning and doing in class. **Standard 2:** Communicating Effectively – Families and school staff engages in ***regular, two-way and meaningful communication*** about student learning.

All Rights Reserved

(4) SHALL, to the extent feasible and appropriate, ***coordinate*** and ***integrate parental involvement programs*** and ***activities*** with Head Start, Reading First, Early Reading First, Even Start, the 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 children;	**Standard 3:** Supporting Student Success – Families and school staff continuously ***collaborate to support students' learning*** and healthy development both at ***home and at school***, and have regular opportunities to ***strengthen their knowledge and skills*** to do so effectively.
(5) SHALL ***ensure*** that ***information*** related to school and parent programs, meetings, and other activities is ***sent*** to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;	**Standard 2:** Communicating Effectively – Families and school staff engages in ***regular, two-way and meaningful communication*** about student learning.
(6) may ***involve parents*** in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;	**Standard 4:** Speaking Up for Every Child – Families are ***empowered*** to be ***advocates*** for their own and other children, to ensure that students are treated fairly and have ***access to learning opportunities*** that will support their success. **Standard 5**: Sharing Power – Families and school staff are ***equal partners*** in ***decisions*** that affect children and families and together, inform, influence, and ***create policies***, ***practices***, and ***programs***.
(7) may ***provide*** necessary ***literacy training*** from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;	**Standard 3:** Supporting Student Success – Families and school staff continuously ***collaborate to support students' learning*** and healthy development both at ***home and at school***, and have regular opportunities to ***strengthen their knowledge and skills*** to do so effectively.
(8) may ***pay reasonable*** and necessary ***expenses*** associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;	**Standard 1:** Welcoming All Families Into the School Community – Families are ***active participants*** in the life of the school, and ***feel welcomed***, and ***connected*** to each other, to school staff, and to what students are learning and doing in class.

All Rights Reserved

	Standard 3: Supporting Student Success – Families and school staff continuously ***collaborate to support students' learning*** and healthy development both at ***home and at school***, and have regular opportunities to ***strengthen their knowledge and skills*** to do so effectively.
(9) may ***train parents*** to enhance the involvement of other parents;	**Standard 4:** Speaking Up for Every Child – Families are ***empowered*** to be ***advocates*** for their own and other children, to ensure that students are treated fairly and have ***access to learning opportunities*** that will support their success.
(10) may ***arrange school meetings*** at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation	**Standard 2:** Communicating Effectively – Families and school staff engages in ***regular, two-way and meaningful communication*** about student learning. **Standard 3:** Supporting Student Success – Families and school staff continuously ***collaborate to support students' learning*** and healthy development both at ***home and at school***, and have regular opportunities to ***strengthen their knowledge and skills*** to do so effectively.
(11) may ***adopt and implement model approaches*** to improving parental involvement;	**All Standards:** **Standard 1** – Welcoming All Families Into the School Community **Standard 2** – Communicating Effectively **Standard 3** – Supporting Student Success **Standard 4** – Speaking Up for Every Child **Standard 5** – Sharing Power **Standard 6** – Collaborating with Community
(12) may establish a ***district-wide parent advisory*** council to provide advice on all matters related to parental involvement in programs supported under this section;	**Standard 5**: Sharing Power – Families and school staff are ***equal partners*** in ***decisions*** that affect children and families and together, inform, influence, and ***create policies***, ***practices***, and ***programs***.

All Rights Reserved

(13) may ***develop appropriate roles*** for community-based organizations and businesses in parental involvement activities; and	**Standard 6:** Collaborating with Community – Families and school staff ***collaborate with community*** members to ***connect*** students, families, and staff to expand learning opportunities, community services, and civic participation.
(14) SHALL ***provide*** such other ***reasonable support*** for parental involvement activities under this section as parents may request.	**Standard 3:** Supporting Student Success – Families and school staff continuously ***collaborate to support students' learning*** and healthy development both at ***home and at school***, and have regular opportunities to ***strengthen their knowledge and skills*** to do so effectively. **Standard 5**: Sharing Power – Families and school staff are ***equal partners*** in ***decisions*** that affect children and families and together, inform, influence, and ***create policies***, ***practices***, and ***programs***.

All Rights Reserved

Advice from the Research

Decades of research strongly suggest that families have a major influence on their children's achievement in school and through life. When schools support families to be involved at home and at school, students of all backgrounds achieve at higher levels. In short, when parents are involved in education, children do better in school – and schools get better. According to *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*, a review of research published by the Southwest Educational Development Laboratory (2002), students with involved parents are more likely to:

- Earn higher grades and test scores, and enroll in higher level programs.
- Be promoted, pass their classes and earn credits.
- Attend school regularly.
- Have better social skills, show improved behavior and adapt well to school.
- Graduate and go on to post-secondary education.

Key Findings

Families of all backgrounds are involved at home.

Several studies show that families of all income and education levels, and from all ethnic and cultural groups, are engaged in supporting their children's learning *at home.* Supporting more involvement at school from all families may be an important strategy for addressing achievement gaps.

Programs and special efforts to engage families make a difference.

Ongoing teacher outreach to parents results in strong, gains in student performance in both reading and math. Effective outreach practices include meeting face to face, sending learning materials home, and keeping track of the child's progress. Workshops for parents on helping their children at home are linked to higher reading and math scores. Schools with highly rated partnership programs make greater gains on state test than schools with lower-rated programs. Practices like these should be included in a school's parental involvement policy and school-parent compact.

Higher-performing schools effectively involve families and community.

Schools that succeed in engaging families from diverse backgrounds share three key practices:

- Focus on building trusting, collaborative relationships among teachers, families and community members.
- Recognize, respect and address families' needs, as well as class and cultural differences.
- Embrace a philosophy of partnership where power and responsibility are shared.

All Rights Reserved

Effective School Practices

Link the school's parental involvement efforts to student learning.

- Include information on standards and exhibits of student work at open houses and back-to-school nights. Engage parents and students in math and reading games at Family Nights. Explain where students' skills need to be stronger. While making craft projects, use scoring guides to let parents know how to use them.
- Use the school newsletter to discuss test results ad what students are doing to meet higher standards.
- Use the annual school and district Report Cards as a chance to have focused conversations with parents and community members about each school's strengths and weaknesses – and how teachers, parents, and community members can work together to make improvements.

Match practices to grade levels.

Programs that are linked to gains in children's learning take children's age and take developmental needs into account. The following best practice strategies outline ways to work with various types of families:

1) Families with young children.

- Home visits from trained parent educators with cultural backgrounds similar to their own or with knowledge of their culture.
- Lending libraries that offer games and learning materials to build skills at home.
- A discussion group with other families about their children's learning.
- Classes on how to stimulate their children's mental, physical and emotional development.

2) Families of elementary and middle school students.

- Interactive homework that involves parents with their children's learning.
- Conduct workshops suggested by parents such as: ways to build children's vocabulary, positive discipline strategies, and supporting children through crises.
- Have regular calls from teachers, not just when there are problems, about how their children are doing in class.
- Put together learning packets in reading, science, and math, with training on how to use them.
- Facilitate meetings with teachers to talk about their children's progress and what they are learning.

3) Families of high school students

- Regular meetings with teachers and counselors to plan their children's academic program so that it matches goals for post-secondary education and a career.
- Information about program options, graduation requirements, test schedules, post-secondary education options and how to plan for them.

All Rights Reserved

- Information about where to find academic support, such as help with homework, tutoring, after school programs, and special classes. Include subject areas covered and associated costs.
- Explanations of courses students should take to be prepared for college or other post-secondary education.

Facilitate transitions.

Children of all ages do better when they make a solid adjustment to school. By adjustment, we mean that students feel comfortable and respected, feel they belong at school, and feel supported by teachers. Here are some practices that research suggests help student adjust as they enter a new school:

- Offer families and students tours of the school and opportunities to visit and observe in the classrooms.
- Meet with students and families at the feeder schools or programs to introduce staff, explain the school's programs, and answer questions.
- Make home visits in the summer before school starts or programs to begin building a relationship with each family.
- Work with families to prepare children for the next level and help them plan for post-secondary education and a career.

Build close personal relationships between families and staff.

The more that parents and teachers can work together, the better children adjust to school and can integrate the separate experiences of home and school. Some helpful suggestions include:

- Creating a "joint process" that welcomes parents into the school, honors their participation, and continually connects with parents.
- Giving teachers time to meet one-on-one with parents and families.
- Recognizing and building on families' cultural values and the ways they are involved with their children's learning.
- Identifying "cultural brokers" – staff or community members who understand the families' cultural backgrounds – to help school staff and parents learn strategies for interaction with each other.

Recognize and address specific parent and community needs.

Schools that have been successful in engaging families from diverse backgrounds ask parents about barriers to their involvement and what would help them be more involved at school and at home. Then they respond with suggested best practices such as:

- Providing childcare and transportation for programs and activities.
- Providing interpreters for English as a second language (ESL) families.
- Scheduling workshops, activities, conferences, and events at times that are convenient for families.
- Encouraging family members to send a substitute family member.
- Providing learning, kits, books, games, and other material for families to use at home.

All Rights Reserved

Develop families' sense of confidence and power.

Studies find that when parents have a sense of confidence and power, their children do better in school. For example, we want parents to feel they can help their children do well in school and be happy and safe. We also want parents to feel that they can overcome negative influences on their children (such as violence and drugs) and feel that they have a positive impact on the school and neighborhood. Many practices that help empower families are required by the Elementary and Secondary Education Act of 1965 and are listed as follows:

- Engage families in planning how they would like to be involved at school.
- Consult a representative sample of parents and families, not just the parent teach organization (PTO) leadership, about school policies and proposed actions.
- Involve families in action research. Ask them to develop and conduct surveys of other families. Invite them to observe in the classroom, review books and materials, and visit other schools to gather ideas.
- Make it easy for parents to meet and discuss concerns with the principal, talk to teachers and guidance counselors, and examine their children's school records.
- Invite families to attend staff development sessions and faculty meetings.
- Facilitate family connections with youth groups and programs for young people.
- Work with families to help them monitor their children's activities. Create a school directory, so they can contact other parents.
- Offer workshops on communicating with their children, about topics they suggest, such as talking with children about drugs, dating, problems with friends or family, and values.

Support families' efforts to improve the school and community.

When parents feel they have the power to change and control their circumstances, their children usually perform better in school. Their parents are also better equipped to help them. When schools work with families to develop their connections, families become powerful allies of the school, and advocates for public education. Some additional supportive efforts include the following:

- Keep voter registration forms and information about local government agencies in the school office or family center. Develop a student-run voter registration drive.
- Invite candidates for school board and other local offices to speak to families at the school.
- Open the school to community meetings and collaborate with local organizations that can reach out to and organize parents and community members.
- Go with families to press local officials about needed funding, programs or law enforcement.
- Work with families to develop action research skills to document problems in the neighborhood.
- Invite local banks and businesses to talk with families about their services, loan programs, and employment opportunities.

All Rights Reserved

Develop capacity of school staff to work with families and community members.

All school staff, from the principal to the custodian, can benefit from learning more about how to work effectively with parents and community members. Design educational opportunities for *all* school staff that:

- Help staff recognize the advantages of school, family, and community connections.
- Explore how trusting and respectful relationships with families and community members are achieved.
- Enhance school staff's ability to work with diverse families and understand their cultural backgrounds.
- Enable staff to make connections with community resources.
- Explore the benefits for sharing power with families and community members.

Work with local after-school programs and supplemental educational service providers to link their content to what students are learning in class.

It is important to:

- Form a partnership with after-school program staff and teachers.
- Encourage staff and teachers to share ideas and knowledge about the students, observe each other at work, and attend staff development sessions to update and build their teaching skills.
- Inform supplemental educational service providers about the school's curriculum and learning programs (especially math and reading).
- Share textbooks and other learning materials with program staff.
- Give program staff information about students' progress and academic needs.

Strategies for Teachers

1. Engage parents in activities using role-playing about or demonstrations of how to work with children at home to reinforce classroom learning. This can be done during family-to-school events or home visits. When family members use a single well-understood strategy, it is much more effective than several scattered strategies.

2. Share key tools, rubrics, grading criteria, or strategies to help family members learn how to determine if a child is successful in learning the content of complete a homework or study assignment. Staff can share these instruments at open-house events, home visits, parent trainings during and outside of the school day, and class newsletters. Teachers should not assume that sending a document home for parents to read will result in automatic knowledge or understanding but rather should organize events to assist parents in learning how to use these instruments.

All Rights Reserved

3. Engage family members and students in math and reading games at family nights where they can learn from one another. Schools should invite family and community members to open house and other events several times a year. These events may be used to coordinate a school-wide effort on a academic theme or content area. Teachers should thoughtfully connect the activities at these events to classroom instruction.

4. Create special learning kits to lend to students for home use. These kits can be made of inexpensive materials and housed and organized for "check out" by individual teachers from the school librarian. Upper grade level school organizations, family organizations, or community service organizations can assemble and maintain these kits as one of their projects. To maximize utility, these kits should contain clear directions for use and be tied to key learning topics for classroom.

5. Inform family members on standards in exhibits and other means. These efforts allow parents to see how their children's schoolwork relates to state requirements. Staff can do the following:
   - Develop a visual display at open houses and back-to-school nights which informs parents about content standards and how teachers must address them in the classroom.
   - Invite parent reaction to the standards during school gatherings.
   - Post information on the school's Web site.

From ***A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement,*** by Anne T. Henderson and Karen L. Mapp (Austin, TX: Southwest Educational Development Laboratory, 2002).

Parent-Teacher Conferences

One of the most essential blocks of home-school communication is the parent-teacher conference. Conferences should be scheduled on a regular basis for all parents, not only for those whose children are experiencing problems. Parents provide important perspectives and information that can be extremely valuable. Teachers need the help of parents to do the best possible job of educating every child and can help parents play an active education role at home.

Conferences are successful when teachers and the school LEA create a climate that invites collaboration with parents. Creating a collaborative climate involves planning and effort. The following suggestions indicate ways in which teachers and school LEAs can maximize the effectiveness of parent-teacher conferences before, during, and after the conference.

Before The Conference:

What can the LEA do?

1. **Prepare teachers for conferences:**
   - Use in-service meetings to orient teachers to LEA's goals for conferences.
   - Help teachers examine their attitudes about conferences and parents.
   - Provide teachers with skills for dealing with a range of parent-related issues.

All Rights Reserved

2. **Allocate resources:**
   - Allocate sufficient time for teachers to conduct conferences.
   - Provide substitutes if teachers need additional time.

3. **Use school communication vehicles:**
   - Let parents know about upcoming conferences through newsletters, radio announcements, PTA meetings, etc. Provide parents with information on how to help make the conference productive. Send parents a conference planning sheet which outlines a set of questions they may want to ask teachers.
   - Publish an article about conferences in the school newsletter.

4. **Provide services for parents:**
   - Provide childcare services.
   - Arrange translation services for parents and communicate their availability.

5. **Provide support services to teachers:**
   - Arrange for staff to assist with follow up mailings to parents.
   - Ask parent volunteers to telephone parents to confirm appointments and encourage them to attend conferences.

B. What can the Teacher Do?

1. **Contact parents well in advance to arrange the conference**:
   - Send a personal letter or make a phone call outlining a specific agenda that will interest the parents.
   - Indicate that individual conferences are being held with all parents.
   - Indicate the importance of the conference to their child's education.
   - Confirm the conference time by letter.

2. **Develop a flexible conference schedule:**
   - Provide a conference schedule that will provide options for working parents and parents who have more than one child in the school.
   - Provide enough time for productive conferences.

3. **Prepare for the conference:**
   - Prepare a conference folder with samples of the child's work, test scores, attendance record and a list of the teacher's concerns and questions.
   - Prepare answers to specific questions parents may have about their child's ability, achievements and skill levels.
   - Create a comfortable and private physical environment, ensuring there are sufficient adult-sized chairs.
   - Provide food or beverage to set a welcoming tone.

All Rights Reserved

During the Conference:

1. **Establish rapport with the parents:**
   - Greet parents at the door to help them feel welcome and relieve their anxiety.
   - Avoid physical barriers by not sitting behind your desk.
   - Develop a relationship with parents by asking about work or an interest they have.

2. **Accept parents as advocates:**
   - Provide parents with opportunities to speak about their children.
   - Listen attentively.
   - Develop an attitude of mutual cooperation.
   - Do not interpret a parent's advocacy as belligerence or as a criticism of the teacher or the school.

3. **Indicate appreciation of the unique qualities of the child:**
   - Research suggests that parents use a teacher's knowledge of a particular child's personality or interests as a screening device. They are more willing to hear a range of feedback about a child if they feel the teacher knows what is special about the child.
   - Recount a brief anecdote or story about the child before sharing positive or negative information on the child's performance.

4. **Establish priorities:**
   - Pick one or two most important areas for growth and improvement so that parents are not overwhelmed.

5. **Learn from the parents:**
   - Involve parents in creating solutions to problem areas.
   - Devote at least half the conference to parents' concerns, ideas, and questions.

6. **Close the conference with some action steps:**
   - Identify concrete suggestions for how the parents and the teacher will help the child.
   - Emphasize the parents' role in the education of the child.

After the Conference:

1. **Keep records:**
   - Document the conference for future reference.

2. **Follow-up the conference with a phone call or a note to indicate commitment on the teacher's part.**
   - Make the phone call within the one week after the conference.
   - Written notes should be translated when necessary.

National PTA (2004)

All Rights Reserved

Positive Communication vs. Negative Communication

Here are some examples of good and bad communication to consider for review. It is important to evaluate how we talk to parents and consider the message we are sending them. Ultimately, we want our parents to leave meetings or conferences with positive feelings, not discouraged.

Positive Example	Negative Example
"Johnny's behavior was out of character today."	"Johnny is the worst student in my class."
"What time of the day are you available to meet with me? I'm flexible."	"Unfortunately, this is the only time I am available to meet with you. If you can't make it during this time, I'm sorry."
"I sense that you're frustrated about this situation."	"You're upset with the wrong person. This is not my fault."
"I welcome your input. What are your suggestions for an improvement plan?"	"We need to have your child evaluated because his behavior is not normal."
"We're a team."	"I'm the teacher and this is how I operate."
"Does your son have a male role model to assist with XYZ?"	"Are you a single parent or is his father still around to help with XYZ?"
"It seems that Sue is having challenges with making friends."	"No one seems to like your daughter. She doesn't get along well with others."
"Although Barry appears to be struggling with English, he is excelling in Math."	"Barry is failing English."
"Rest assured knowing that I am going to keep looking for a solution."	"I've done everything I can do. I don't know what else to tell you."
"It appears that Mary is craving attention."	"How much time are you spending with Mary at home?"
"Have you tried speaking with the school counselor about this issue?"	"I can't address that issue. You need to talk to the school counselor."
"It appears that Curtis is having trouble focusing lately. Have there been any recent changes I need to know about?"	"I can't teach your son when he's not taking his medication."
"It has been a challenge trying to keep Brenda engaged when she arrives late to class."	"I can't keep Brenda focused in class because she's always late."

All Rights Reserved

Tips for Communicating with Parents:

- Begin your conversation by highlighting some of their child's strengths. This will gain parent confidence and reinforce what the student is doing well.

- Have your reference material present (i.e. graded tests, papers, daily behavioral chart). This will help the parent know that you are basing your comments on facts and not just feelings.

- Talk about *specific* behaviors or academic challenges you have observed since the student has been in your classroom, but don't make assumptions.

- Make it a discussion not a lecture. Pause often and give the parent time to think and respond. Ask if they understand what you're staying and reinforce the fact that you're a *team*. The issue isn't only theirs.

- Observe the family make-up closely. If the child is the oldest in the family, the parent might not have experience to know the academic and social level their child should be reaching.

- Listen to and watch the parent closely to decide on how to proceed. Pay attention to tone of voice and body language. *Remain non-confrontational.*

- Give the parent time to think about everything and speak to the child's other caregivers especially if this is the first time the parent is being informed that there are some concerns about their child.

- Tell the parent know that he or she is welcome to speak with the school counselor, social worker, or principal to address areas that need attention beyond your control or to discuss additional concerns they may have.

- Remind the parent that you do your job because you love teaching, care about your students' and want to make sure their child does his or her very best.

All Rights Reserved

Involving Parents in Homework and Home-Learning

Research indicates that involving parents as educators at home with their children is one of the most effective approaches to improving students' attitude toward and improvement in school. This form of parental involvement does not require the parent to come to the school, which makes it more accessible for some parents. While research indicates that homework supervision and home learning activities are closely related to higher achievement scores for children, these approaches involve the combined efforts of the school LEA and individual teachers to make them work.

What can the Teacher do?

Teachers involved in encouraging home-learning have used the following approaches:

1. **Homework — at the beginning of each year, many teachers:**
   - Emphasize to parents, at open houses and through written communications, that they should expect their children to have and to complete homework.
   - Request that parents set clear rules with their children about where, when, and how homework is done each night and set clear expectations that children will communicate with their parents about the status of their homework.
   - Encourage parents to ensure that reference materials, such as dictionaries, are available in the home.

2. **Reading** — Teachers are finding it increasingly important to:
   - Convey to parents the importance of communicating positive attitudes about reading.
   - Encourage parents to read to or with children each day.
   - Send home recommended reading lists or suggestions about how to use household materials, such as newspapers and magazines, to encourage reading.

3. **Television —**Television watching plays a major role in the homes of families and it is important to:
   - Communicate to parents the power of television as a positive and a negative educational experience.
   - Encourage parents to select with their children the programs they may watch.
   - Recommend serialized or ongoing programs which parents may want to watch and talk about with their children.
   - Send home notices about special programs parents may want to watch with their children and suggestions for discussing issues that the program will highlight.
   - Provide educational video-tapes and players for parents.

4. **Learning Activities** — Teachers send home ideas for family games and other informal learning activities related to school work, such as word games, puzzles, math challenges, and

All Rights Reserved

"kitchen sink" experiments for parents and children to enjoy.

5. **Contracts —** Teachers develop contracts with parents and students that commit the parent to agree to a range of activities, such as an agreement to supervise homework, certify that a student has read a certain number of pages, and read a specified amount with a child each night.

6. **Field Trips** — Teachers encourage parents to take their children to new and varied places. Teachers send home suggestions for community resources that would provide enjoyable educational experiences for parents and children, such as the town library, local historical sites, museums, etc.

Additional Ideas

1. **Parent Workshops/Conferences — Workshops or conferences are held by schools on topics such as:**
   - How to help children with reading.
   - How to make home learning materials.
   - How to create educational games with your children.
   - Grade level math or reading instructions for parents who want to tutor their children.

2. **Parent Training Programs and Outreach** — School LEAs respond to parents' requests for assistance with home learning in several ways:

   - Hold ongoing training for groups of parents who want or need intensive help with home-learning.
   - Provide training and assistance to bilingual parents and parents of "at-risk" children.
   - Hire outreach workers to visit parents in their homes to provide individualized assistance with home-learning activities.

3. **Parent Resource Centers — Schools have created resource rooms to which parents can come for educational materials and for training. Resource rooms may include:**
   - Reading materials that assist parents as teachers.
   - Games, books, and videos that parents can use with children at home.
   - A paid paraprofessional who provides parents with instruction in subject areas and in using learning materials.
   - A place where parents can "fill prescriptions" written by teachers for specific educational materials to be used at home.
   - "Parent's Corners" where parents can talk with other parents and teachers who come into the resource room.

All Rights Reserved

4. **Summer Packets — Schools provide packets of materials, specifically designed for each grade level that parents can use with their children over the summer. These packets might include:**

   - Reading lists.
   - Suggested summer field trips.
   - Lists of community activities.
   - Math and science activities to do at home.

5. **Hotlines/Cable TV/Internet** — School LEAs offer parents and students help with homework and other school related concerns through telephone hotlines, "Homework Hours" on cable TV, and Web sites. These interactive resources enable parents to communicate from their homes with teachers and to have individual issues addressed.

6. **Formal Instruction** — Some teachers hold formal programs for parents to show them how to help their children in specific areas, such as math. Other programs may help parents to develop skill in teaching their children or to create learning tools from ordinary objects in the home.

How can the LEA help the Schools?

As with all forms of parental involvement, the resources and support provided to individual teachers and parents by the LEA will determine the quality of the home-learning effort. The essential ingredients for school support of home-learning are:

1. **Policy** — Administrators should make it clear that they recognize and are willing to help support the parent's role as educator at home. This philosophy should be communicated to parents through:
   - The parent handbook and other policy documents.
   - Letters and pamphlets to parents.
   - Meetings and other parent forums.

2. **Resources** — Schools can demonstrate their commitment by providing resources that support home-learning such as:
   - Releasing staff and providing a budget for home-learning activities.
   - Providing clerical and printing assistance to teachers when they develop materials for parents.

3. **Home-Learning Coordinator** — Specialists and teachers need time to develop home-learning ideas and materials for themselves and for other teachers to use. Designating one or more people to coordinate and help with the logistics of gathering and producing materials will ensure that home-learning materials are efficiently and effectively developed.

All Rights Reserved

Best Parental Involvement Ideas

Remember the three F's for success in planning activities for parental involvement: **Food, Families, and Fun.**

Hold an overnight read-in with community and parents. Be sure to invite reluctant readers. Families spend the whole night at school participating in reading activities; sleep in sweat suits/jogging suits, and end with breakfast at school. (Very popular - has been done for several years at Bruce Monroe School, 3012 Georgia Avenue, N.W., Washington, D.C. 20001.)

Hold a Parent University Program at school or other locations to cover diverse topics: How to Help Your Child in School, Communicating with Your Child, Talking with Your Child about Sex, Dealing with Peer Pressure, and many more.

Work to develop an overall positive attitude from educators toward parental involvement. Focus on what works.

Establish a parents' "room or corner" in the school. Make parents feel welcome. Be sure the entire staff welcomes parents. At parent centers, parents can come after school, and bring their children if necessary, to learn about skills their children need to work on. In some schools, parents have permission to take a computer home for four to six weeks to help their children work on skills.

Go into the community. Remove the intimidation factor. Get face-to-face with parents in their homes, on the job, or other neutral setting. Sometimes either school or home frightens people. Consider the public library, restaurant, community center, work site, etc.

Encourage teachers to make home visits to homes, community center or other site for parent conferences. Arrangements can be made for professionals and/or parents to visit job sites and do "brown bag" workshops for parent employees. School districts may provide transportation to and from the school for parents to have conferences.

Give teachers release time to visit homes or the schools of their own children.

Designate one day in the fall for required conferences. Give incentives to schools with the best participation.

Share objectives for grade level with parents (on charts during open house). In upper grades, send home list of objectives.

Hold parent conferences at their workplace or arrange for one-half day off work for parents to visit the school. Allow parents to select meeting place.

All Rights Reserved

During the first parent conference say two things: 1) Positive things only about the child; 2) extend a lunch invitation.

Accept the fact that some parents will never come to school, but they can still help by simply being supportive at home.

Enlist principals' help in targeting parents who need to be involved and go pick them up by car, if possible.

Ask parents to develop activities to be sent home for all parents of a particular grade level (based on basic skills being taught in the classroom) to use with their children. One teacher has a workshop each month. For the first 30 minutes, she teaches a skill that is being taught in class; the last 30 minutes address parent concerns.

Look into new computer technology using electronic mailboxes to facilitate communication between parents and teachers. Teachers can record messages and parents can receive messages from the teachers and leave messages for them, too.

Newsletters should be one sheet of paper only. If you have more news, send them more frequently. Newsletters should meet the "dollar bill" test: anywhere you lay a dollar bill on the page, it should touch something eye-catching, a headline, a drawing or other illustration, bold-faced type, bullets, etc.

Write the newsletters at fourth to sixth grade levels for easy parent reading. Use Gunning "Fog Index" to check grade level: In a 100 word sample (count to the end of the sentence after 100 words), take average number of words per sentence, and add to that number the number of words with three or more syllables. Multiply the result by .4 and the answer indicates the approximate grade level of the article, or use a computer program like Grammatik IV, Reference Software, 330 Townsend Street, Suite 123, San Francisco, CA 94107.

Use a color other than white for newsletters. One school coordinates the color of the newsletter paper to the season of the year. One school sends newsletter(s) home each Monday in "The Red Bag. " This is a special bag sent home with notes, student papers, etc., in it. The bag is returned on Tuesdays to the teacher(s).

Have children write their own newsletter. Each day children summarize their activities in class. The teacher makes sure the children can read what is written on the board and the daily reports are written on one sheet of paper to go home on Fridays. The children can read the newsletter to their parents.

Provide cable TV programs and teacher-produced loan videotapes to provide parent information. Tapes can be sent home to show parents what is being taught and expected.

All Rights Reserved

Present videos at first PTA meeting of activities completed until that time. Hold small group sessions to go over school rules and expectations with parents.

Hold a "Quality Time" program for parents to help parents learn how to spend quality time with their children.

Work with parents to help them get their GED.

Try setting up "Parent Partners" pairing parents whose children are not yet in school with parents who do have children there.

Lobby employers of various businesses to encourage them to allow employees to spend some time at school.

Facilitate parent networking by meeting at churches in rural areas and in public housing facilities in urban areas. Consider "satellite" PTA meetings.

Set up "Peer Helpers" student to student, parent to parent.

Set up a PITS program. Parents Involved in Tutoring Students. (Contact: Bruce Monroe School, 3012 Georgia Avenue, N.W., Washington, D.C. 20001).

Try a Lending Library skill, oriented reading and math packets which participating students are assigned to use with their parents at home.

Involve the Superintendent in answering calls from parents and working with community groups to involve parents.

Establish a parenting skills program requiring no written work.

Identify the necessities for parents of at-risk children to be able to participate in parenting programs. Find ways to meet those needs transportation, childcare, more easily understood materials, etc. Find people who can help families identify problems and make connections with agencies that can help.

Provide compensatory time for teachers to be able to provide conferences at times convenient for parents Saturdays, etc.

Hold "Make and Take" meetings for parents to involve them in making items to use with their children and provide experiences which will enhance parents' ability to help their children.

Encourage use of the 1-800-NETWORK number to help Hispanic (and other) families become better acclimated to school situations.

All Rights Reserved

Establish the position of Family Services Coordinator to help families bridge the gap for four-year-old children about to enter school.

Hold appreciation dinners for hard-working parents. Also, promote multicultural education through multicultural potlucks.

Communicate with parents before school begins (notes, phone calls) to establish a positive tone.

Try a Homework Hotline or Dial-A-Teacher program to provide assistance with homework.

Try a foster grandparent program (qualifications required) pairing a child and a senior citizen for reading or homework.

Hold Education Sundays where an educator goes to churches to talk about the importance of parental involvement in education five to ten minute presentations.

Try radio spots, shows on weekends or any time to address parent concerns, helpful hints, etc.

Hold a Saturday program for parents to come in and tell teachers what they know about their child. Teachers get "comp" time.

Try parent tea or breakfast programs "Muffins for Mom," "Donuts for Dad."

Secrets to working with parent volunteers make them welcome; keep them busy.

Try involving hostile parents as school volunteers they usually mellow quickly.

Encourage parents to turn off the TV, it is important to talk without in order to have positive and meaningful interactions about the school day with children.

Try project F.R.E.D. (Families Reading Every Day). Preschool and kindergarten parents read to their children for 100 nights. Books are given to the child to take home. Parents sign a contract. If completed, students are rewarded.

Participate in the "Book It" program sponsored by Pizza Hut. Students are given pizzas for achieving reading goals.

All Rights Reserved

Connecting the Dots: Helping Parents Integrate Teachable Moments at Home

Note: Parents will need to assess their child's ability to engage in the following activities and decide whether certain activities are age-appropriate. This list is being provided to help parents identify teachable moments at home that are both innovative and cost-effective.

All activities should be completed with adult supervision.

Pre-K through 2nd Grade

- "Sewing Practice"- Cut a piece of thin cardboard into a shape (i.e. square, circle, or star). Punch holes around the perimeter, each hole about one inch apart. With a piece of yarn, apply a piece of masking tape to one end of the yarn to give it a pointed end and tie the other end of the yarn to your cardboard. Have your child practice threading the yarn through the holes around your cardboard shape. This activity promotes the development of fine motor skills.

- "Yarn Painting"- You will need an empty toilet paper tube, yarn, paint, and paper. Wrap a length of yarn around an empty toilet paper tube with spaces in between each loop and secure the ends in place with tape. Roll the tube in paint and roll on paper to create wavy line patterns. This activity promotes art and creativity.

- "Crayon Bundle"- Bundle six crayons together and wrap a rubber band around them. Give your child a poster, copy paper or construction paper and let them create multiple patterns and designs at once using this simple technique. This activity promotes fine motor skills.

- "Decorated Lunch/Snack Bags"- Using crayons and brown paper bags, let your child get creative with decorating their lunch/snack bags. They could also use stickers or cut out shapes from construction paper to glue on the bags. You could make it a weekend project to have a supply of lunch/snack bags ready for the week. This activity promotes art and creativity.

- "Rainbow Streamers"- You will need a large paper plate, markers or crayons, five or six different colored streamers, scissors and tape. Cut the paper plate in half and then cut off the rim of the plate. Color arches on the plate to resemble a rainbow. Tape 12" lengths of different colored streamers to the cut side of the plate. Take the rainbows outside and let the colors blow in the wind. Kids also love to dance to music with these. This activity promotes fine motor skills.

- "Flash Cards"- Using the white thin cardboard paper from pantyhose, cut out multiple small squares and make flash cards for math problems. This activity promotes fine motor skills and aids in developing math skills.

All Rights Reserved

- “Edible Necklace or Bracelet”- Select your favorite snack (i.e. fruit loops, cheerios, or popcorn). As the base for the necklace, use a piece of string (i.e. yarn, thread, or slim shoe string) and make sure the snack item can easily slide on. Finally, string the snack onto the string of your necklace or bracelet. You can count the number of snack pieces as you put them on the string. This activity promotes math skills.

- “Pasta Crafts - To give uncooked pasta bright beautiful colors, squeeze 1/3 to 1/2 of a small bottle of paint or food coloring into a large re-sealable plastic Ziploc bag. Pour in some uncooked pasta, and shake the bag until all the pasta is coated. Pour out the pasta on newspaper to dry. After drying for a few minutes, rub the pasta between your hands to keep the pieces from sticking together. Help your child print out their name with glue on a piece of paper. Have your child place colored pasta pieces on top of the glue to spell their name. Count the pieces of pasta as you apply them. Let it dry and then tape on your refrigerator door or you could make a door hanger for your child's bedroom by punching two holes in the top of the paper, pulling a string through both holes and knotting the loose ends together. This activity promotes reading, writing and mathematical skills.

3rd through 5th Grade

- “Pasta Crafts - Necklaces and Bracelets – Penne pasta and macaroni noodles make wonderful necklaces and bracelets. As the base for the necklace, use a piece of string (i.e. yarn, thread, or slim shoe string) and make sure the pasta can easily slide on. You can use multiple colors of pasta by adding food dye or you can spray paint the pasta. Allow the pasta to dry after coloring it, and then string the pasta onto the base of your necklace or bracelet. You can count the number of pasta pieces as you put them on the string. This activity promotes math skills.

- “Braided Clothes Hanger”- You will need a plastic clothes hanger, scissors, and four plastic shopping bags. Cut plastic bags into loops, join the loops and use it to braid around a plastic clothes hanger. The resulting braided clothes hanger looks attractive - and clothes won't slip off! This activity promotes extensive fine motor skills by using the hands and fingers interchangeably.

- “Re-invented Pillow Case”-Cut the arms off an old favorite shirt, then stuff a plain pillow inside and sew the top and bottom openings closed to make a new pillow case. You can also add patches all over the pillow made from other scrap fabric. This activity promotes fine motor skills.

- “Napkin Rings”- You'll need an assortment of dried beans, liquid glue, an empty paper towel tube, and scissors. Cut the empty paper towel tube into 1-1/4" rings. Use the glue to attach the beans to the entire surface area. The beans can be substituted with small rocks or gems. Count each piece that is glued on the napkin ring. This activity builds math skills and promotes fine motor skills.

All Rights Reserved

- “Sunday Paper Treasure Hunt”- Challenge your child to find deals on items that are on the family’s grocery list. Allow them to clip the coupons and tally up total amount of money that could be saved by using the coupons. This activity promotes the math skills.

- “Digging for Dinosaurs”- Using a toothpick or another small device with a pointed tip, challenge your child to dig out the chocolate chips from a chocolate chip cookie without breaking it. This is a very challenging task that promotes concentration, fine motor skills and persistence.

- “Checker Board Game”- Using a piece of cardboard or old pizza box, cut out a reasonably sized square to use as your board. Using paint or markers, draw sixty four squares and alternate coloring each box (i.e. red, black, red, black) for each row. Paint twelve pennies red and twelve pennies black to make your game pieces. This activity promotes math and art skills.

- “Button Jar”- This item may be used to hold any number of small items. You will need a baby food jar or any size jar, flat buttons, paint or markers, paintbrush, quick setting glue. Glue several buttons on the outside of the jar and count them as they are applied. Hold the buttons in place until the glue is set. Paint the exterior of the jar and make unique designs. Add any other decorations you may want. This activity promotes math and art skills.

All ages appropriate

- “Ziploc Books”- Using Ziploc bags, put in pictures, flowers or anything else you want to be included in your book. Punch holes halfway from the edges on each bag above the zipper part. Use yarn or ribbon to thread the holes and bind the book. To make the pages "firm", cut a piece of craft foam sheet or card board and place it in each bag. This activity promotes art and creativity.

- “Instant Puppets”- Cut out pictures from old magazines to create a collage, and paste them onto ‘3x5’ pieces cut from thin cardboard (i.e. cereal box, soft drink box or an envelope box). Glue popsicle sticks to the back to make instant puppets. This activity promotes art and creativity.

- “Reward Box”- Using an empty gain or cheer dryer sheet box, place a number of reward coupons inside (i.e. one hour of extra video game time, movie night, or approval to have a sleepover pass). Every time your child does something major such as making an “A” on an exam, they get to draw out a coupon from the “gain” or “cheer” box. Your child can decorate the exterior of the box and around the logo by adding their name or an action word. This activity promotes art and creativity.

Permission to reproduce: http://www.create-kids-crafts.com/index.html

All Rights Reserved

The following list of resources has been provided as a reference to help parents' select educational material for their children. If parents are interested in acquiring any of the reading materials listed, they can either subscribe to receive personal copies or check out the magazines from their local library. A host of these resources are also available to read on-line. Permission has been granted from the Monroe County Public Library in Indiana to the Georgia Department of Education for reproduction and redistribution of this information.

Permission to reproduce: http://www.monroe.lib.in.us/childrens/kidsmags.html

Magazines for Children

Note: Age level recommendations for some of the magazines listed below are based on those given in the reference book *Magazines for Young People* (JR 051 Ka). (Age recommendations made by the publisher may differ.)

- **American Girl** http://www.americangirl.com/agmg/index.html
  Designed to celebrate the achievements and foster the creativity of girls ages 8-12 *American Girl* magazine is filled with craft projects, games, girl-to-girl advice and more! The companion Web site features a variety of fun activities.
- **AppleSeeds** http://www.cobblestonepub.com/magazine/APP/
  Geared to children ages 7-9, each themed issue covers a social studies topic. Includes articles, interviews, photographs and activities.
- **Ask : Arts and Sciences for Kids** http://www.cobblestonepub.com/magazine/ASK/
  Features puzzles, riddles, cartoons, articles and more inviting readers ages 6-9 to explore the world's greatest artists, inventors and other thinkers.
- **Babybug** http://www.cobblestonepub.com/magazine/BBB/
  Designed for children 6 months to 2 years old, this board book magazine contains colorful pictures, short stories and rhymes to engage listeners and encourage children to try reading.
- **Boys' Life** http://www.boyslife.org/
  Features the cover picture and contents from the current issue, but only selected articles are available online. Includes a section where you can download the plans for making various projects, such as stilts or a telegraph.
- **Boys' Quest** http://www.boysquest.com/
  Geared toward elementary-age boys, includes stories, poems, crafts and other educational activities.
- **Calliope World History for Young People**
  http://www.cobblestonepub.com/magazine/CAL/
  Designed to help readers between the ages of 9-15 understand how historical events intertwine, each issue of Calliope is devoted to one theme in world history. The Web site lists current and upcoming themes and links to theme-related Web sites and others of interest to children and teachers.
- **Chickadee** http://www.owlkids.com/chickaDEE/index.html
  Filled with puzzles, games, pictures and activities of interest to children between the ages of 5

All Rights Reserved

and 9, *Chickadee* features colorful photos and stories emphasizing funny, unusual and true information about animals and people.

- **Chirp** http://www.owlkids.com/chirp/index.html
subtitled "The See and Do, Laugh and Learn Magazine," *Chirp* is recommended for children ages 6-9. Features short stories, jokes, puzzles and other games. The Web site also features activities for young children.

- **Click** http://www.cobblestonepub.com/magazine/CLK/
A magazine for ages 3-7 from the publishers of *Cricket* and *Smithsonian Magazine*. Includes articles, stories, cartoons, activities and more to help introduce young people to the world around them.

- **Cobblestone American History for Kids**
http://www.cobblestonepub.com/magazine/COB/
Geared for kids ages 8-14, each issue examines a part of America's past. The Web site lists current and upcoming themes and links to theme-related Web sites and others of interest to children and teachers.

- **Creative Kids** : The National Voice for Kids
http://www.prufrock.com/client/client_pages/prufrock_jm_createkids.cfm
Includes stories, games, opinions, poetry, drawings and more written by kids for kids between the ages of 8 and 14. Published by Prufrock Press, which supports the education of gifted children, this magazine aims to stimulate and encourage the creativity of readers and invites kids to submit their creative work. Visit the website for guidelines.

- **Cricket** http://www.cobblestonepub.com/magazine/CKT/
Features children's literature, poems, stories, articles, songs, crafts and jokes for children ages 8-12. Contributors are often internationally known authors and illustrators. Regular features include "Cricket League" (a story, art, or poetry contest), crossword puzzle, and letters from children to the magazine.

- **Dig** http://www.cobblestonepub.com/magazine/DIG/
A Cobblestone publication produces in cooperation with the Archaeological Institute of America, *Dig* brings the excitement of archaeology and other earth sciences to readers, ages 9-14. Each issue focuses on a theme and contains information and activities, colorful graphics and photos to promote a broad understanding of the featured topic.

- **Discovery Girls** http://www.discoverygirls.com/
Created by girls for girls, ages 8-12. Includes articles on a variety of hot topics, from fashion to technology. Every other month, the magazine editors travel to a different part of the country to involve a new 12-girl panel in the creation of the magazine. Visit the magazine's website to find out how to apply to be a "Discovery Girl."

- **Faces : Peoples, Places and Cultures** http://www.cobblestonepub.com/magazine/FAC/
Geared for children ages 9-14, this magazine provides historical information about places in the news, colorful photos, maps and activities to help young people increase their knowledge of world cultures.

All Rights Reserved

- **FootSteps**: African American History http://www.footstepsmagazine.com/
  Designed to help young people discover more about African American History. Includes informational articles and interviews, historical photos and artwork, maps and activities.
- **Girls' Life Magazine** http://www.girlslife.com/
  Geared to girls 10 to 15, this magazine (six issues a year) is packed with advice on friends, family, school, crushes, fashion and beauty. More of the same is available on their website.
- **Highlights for Children** http://www.highlights.com/
  Issues contain poems, stories, puzzles, jokes, riddles, rebus stories, crafts, and hidden pictures. There is something for everyone ages 4-12.
- **Hopscotch** http://www.hopscotchmagazine.com/
  Geared toward elementary-age girls, includes stories, poems, crafts and other educational activities.
- **Jack and Jill** http://www.jackandjillmag.org/
  Published by the Children's Better Health Institute, this monthly/bimonthly magazine is geared to children between the ages of 7 and 10. It features current event and other special interest stories, as well as "things to do" and "jokes and riddles."
- **Kids Discover** http://www.kidsdiscover.com/default.aspx
  This full-color, monthly magazine covers nature, science and geography topics for children ages 6 and older. Each issue is devoted to a specific subject. Magazines are shelved by subject area in the nonfiction collection.
- **Ladybug** http://www.cobblestonepub.com/magazine/LYB/
  This is a magazine from the publishers of *Cricket*, targeted to a younger audience (2-7). It contains numerous learning activities with a particular focus on reading and understanding. Contains poems, stories, cartoons, and activities.
- **Muse** http://www.cobblestonepub.com/magazine/MUS/
  A magazine for ages 9-14 from the publishers of *Cricket* and *Smithsonian Magazine*. Includes articles and activities about science, nature, poetry, music and more.
- **National Geographic Kids** (Formerly called National Geographic World)
  http://www.nationalgeographic.com/ngkids/
  Published by the National Geographic Society for kids between the ages of 8 and 14, *Kids* covers a wide variety of topics, but focuses on geography, adventure, wildlife and science issues. The Web site includes links to stories, fun facts, games and other activities.
- **New Moon** http://www.newmoon.org
  New Moon: The Magazine for Girls and Their Dreams is an international magazine designed "for every girl who wants her voice heard and her dreams taken seriously." Featuring girl editors, ages 8-14, and girl contributors from around the world, the magazine includes stories, poems, artwork, personal profiles and a variety of informational articles.
- **Nick Jr. Magazine**
  The magazine that helps "kids play to learn and parents learn to play" features stories, news and activities for parents and preschoolers to do together, a pullout section for preschoolers and tips for adults.

All Rights Reserved

- **Nick Magazine** http://www.nick.com/all_nick/nick_mag/
  Geared to older school age children (ages 8-15), the magazine features a special topic each month. Also includes cartoons, stories, activities, and news about celebrities, movies, music, sports and other aspects of kid culture.
- **Odyssey** http://www.cobblestonepub.com/magazine/ODY/
  The Web site for "The science magazine for young adventurers!" Includes information about the current issue, sections on science news, science fun, a teacher's guide, and links to webcams around the world! (Recommended for ages 10-16.)
- **OWLkids Online** http://www.owlkids.com/
  Geared for children over 8, **Owl** magazine aims to interest children in nature, science and the world around them. The website includes links to Chickadee Net, designed for kids between ages of 6 and 9, Wired Owl, for kids 8 and older, and CyberFamily - a place for parents to explore.
- **Plays** http://www.playsmag.com/
  The Drama Magazine for Young People, this monthly publication (October thru May) includes in each issue 8-10 plays for elementary, middle and high-school aged students.
- **Ranger Rick** http://www.nwf.org/gowild/
  Monthly magazine for kids ages 7 and up features colorful animal photos, funny drawings, and exciting stories that inform children about nature, outdoor adventure, and helping the environment. The online version of the magazine includes Web sites for homework help, monthly activities, games, sections for parents and teachers and a sneak preview of the current issue.
- **Sesame Street Magazine** http://www.sesameworkshop.org/sesamestreet/
  Early learning concepts are featured via stories, poems, and activities with Bert, Ernie, and other Sesame Street Characters. Recommended for ages 2-6, the magazine is published monthly as a supplement to ***Parenting*** Magazine. The website connects to Sesame Workshop pages for parents and kids.
- **Skipping Stones : An International Multicultural Magazine**
  http://www.skippingstones.org
  A nonprofit children's magazine, *Skipping Stones* provides a playful forum for sharing ideas and experiences among children from different lands and backgrounds. The magazine accepts art and original writings in every language and from all ages. Non-English writings are accompanied by English translations. Each issue (5 during a school-year), also contains international pen pals, book reviews, news, and a guide for parents and teachers. More information and a sample issue is available on the magazine's website.
- **Spider** http://www.cobblestonepub.com/magazine/SDR/
  Another magazine from the publishers of *Cricket*, recommended for ages 6-9. Contains stories, articles, poems, drawings, cartoons and letters all with the aim of getting children interested in reading.
- **Sports Illustrated for Kids Online** http://www.sikids.com
  Monthly magazine for elementary age children includes interviews with sports heroes, comics, action photos and much more. The Web version mirrors the print edition while capitalizing on the magazine's interactive appeal.

All Rights Reserved

- **Stone Soup** http://www.stonesoup.com/
  This international magazine is written and illustrated by children between the ages of 8 and 13. The Web site includes examples of the stories, poems, artwork and book reviews that appear in sample issues, project ideas and guidelines for contributing to the magazine.
- **Time Magazine for Kids** http://www.timeforkids.com/TFK/
  The Web site for this current-events oriented monthly magazine for kids features news, games and activities, as well as sections for teachers and parents.
- **U.S. Kids** http://www.uskidsmag.org/
  Published eight times a year by the Children's Better Health Institute, *U.S. Kids* is a magazine about kids ages 6-10. Readers will find stories about the achievements of kids their own age, puzzles, games, and opportunities to contribute to the magazine, as well. The Web site for the magazine also features activities for kids.
- **Wild Animal Baby** http://www.nwf.org/wildanimalbaby/
  A publication of the National Wildlife Federation, the magazine includes stories, fingerplays and big colorful photographs and drawings of wild animals for children between the ages of 1 and 3. The website offers more games and activities for young children.
- **Your Big Backyard** http://www.nwf.org/yourbigbackyard/
  Also published by the National Wildlife Federation, this monthly magazine introduces 3-7 year olds to the fascinating world of nature. It features big, colorful photos, read-to-me stories, poems, riddles, and games.
- **Zillions** http://www.zillions.org/
  In September 2000, Zillions stopped publishing its print magazine and decided to exist as an online site only. Sponsored by Consumer Reports Online, the site (now called *Consumer Reports Online for Kids*) features articles produced by Zillions between 1999 and 2001. Geared to children 8 and older, the site features toy and other product tests and informative articles designed to help kids become smart consumers and make informed decisions about money matters.

All Rights Reserved

Promising Practices for Middle and High School Family Engagement

This handout provides a list of promising practices for middle and high school family engagement. When looking at engaging families at the secondary level it is important to develop strategies from an asset building approach as well as keep in mind the National PTA Standards for Family-School Partnerships framework. This list will hopefully provide you with a few ideas to get you started as we begin to address family engagement at the middle and high school levels in a new way.

1. **Involve Parents, Families, and Community Members in Student Assignments and School Work**

   - Have students write weekly letters to their parents that include descriptions of work completed in their classes for the week. Make sure students address their favorite new thing learned, where they need more help, and what they mastered. Have parents write back with any comments or follow-up questions they have about the work. If parents need a guide of questions to consider, provide them with a few conversation starters.

     (National PTA Standards: 2 and 3)
     (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, Commitment to Learning, Positive Values, and Social Competence)

   - Produce a schoolwide vocabulary list of terms common to all subject areas that students have struggled with or need to know. Create a brochure inclusive of the terms and their meanings and distribute it to all students. Engage parents by notifying them of the words, highlighting them on the website, posting them in the front office and around the school, including the list in student programs and passing out flyers at athletic events. Provide study tips to families as well and encourage them to use the vocabulary words with their teens.

     (National PTA Standards: 2 and 3)
     (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, Commitment to Learning, and Positive Values)

   - Create special assignments for student that require interaction with family members, business owners, and others in the community. For example, in history class have students research the differences in work requirements for jobs that existed 30 years ago and a similar position today. In math class, have students talk to family and friends who are college graduates about the costs of college and then have them create a budget to see how much money they will need to attend. In English class, have students interview family members on a particular topic of their choosing and write it up as it would be published in a magazine or newspaper. Use student-teacher-family contracts for long term projects so everyone is aware of the role and responsibility they play in completing the project.

     (National PTA Standards: 3, 4, and 6)
     (40 Developmental Asset Subcategories: Support, Empowerment, Boundaries and Expectations, Commitment to Learning, and Positive Values)

All Rights Reserved

- Promote Family Conversations as an informal way to include parent engagement in education. Send a topic home each week (as well as advertise on the web, through email, and at extracurricular events) as a conversation starter for parents to discuss with their teen. Stress that parents are welcome to converse about anything, but that the topic serves as a guide for parents who struggle with thinking of topics to engage their teen in conversation.

  (National PTA Standards: 2 and 3)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, Commitment to Learning, Positive Values, and Social Competence)

- Develop family and student journals that are completed each week. Assign students a question to answer and ask parents to answer the same question too! For example, who do you admire most and why? Then have parents and students share their answers with one another and have students record their impressions of the conversation.

  (National PTA Standards: 2 and 3)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, Commitment to Learning, Positive Values, and Social Competence)

2. <u>Provide Opportunities for Parent to Learn Information on What They Can Do to Influence Their Teen's Learning and Overall Success</u>

- Hold Parent Universities, Parent Chats, or Parent Meetings to inform parents and families of various ways they can influence and be a part of their teen's education. Present issues that are important to your school community and offer these opportunities at various times and places. Partner with community resources to reach various parent populations. Create Parent Huddles during the meeting, after a large presentation or keynote to make a larger school seem smaller and allow parents to engage in meaningful conversations with one another around selected topics of interest. Some topics for meetings may include:
  - Learning the 40 Developmental Assets and Learning Ways to Develop Them In Your Teen
  - How Well Do You Know Your Teen: Effective Communication
  - Using Technology in Education
  - What to Expect From Your Teen Throughout Adolescence
  - Positive Discipline Strategies and Consequences
  - Supporting Your Teen Through a Crisis
  - Teen Driving Safety
  - Are Everyone Else's Parents REALLY Letting Them Do That?
  - Student Safety and School Bullying
  - Staying In Communication with the School
  - Gang Awareness

All Rights Reserved

- Understanding Academic Options, Graduation Requirements, and Testing
- Financing Postsecondary Education and Applying for Financial Aid
- College and Career: What are my Teen's Options?
- Unlocking Your Teen's Potential – Exploring the Behavior of Underachievement.
- Teaching Your Middle School Student Organization
- Data Interpretation:, GHSGT, EOCT, ETC…

(National PTA Standards: 2, 3, 4, and 6)
(40 Developmental Asset Subcategories: Support, Empowerment, Boundaries and Expectations, Commitment to Learning, Positive Values, and Social Competence)

- Encourage parents to regularly review their teen's complete schedule, inclusive of classes and extracurricular activities. Provide them with strategies to help their students take responsibility for their learning and understand the importance of setting priorities. Teach families active listening skills and to be supportive of activities their teen really likes.

  (National PTA Standards: 2, and 3)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, Commitment to Learning, Positive Values, and Social Competence)

- Hold evening study groups where parents can examine and discuss the same educational issues as teachers and administrators such as integrated curriculum, college and career counseling, differentiated learning. Ask their opinions on the topics. If there is a lot of interest around a certain area, consider starting a book club or other learning opportunity for families to learn more.

  (National PTA Standards: 2, 3, 4, and 5)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, and Commitment to Learning)

- Find ways to inform families about curriculum, school activities, and other student learning by allowing families to "Take School Home" through checking out videos, DVDs or even posting POD Casts. Create videos on core academic areas and electives as well as navigating the school. Take parents on a virtual school tour where they meet teachers; learn of course offerings, graduation requirements, and much more! If needed, do the videos in various languages and use students to produce in a video production class. Also, if possible post the videos on your school website and advertise in various ways that the videos are available.

  (National PTA Standards: 2 and 3)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, and Commitment to Learning)

All Rights Reserved

- Talk with parents about the power of setting high expectations for their teen and provide various ways they talk with their teen on a regular basis to find out what is happening in school and their teen's social life.

  (National PTA Standards: 2 and 3)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, Commitment to Learning, Positive Values, and Social Competence)

- Create a Parent Organization that works in partnership with the school's parent engagement priorities. To increase membership and attendance, advertise the meetings as school outreach meetings and hold them multiple times throughout various locations in the school community. Have school administrators attend and plan an engaging agenda that consists of presentations about important school curriculum and contact information. Then add a unique element by splitting parents into small groups based on personal interests around middle and high school topics.

  (National PTA Standards: 2, 3, 4, and 5)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, and Commitment to Learning)

- Hold Parent/Family Report Card Pick Up Nights that require parents to personally pick up their teen's report card. Have a different theme or workshop each time and have teachers and school staff on hand to speak with parents about their student's grades and what they can do to continue to facilitate the learning process. Make a list of those students who need the most attention and personally reach out to their families to attend. For parents who can't attend that night, offer a few other times when they can pick up the report card or make other arrangements.

  (National PTA Standards: 1, 2, and 3)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, and Commitment to Learning)

3. <u>Make School Transitions Opportunities for Family Engagement</u>

- Have college transition become a school and community tradition. Hold a picnic or celebration at the end of every school year to send off new graduates. Invite rising juniors and seniors and their families to attend, as well, and include information for them on college and career paths and preparing for what is next. Then, around the winter holidays invite recent graduates back to school for a roundtable discussion to share the experiences they had during their first post-secondary fall with students and their parents.

  (National PTA Standards: 1, 2, 3, and 6)
  (40 Developmental Asset Subcategories: Support, Empowerment, Boundaries and Expectations, Commitment to Learning, Positive Values, Social Competence, and Positive Identity)

All Rights Reserved

- Hold a Freshman Academy Parent Support and Leadership Development Program for families the year that their teen enters 9th grade. Hold hour long breakfast or evening meetings October through May and cover topics such as on-time graduation, goal setting, community opportunities, extracurricular activities, family engagement opportunities, job exploration, academic expectations, and making the most of your high school career. This could also easily be replicated for 6th grade parents.

  (National PTA Standards: 1, 2, and 3)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, Commitment to Learning, Positive Values, and Social Competence)

- Have a series of Step-Up Nights for students and their families in the spring leading up to the summer before they move to their new schools. Hold information sessions on various topics such as what to expect, course offerings, extracurricular activity options, teen development, graduation requirements, planning for college and career, and definitions and expectations for family engagement. Have a mix of sessions both at the student's current school and the school they will be transitioning to next year. Offer tours and also incorporate a mix of students who already attend the middle or high school to provide presentations and share experiences.

  (National PTA Standards: 1, 2, and 3)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, Commitment to Learning, Positive Values, and Social Competence)

- Host a series of College and Career nights for students and families. Have college students or young professionals in the community lead discussions. Allow students and their families to explore various careers by working with community organizations and local businesses to share information about what they do, as well as offer job shadowing and job exploration opportunities. Incorporate college and career planning tools, as well as small group discussions.

  (National PTA Standards: 1, 2, 3, and 6)
  (40 Developmental Asset Subcategories: Support, Empowerment, Boundaries and Expectations, Commitment to Learning, Positive Values, and Social Competence)

- Offer opportunities for students and families to sign up and shadow other students during the school day to experience a typical day in middle or high school. Have separate sessions for students and parents so students can have some time exploring on their own as well.

  (National PTA Standards: 1, 2, and 3)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, Commitment to Learning, and Positive Identity)

All Rights Reserved

4. Actively Engage Students, Families, and Communities Together

- Hold monthly Family Nights where parents are invited into the classroom to learn and actually try the work their teens are doing. Have students teach the class, reinforcing the material they have learned, and also assign homework to their parents that they will grade.

  (National PTA Standards: 1, 2, and 3)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, Commitment to Learning, Positive Values, Social Competence, and Positive Identity)

- Have public exhibitions of student work to formally present their best work to the community. Install them in public places that are outside of the school or during already scheduled community events. Have teens present their exhibition at a particular time during the event or at least be on hand to answer questions or speak to family and community members.

  (National PTA Standards: 3 and 6)
  (40 Developmental Asset Subcategories: Support, Empowerment, Commitment to Learning, and Positive Identity)

- Provide opportunities and encourage parents to volunteer to participate in community service projects with their teens.

  (National PTA Standards: 3, 4, and 6)
  (40 Developmental Asset Subcategories: Support, Empowerment, Boundaries and Expectations, Constructive Use of Time, Positive Values, Social Competence and Positive Identity)

- Practice and hold student-led parent – teacher conferences or advisement meetings. Use this time to involve both parents and students in class selection based on the student's study habits and interests. Also engage in setting student goals for the year or planning for postsecondary education or careers. Have both the student and the teacher write invitations to the parent personally inviting them to attend.

  (National PTA Standards: 2 and 3)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, Commitment to Learning, Positive Values, Social Competence and Positive Identity)

- Hold Parent-Student Nights or weekend events that cover important topics of interest to teens and families such as teen driving laws, making positive choices, the importance of developing assets, what does my future hold, and other interesting subjects. Then engage students and parents in dialogue together.

  (National PTA Standards: 2, 3, 4, and 6)
  (40 Developmental Asset Subcategories: Support, Empowerment, Boundaries and Expectations, Commitment to Learning, Positive Values, Social Competence and Positive Identity)

All Rights Reserved

- Involve middle and high school students (and not just the students on the student council) in the design of their school's parent outreach program. Ask them how they want their families to be involved and encourage them to think outside of the box.

  (National PTA Standards: 1, 2, and 3)
  (40 Developmental Asset Subcategories: Support, Empowerment, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competence and Positive Identity)

- Organize a curriculum showcase that includes a diverse collection of displays and interactive events to highlight academics and share what students are learning with their families. Include academic projects, history reenactments, career, technical, and agricultural demonstrations, or art projects from diverse groups of students. Also, invite student groups/clubs, community organizations, and local businesses to share and provide information.

  (National PTA Standards: 1, 2, 3, and 6)
  (40 Developmental Asset Subcategories: Support, Empowerment, Boundaries and Expectations, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competence, and Positive Identity)

- Hold a variety of different themed academic nights that engage both students and their parents/guardians in active learning. Have students write letters of invitation to their families and use students to help plan the event so they want to be there with their parents. Some event topics may include:
  - Parent- Teen Book Club Discussion Nights
  - Family Game Nights (incorporating math, reading, arts, and thinking skills)
  - Real-life Science Night with various activity stations revolving around earth, physics, life, chemistry or environmental science
  - Sports Math Night using real football statistics
  - A Night of Evening Advisement (Oscars Style) where students and parents have class selections, review student records, evaluate test scores, and choose extracurricular activities. Throughout the night have students and parents walk the red carpet and win awards for taking a step in the right direction towards graduation.

  (National PTA Standards: 1, 2, 3, 4, and 6)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, Commitment to Learning, Positive Values, Social Competence, and Positive Identity)

- Help families arrange to hold study groups for high school and middle school children within their neighborhoods or communities to work on special projects or difficult homework assignments.

  (National PTA Standards: 3, 4, 5, and 6)
  (40 Developmental Asset Subcategories: Support, Empowerment, Boundaries and Expectations, Commitment to Learning, Positive Values, and Social Competence)

All Rights Reserved

- Ask parents and students to be spokespersons in community groups, faith based organizations, civic clubs, and neighborhood associations about school events and other opportunities to support teens in the community (support, empowerment, positive identity, commitment to learning).

  (National PTA Standards: 4, 5, and 6)
  (40 Developmental Asset Subcategories: Support, Empowerment, Boundaries and Expectations, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competence, and Positive Identity)

- Invite and actively seek parents to share experiences and information from their job or culture, demonstrate specific skills from work or hobbies, or talk about how what students are learning in school relates to the world of work.

  (National PTA Standards: 1, 2, 3, and 4)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, Commitment to Learning, Positive Values, and Social Competence)

5. <u>Ensure All Families are Welcomed and Valued as Part of the School Community</u>

- Personally reach out to incoming and new students and their families by providing welcome packets, a personal phone call from a school faculty or staff member, and tours of the school by parent volunteers, students, or staff.

  (National PTA Standards: 1 and 2)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, and Commitment to Learning)

- Organize Parent Days to occur a few times throughout the year during which there are scheduled times where parents can spend all day or part of the day with their teen in school following their schedule. Create a theme for these days such as "Look What Is Happening Here!" and include invitations to the community as well. This will foster open communication and expose parents to what there teen is learning. (Support, Commitment to Learning, Positive Identity)

  (National PTA Standards: 1, 2, 3, and 6)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, and Commitment to Learning)

- Use various techniques to improve school-to-home communications. Train faculty and staff on creating interactive web pages that require information such as a brief biography, course descriptions, course outlines, required materials, requests for volunteers, and upcoming assignments. Also, invest in software that enables teachers to automatically send emails to parents on a weekly basis with a personal greeting along with their student's current academic grades and progress. For those families without access to the

All Rights Reserved

internet, send monthly newsletters and provide teachers with stamped postcards so they can easily send quick good news notes home about a student's recent success.

(National PTA Standards: 1 and 2)
(40 Developmental Asset Subcategories: Support, Boundaries and Expectations, and Commitment to Learning)

- Systematically seek and gather all parent ideas, perspectives, opinions, and questions about school-family partnership roles in unique and various ways. Involve them in the decision making process and focus on getting to your school's most isolated parents.

  (National PTA Standards: 1, 2, and 5)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, Commitment to Learning, Positive Values, and Positive Identity)

- Schedule a school staff professional development session/opportunity that takes school faculty and staff on a bus tour into the neighborhoods of the students who attend the school. After the trip, have a discussion about what everyone saw, the impression it had on them, and what the school can do to work to address barriers to student and family engagement in the community visited.

  (National PTA Standard: 1)
  (40 Developmental Asset Subcategories: Support, Empowerment, Boundaries and Expectations, Commitment to Learning, and Positive Values)

- Hold town hall meetings at multiple times throughout the year in various locations such as the school, subdivision clubhouses, neighborhood community centers, faith based organizations, civic centers, and apartment complex gathering rooms. Have the principal talk about the school schedule, what students and families should expect, current curriculum, and provide ways for families to be engaged in their teen's schooling. Also, include time to take questions and answers from the audience and engage in meaningful conversation.

  (National PTA Standards: 1, 2, 5, and 6)
  (40 Developmental Asset Subcategories: Support, Empowerment, Commitment to Learning, Positive Values, and Social Competence)

- Identify students, from report cards and progress reports, who could benefit from receiving more attention than what is already being provided by the school, and personally reach out to them and their families in unique ways. For example, hold a community outreach dinner off school grounds for groups of these families and invite a select group of teachers and administrators to each one. Make the event an informal affair and use the time to share ideas with students and parents and hear parents' views and concerns. Have teachers and school staff donate or prepare food, have a potluck, or collaborate with a community partner to donate their services.

  (National PTA Standards: 1, 2, 4, and 6)
  (40 Developmental Asset Subcategories: Support, Empowerment, Boundaries and Expectations, Commitment to Learning, Positive Values, and Social Competence)

All Rights Reserved

- Allow family engagement professionals or those responsible for family engagement at the school to tour local public service organizations or agencies such as the unemployment office, health clinics, social services and food pantries so they know of the resources available and can provide referral assistance to families when needed.
  (National PTA Standards: 1 and 6)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations, Positive Values, and Social Competence)

- Give parents specific information on how their services or talents can be directly utilized by volunteering at the school. Some examples may include asking parents to serve as morning greeters or guides in the school, helping out in the front office, cafeteria, or library, seeking help from community partners, or serving as a hall monitor. Also, be sure to expand upon the traditional definition of family engagement so families also understand the wide range of activities available, such as talking about the value of education, communicating with teachers, and discussing the school day.

  (National PTA Standards: 1,2, and 3)
  (40 Developmental Asset Subcategories: Support, Boundaries and Expectations Commitment to Learning, Positive Values, and Social Competence)

References:

- Agronick, G., Clark, A., O'Donnell, L., & Stueve, A. (2009). *Parental involvement strategies in urban middle and high schools in the Northeast and Islands Region* (Issues and Answers Report, REL 2009-No. 069). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from http://ies.ed.gov.ncee/edlabs.

- Epstein, J. L., Sanders,M.G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., Williams, K. J. (2009). *School, family, and community partnerships: Your handbook for action (3rd ed.).*Thousand Oaks, CA: Corwin Press.

- Ferguson, C. & Rodriguez, V. (2005*). Engaging families at the secondary level: What schools can do to support family involvement.* Austin: TX: Southwest Educational Development Laboratory.

- Hoover-Dempsey, K. V., Walker, J. M. T., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A.S., & Closson, K. (2005). Why do parents become involved? Research findings and implications. *The Elementary School Journal, 106, 105-130.*

The 40 Developmental Assets can be obtained from: Search Institute®. Copyright © 2009 Search Institute. Minneapolis , MN ; 800-888-7828; www.search-institute.org. All rights reserved.
The National PTA Family-School Partnerships can be obtained from:
http://www.pta.org/family_school_partnerships.asp

All Rights Reserved

ParentFurther

a Search Institute resource for families

40 Developmental Assets®

for Adolescents (ages 12–18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.

External Assets

Support

1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

Empowerment

7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

Boundaries & Expectations

11. **Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person's best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home**—Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

Commitment to Learning

21. **Achievement Motivation**—Young person is motivated to do well in school.
22. **School Engagement**—Young person is actively engaged in learning.
23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about her or his school.
25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.

Positive Values

26. **Caring**—Young person places high value on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty**—Young person "tells the truth even when it is not easy."
30. **Responsibility**—Young person accepts and takes personal responsibility.
31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
33. **Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
34. **Cultural Competence**—Young person has knowledge of and comfort with people of di□erent cultural/racial/ethnic backgrounds.
35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
35. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.

Positive Identity

37. **Personal power**—Young person feels he or she has control over "things that happen to me."
38. **Self-esteem**—Young person reports having a high self-esteem.
39. **Sense of purpose**—Young person reports that "my life has a purpose."
40. **Positive view of personal future**—Young person is optimistic about her or his personal future.

This page may be reproduced for educational, noncommercial uses only. Copyright © 1997, 2006 by Search Institute, 615 First Avenue N.E., Suite 125, Minneapolis, MN 55413; 800-888-7828; www.search-institute.org. All Rights Reserved.
The following are registered trademarks of Search Institute: Search Institute®, Developmental Assets® and Healthy Communities • Healthy Youth®.

Search INSTITUTE

All Rights Reserved

Search INSTITUTE

40 Elementos Fundamentales del Desarrollo

El Instituto Search ha identificado las siguientes bases esenciales para un desarrollo sano para ayudar a los jóvenes a crecer sanos, interesados en el bienestar común y a ser responsables.

HEALTHY COMMUNITIES HEALTHY YOUTH®

Elementos Fundamentales Externos

Apoyo

1. **Apoyo familiar**—La vida familiar brinda altos niveles de amor y apoyo.
2. **Comunicación familiar positiva**—El (La) joven y sus padres se comunican positivamente. Los jóvenes están dispuestos a buscar consejo y consuelo en sus padres.
3. **Otras relaciones con adultos**—Además de sus padres, los jóvenes reciben apoyo de tres o más personas adultas que no son sus padres.
4. **Una comunidad comprometida**—El (La) joven experimenta el interés de sus vecinos por su bienestar.
5. **Un plantel educativo que se interesa por el (la) joven**—La escuela proporciona un ambiente que anima y se preocupa por la juventud.
6. **La participación de los padres en las actividades escolares**—Los padres participan activamente ayudando a los jóvenes a tener éxito en la escuela.

Fortaleci-miento

7. **La comunidad valora a la juventud**—El (La) joven percibe que los adultos en la comunidad valoran a la juventud.
8. **La juventud como un recurso**—Los jóvenes toman un papel útil en la comunidad.
9. **Servicio a los demás**—La gente joven participa brindando servicios a su comunidad una hora o más a la semana.
10. **Seguridad**—Los jóvenes se sienten seguros en casa, en la escuela, y en el vecindario.

Limites y Expectivas

11. **Límites familiares**—La familia tiene reglas y consecuencias bien claras, además vigila las actividades de los jóvenes.
12. **Límites escolares**—En la escuela proporcionan reglas y consecuencias bien claras.
13. **Límites vecinales**—Los vecinos asumen la responsabilidad de vigilar el comportamiento de los jóvenes.
14. **El comportamiento de los adultos como ejemplo**—Los padres y otros adultos tienen un comportamiento positivo y responsable.
15. **Compañeros como influencia positiva**—Los mejores amigos del (la) joven son un buen ejemplo de comportamiento responsable.

Uso Constructivo Del Tiempo

16. **Altas expectativas**—Ambos padres y maestros motivan a los jóvenes para que tengan éxito.
17. **Actividades creativas**—Los jóvenes pasan tres horas o más a la semana en lecciones de música, teatro u otras artes.
18. **Programas juveniles**— Los jóvenes pasan tres horas o más a la semana practicando algún deporte, o en organizaciones en la escuela o de la comunidad.
19. **Comunidad religiosa**—Los jóvenes pasan una hora o más a la semana en actividades organizadas por alguna institución religiosa.
20. **Tiempo en la casa**—Los jóvenes conviven con sus amigos "sin nada especial que hacer" dos noches o menos por semana.

Elementos Fundamentales Internos

Compromiso con el Aprensizaje

21. **Motivación por sus logros**—El (La) joven es motivado(a) para que salga bien en la escuela.
22. **Compromiso hacia la escuela**—El (La) joven participa activamente en el aprendizaje.
23. **Tarea**—El (La) joven afirma hacer tarea escolar por lo menos durante una hora cada día de clases.
24. **Preocuparse por la escuela**—Al (A la) joven le importa su escuela.
25. **Leer por placer**—El (La) joven lee por placer tres horas o más por semana.

Valores Positivos

26. **Preocuparse por los demás**—El (La) joven valora ayudar a los demás.
27. **Igualdad y justicia social**—Para el (la) joven tiene mucho valor el promover la igualdad y el reducir el hambre y la pobreza.
28. **Integridad**—El (La) joven actúa con convicción y defiende sus creencias.
29. **Honestidad**—El (La) joven "dice la verdad aún cuando esto no sea fácil."
30. **Responsabilidad**—El (La) joven acepta y toma responsabilidad por su persona.
31. **Abstinencia**—El (La) joven cree que es importante no estar activo(a) sexualmente, ni usar alcohol u otras drogas.

Capacidad Social

32. **Planeación y toma de decisiones**—El (La) joven sabe cómo planear y hacer elecciones.
33. **Capacidad interpersonal**—El (La) joven tiene empatía, es sensible y hábil para hacer amistades.
34. **Capacidad cultural**—El (La) joven tiene conocimiento de y sabe convivir con gente de diferente marco cultural, racial o étnico.
35. **Habilidad de resistencia**—El (La) joven puede resistir la presión negativa de los compañeros así como las situaciones peligrosas.
36. **Solución pacífica de conflictos**—YEl (La) joven busca resolver los conflictos sin violencia.

Identidad Positiva

37. **Poder personal**—El (La) joven siente que él o ella tiene el control de "las cosas que le suceden."
38. **Autoestima**—El (La) joven afirma tener una alta autoestima.
39. **Sentido de propósito**—El (La) joven afirma que "mi vida tiene un propósito."
40. **Visión positiva del futuro personal**—El (La) joven es optimista sobre su futuro mismo.

Esta tabla se puede reproducir solamente para uso educativo, no comercial. En la página de Internet www.search-institute.org puede encontrar ésta y más información sobre los elementos fundamentalespara niños de 0 a 11 años. Derechos reservados © 1998, 2006 por el Instituto Search, 800-888-7828.

All Rights Reserved

Communicating With Your Teen:
70 Questions Parents Can Ask After "What Happened At School Today?"

Communicating with your teen at times can be challenging, but it is important. Teens may seem unwilling to interact, but while they are learning to show their independence, they still need structure, connectedness, and encouragement from their parents/guardians and families. Talking to your teen will help maintain these needs and strengthen your parent-teen relationship. Use the questions below as conversation starters to help engage your teen in meaningful conversation beyond the typical one word responses. And remember, once they start talking, really listen!

General Questions about School

1. What happened at school today? Is there anything in particular that was interesting or different that stood out today? If so, what?
2. What do you enjoy about school? What makes a day at school a good one?
3. What is something new you learned at school today? Did you find anything particularly interesting?
4. Is there anything new you learned at school today that you could apply right now to the real world? What?
5. What was the funniest thing that happened at school today? Can you tell me more about it?
6. Are there any subjects, concepts, or topics in school that you are having trouble understanding?
7. Do you enjoy going to school? Is there anything you wish the school could do better?
8. What has been the best/worst part of school this week?
9. What do you like most/least about school? Is there anything you can do to help change it?
10. Are there any school events coming up that I need to know about? Are there any in particular that you are planning on attending? If so, what are they and when are they happening?
11. Do you enjoy learning in school? What would your teachers say about you?
12. What are some big ideas you are learning from your classes this year?
13. What teacher do you think helps you learn the best? What is it that they do?

All Rights Reserved

14. Is there anything you are looking forward to at school tomorrow or this week?

15. Do you know any of the school staff who are not teachers? Who is your favorite?

16. What would make school more enjoyable?

17. In what ways would you like me to be involved with your school? Do you see other parents around helping out?

18. What can I do to help you be more successful in school?

Academic and Monitoring Questions

19. Have you gotten any grades back recently? How are they? Are you happy with them? Why or why not?

20. Are there any school supplies you need? What are the current projects you have been working on?

21. What is your homework for tonight? What are you supposed to do? Can you explain it to me?

22. Can you teach me something that you learned today?

23. Can you tell me some more about that class you don't enjoy much? Was there anything particularly interesting that happened in that class today? What?

24. What are your strengths and weaknesses in this particular class? Why do you feel that way?

25. If I were to ask your teachers to describe you, what would they say? Why?

26. What can we do to improve your grades in this particular class? Why do you think you are struggling? Is there anything I can do to help you improve?

27. What projects do you have due in the next couple of weeks? Have you started working on them?

28. Are any of your projects group projects? Who is in your group? Do you get along well together?

29. When you are having a difficult time learning something what do you do? How can we work together to think of some strategies to help?

All Rights Reserved

30. Do you like your teachers? Who is your favorite teacher? Who is your least favorite teacher? Why?

31. Do you like the classes you are taking this year? What is your strongest/weakest subject?

32. Do you enjoy group projects in school or projects where you work alone better? Why?

33. Did you have any tests this week? How do you think you did on them? What were some of the questions asked?

34. Do you have any tests coming up? In what classes are they? Are you prepared for them? If not, what needs to be done?

35. What class went by the fastest/slowest today? Why?

36. Do you take notes during class? Does taking notes help you learn the material? Can I see some of your notes?

37. What are you learning about in your classes? What are the state standards for the lessons? Can you explain them to me?

38. Do you feel like you need extra help in a particular class? What kind of help do you need?

39. Is there anything you are doing in middle school that you want to continue to get better at in high school?

40. How is the paper you are writing coming along? Have your ideas for the paper come in a flurry or gradually, over time? Have you gotten stuck anywhere? Have you surprised yourself at all by what you wrote? How?

Friends and Social Life Questions

41. Who did you hang out at school with today? Did you meet anyone new? If so, who?

42. What did you and your friends talk about at school today? Did anyone do anything funny? What was it?

43. Who is your best friend at school? Why do you get along so well?

44. What is something that you really enjoy doing? Are there any extracurricular activities, sports, or clubs you want to get involved in?

45. How many text messages did you send today? Did you send many during school? What were they about?

All Rights Reserved

46. Who did you sit with at lunch today?

47. Do you have any friends in your classes? Which ones?

48. What class do you have that has most of your friends in it?

49. What makes you nervous? Is there anything going on at school that makes you nervous right now?

50. What do you think about volunteering? Is this something you would be interested in doing after school? Is there an organization or agency that you would like to learn more about?

51. Who is someone you look up to at school or in after school activities? Why? What about them is special?

52. Is there anything in particular you would like to do this weekend? What is it and who is going to be involved?

53. What are characteristics you admire in others?

54. How do you choose your friends?

Questions about Planning for the Future

55. Are there any classes you want to take in the future? What are they?

56. Are there any classes that you are really enjoying this year? Is the subject something you could see yourself studying in college or doing as a career? Why?

57. Have you thought about attending college after high school? Where do you think you would like to go? Is there anything in particular you would like to study?

58. What do you see yourself doing after middle/high school?

59. Have you looked into any colleges or universities? Are there any you are interested in attending?

60. Are you planning on taking the PSAT, ACT, or SAT? Has anyone at school talked to you about these?

61. Have you heard about any resources such as financial aid or scholarships that will help to pay for college? What are they?

62. Do you think getting an education is important? Why or Why Not?

All Rights Reserved

63. What goals have you set for yourself this year?

64. What do you want to be when you grow up? How do you plan to get there?

65. What are some of the things you are doing to get into the college you want?

66. Do you have any questions about what will happen after middle/high school?

67. Are you looking forward to attending high school? What do you think high school will be like?

68. What is the most difficult part about applying to colleges?

69. How are you doing budgeting your time to complete all of your college applications, especially given your full schedule?

70. Which teachers do you think you would like to ask to write you recommendations? Why?

Adapted from *Questions to ask your high school kids after, "How was school today?"*
Iowa Statewide Parent Information Resource Center. Retrieved March 1, 2011 from
http://www.iowaparents.org/files/High_School_Questions.pdf

All Rights Reserved

PLAY A ROLE

IN YOUR CHILD'S SUCCESS IN SCHOOL.

Get the facts...get connected...GET INVOLVED!

Schools understand that parents are busy people, but there are many different ways you can get involved in your child's education. No matter how little or how much time you have, there are many ways you can positively impact your child's education at school and at home. Remember, when parents get involved and stay involved, all students achieve at higher levels.

1. VOLUNTEER AT SCHOOL Schools often send home lists of various ways that parents can volunteer. If they don't, let your child's teachers, principal, or counselors know your special skills and ask what you can do to help.

2. SHOW YOUR CHILD THAT YOU CARE Have a conversation with your child about school and homework regularly. Ask specific questions that inform you about your child's day. Know what classes your child is taking, who your child's friends are, and other essential information.

3. KEEP IN TOUCH WITH THE SCHOOL Get to know your child's teachers, principal, counselors and school's parent involvement coordinator. Make it a point to stay in contact with them throughout the school year.

4. EXPRESS HIGH EDUCATIONAL EXPECTATIONS Encourage your child to take challenging courses and monitor your child's academic performance (homework, grades, and test scores) throughout the year. Emphasize effort and achievement.

5. ATTEND SCHOOL MEETINGS, FUNCTIONS, AND EVENTS Make time to attend parent-teacher conferences, parent fairs, curriculum nights, award ceremonies and other school events. Your attendance and support matters to your child.

6. SEEK OUT INFORMATION Request a meeting with your child's teacher regarding any aspect of your child's education. If you have other questions, ask the school by calling or sending a note so they can link you with the appropriate person that can respond to your needs.

7. BE AN ACTIVE PART OF DECISION MAKING COMMITTEES Participate in parent or school leadership organizations. Ask your school about the Parent Teacher Association or Parent Teacher Organization, school council, parent advisory committee or other parent organizations and then join one.

8. MAKE SCHOOL IMPORTANT Talk positively about school with your child. Send your child prepared for school each day with pens, pencils, notebooks, and homework completed. Make school a priority by ensuring they are at school every day and arrive on time.

9. BE SEEN AT SCHOOL Arrange a visit to your child's classroom, have lunch with your child at school, or visit the Parent Center. Your presence matters and shows the school that you are invested in your child's education.

10. BE INFORMED AND RESPONSIVE Ask, collect, read, and respond, if needed, to all information (school policies, field trip information, student handbook, etc.) that is sent from your child's school or teacher. If you need to receive information in a language other than English, call or visit the school.

11. VISIT YOUR SCHOOL'S WEBSITE Access all kinds of information, including homework assignments, class schedules, lesson plans, test dates, and grades on your child's school website. If you don't know your school's website, ask your child's teacher or the school.

12. PARTICIPATE IN WORKSHOPS THAT ARE OFFERED Look for great opportunities to meet other parents at school through workshops that cover topics such as child development, school standards, and other shared parent concerns. If workshops are not offered regularly, help plan one or suggest ideas to your school counselors or parent involvement coordinator.

13. PROVIDE A RICH LEARNING ENVIRONMENT AT HOME Make time for meaningful dinner conversations, trips, games, reading time, family sports, and daily routines. Activities like these will contribute to your child's academic achievement at school.

14. DROP IN ON AFTER SCHOOL OR EXTRACURRICULAR ACTIVITIES Pick your child up from after-school activities or stop by a few minutes early to watch your child in action, if you are unavailable during the school day. It is also important to know your child's after school teacher, instructor, or coach.

15. INVITE THE COMMUNITY TO PARTNER WITH THE SCHOOL Encourage local businesses, churches, clubs, or civic organizations that you are involved with to volunteer or financially support the school. Have community partners provide schools and families with information about services and resources they provide that support student learning such as mentoring, tutoring, and service learning activities.

Georgia Parental Information and Resource Center

All Rights Reserved

SEA PARTE

DEL ÉXITO ESCOLAR DE SU NIÑO.

Infórmese...conéctese....involúcrese!

En las escuelas se sabe que los padres están muy ocupados, pero hay muchas cosas que uno puede hacer para estar involucrado en la educación de su niño. No importa si uno tiene mucho o poco tiempo, uno siempre puede influenciar positivamente la educación de su niño tanto en la escuela como en casa. Recuerde que cuando los padres están involucrados, los estudiantes alcanzan sus potenciales académicos más altos.

1. SEA VOLUNTARIO EN LA ESCUELA

Las escuelas suelen mandar listas con las distintas actividades en las que los padres pueden ayudar voluntariamente. Si Usted no recibe esta información, déjele saber al maestro, director, o consejero de su niño qué es lo que usted sabe hacer y pregúntele cómo puede ayudar.

2. DEMUÉSTRELE A SU NIÑO QUE A USTED LE IMPORTA

Converse con su niño regularmente sobre la escuela y la tarea. Hágale preguntas para estar informado sobre cómo le fue en la escuela. Esté al tanto de qué clases está tomando, quiénes son sus amigos, y cualquier otra información importante.

3. PERMANEZCA EN CONTACTO CON LA ESCUELA

Familiarícese con los maestros, el director, los consejeros, y el Coordinador de Participación de Padres de Familia de su niño. Asegúrese de estar en contacto con ellos durante todo el año escolar.

4. TENGA GRANDES EXPECTATIVAS PARA LA EDUCACIÓN DE SU NIÑO

Anime a su niño a inscribirse en clases difíciles/exigentes y siga su desarrollo académico (tareas, calificaciones y resultados de los exámenes) durante todo el año escolar. Recuérdele a su niño la importancia del esfuerzo y del éxito académico.

5. PARTICIPE EN REUNIONES, FUNCIONES, Y EVENTOS ESCOLARES

Hágase tiempo para asistir a reuniones de padres, ferias, juntas donde se hable de los planes de estudios, ceremonias de entrega de premios, y otros acontecimientos escolares. El contar con su participación y su apoyo es importante para su niño.

6. BUSQUE INFORMACIÓN

Pida reunirse con el maestro de su niño cada vez que necesite tratar un tema relacionado con su educación. Si usted tiene más preguntas o preocupaciones, llame a la escuela, o mande un mensaje escrito, para que ellos puedan ponerlo en contacto con la persona correcta.

7. SEA PARTE ACTIVA DE LOS COMITÉS QUE TOMAN DECISIONES SOBRE LA EDUCACIÓN DE SU NIÑO

Participe en organizaciones de padres o de liderazgo escolar. Pida información sobre la Asociación/ Organización de Padres y Maestros, el Concilio Escolar, el Comité Consejero de Padres, u otras organizaciones de padres y únase a una de ellas.

8. HAGA QUE LA ESCUELA SEA IMPORTANTE

Hable con su niño acerca de la escuela de manera positiva. Asegúrese de que su niño esté bien preparado para ir a la escuela: que tenga lápices, bolígrafos, cuadernos, y que haya completado su tarea. Haga que la escuela sea una prioridad al asegurarse de que su niño vaya a la escuela todos los días y de que llegue a tiempo.

9. HÁGASE CONOCIDO EN LA ESCUELA

Organice una visita a la clase de su niño, almuerce con él en la escuela, o visite el Centro de Padres. Su presencia es importante y le demuestra a la escuela que usted está interesado en la educación de su niño.

10. ESTÉ BIEN INFORMADO Y SEA RECEPTIVO

Pida, recopile, lea, y responda, si es necesario, toda información enviada por la escuela o el maestro de su niño, tales como las políticas escolares, los viajes educativos, los manuales estudiantiles, etc. Si necesita información en otro idioma que no sea inglés, visite o llame a la escuela.

11. VISITE LA PÁGINA WEB O DE INTERNET DE LA ESCUELA DE SU NIÑO

Acceda a todo tipo de información, incluyendo: tareas, horarios de clases, planes de estudios, fechas de exámenes, y calificaciones. Si no conoce la página web de la escuela, pídasela al maestro o a la escuela.

12. PARTICIPE EN TALLERES DE PADRES

Busque buenas oportunidades para conocer a otros padres de familia a través de talleres escolares tales como los de desarrollo infantil, estándares escolares, y sobre otros temas que les interesen a los padres. Si no se ofrecen talleres en su escuela regularmente, ayude a planear uno o sugiera ideas a los consejeros de su escuela o al Coordinador de Participación de Padres de Familia.

13. ASEGÚRESE DE QUE SU HOGAR SEA UN LUGAR QUE INCENTIVE EL APRENDIZAJE

Dedíquele tiempo a actividades que refuerzan el éxito escolar de su niño, tales como conversaciones durante la cena, viajes, juegos, libros, deportes y rutinas diarias de buena calidad.

14. VISITE O PARTICIPE EN ACTIVIDADES EXTRACURRICULARES O PROGRAMAS DESPUÉS DE LA ESCUELA

Si usted no puede participar en actividades durante el horario escolar, recoja a su niño de los programas extracurriculares o visite el programa un poco antes de que se termine para ver a su niño en acción. También es importante que conozca al maestro, al tutor, o al entrenador de su niño de estos programas extracurriculares.

15. INVITE A LAS ORGANIZACIONES COMUNALES A ESTAR ASOCIADAS CON LA ESCUELA

Aliente a los negocios locales, las iglesias, los clubes, o las organizaciones municipales en las cuales usted participa para que se ofrezcan voluntariamente o apoyen financieramente a la escuela. Pídales que compartan con las escuelas y las familias información sobre los servicios y recursos que ofrecen y que ayuden al éxito académico de los estudiantes, tales como mentores, servicios de tutoría, y otras actividades.

Department of Education — State of Georgia — 1776

Georgia Parental Information and Resource Center

All Rights Reserved

FOR PARENTS

What is a Parent Leader?

A parent leader is defined as one who is able to provide support to parents, students, teachers and constituents in their community with the objective of obtaining positive outcomes for everyone. They also encourage other parents to take on leadership roles in education. This individual passionately represents the needs and perspectives of all parents, improves the direction of their families, and acquires the knowledge and skills needed to have a meaningful voice without being in a staff role at the school. Parent leaders become role models for parent engagement, advocating not only on behalf of their own children, but for other families as well.

How Can I Become a Parent Leader?

1. Provide support and leadership through active engagement in your child's education.
2. Work collaboratively with your school's principal, teachers and parent liaison to learn about all aspects of the school's structure and share this information with other parents.
3. Remember T.E.A.M. — Together Everyone Achieves More. Continue to support your child's learning at home by working with their teacher's to help them develop good homework and study habits.
4. Ask questions and "speak out" to have a powerful voice in the decision-making that directly impacts every component of your child's education.
5. Help create opportunities for community members and stakeholders to support school efforts through meaningful collaboration related to curriculum and school improvement.
6. Talk with your child's teacher and school principal to learn about opportunities to get involved in your school's advisory councils as a method to make your talents, skills, and availability to assist known.
7. Work with other parents at your school to develop a plan of action for engaging all parents with the goal of helping your school's administrator improve learning for all children.

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

All Rights Reserved

FOR SCHOOL ADMINISTRATORS

How Can I Build and Sustain Parent Leaders?

Developing parent leaders is a progressive process. Each academic year schools experience a new influx of parents who are at different stages of involvement, awareness, and acceptance of responsibility. As a parent becomes empowered and accumulates the skills to make positive changes, he or she will emerge as a parent leader, taking on leadership roles within the school and community. Utilizing parent leaders effectively will greatly contribute to the overall success and progress of your school and its mission.

What Steps Can I Take to Develop Parent Leaders In My School Community?

1. Develop a structure or system that is designed to educate parents in your school about the function of the school board, school and district policies, test score interpretation, and parental rights and responsibilities related to education.
2. Offer quality parent engagement opportunities for parents to acquire the tools they need to effectively implement parent engagement strategies at home and at your school.
3. Ask parents at the beginning of the school year about their interests to allow adequate time for those interests to be developed and utilized throughout the school year.
4. Include parents in the school's mission writing process and highlight the important role they play in the school-family-community partnership alongside the faculty and staff.
5. Set a goal to engage in meaningful conversation with the parents at your school and ask for their input on the decisions that directly impact school improvement and student achievement.
6. Reinforce confidence in your parents and their ability to be credible and worthy educational stakeholders, capable of acting on behalf of all students.
7. Make sure parents feel welcomed and cultivate a school community of trust, where both teachers and parents believe that each one has the other's best interest in mind as they both strive to make positive changes within the school and community.

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

All Rights Reserved

Georgia Department of Education

Engaging Parents Calendar

Important Dates 2012-2013

This calendar has been created for you to use as a guide as you seek new opportunities to plan school events and activities that can engage parents, children and families. Please note that some of the dates listed are unconventional and were created for sheer fun!

Date	Event
August, 2012	**National American Indian Heritage Month**- this month recognizes the roles of American Indians and Alaska Natives and their part in U.S. history. Schools and communities sponsor numerous activities and programs to celebrate this month.
August 7, 2012	**American Family Day**- this day brings families together to share their love and appreciation of one another.
August 13, 2012	**International Lefthanders Day**- this day marks an annual event in which left-handers everywhere celebrate their uniqueness and increase public awareness of the advantages and disadvantages of being left-handed.
August 15, 2012	**National Relaxation Day**- this day encourages parents to sit back and relax with their children.
September, 2012	**Fruits and Veggies-More Matters Month**- this month promotes healthy eating and is a time when the CDC joins other public and private organizations to promote eating more fruits and vegetables for better health.
September 8, 2012	**International Literacy Day**- this day focuses on worldwide literacy needs and aims to highlight the importance of literacy to individuals, communities and societies.
September 9, 2012	**National Grandparent's Day**-this day honors grandparents and has been observed since 1978. It's celebrated on the first Sunday after Labor Day.
September 15-October 15, 2012	**Hispanic Heritage Month**- this month recognizes the contributions Hispanic Americans have made to the United States and celebrates Hispanic culture.
September 17, 2012	**Constitution Day**- this day recognizes the legacy of 39 brave men who signed the U.S. Constitution on September 17, 1787.
September 19, 2012	**International Talk Like a Pirate Day**- this day is a celebration of the Golden Age of Piracy when everyone is challenged to talk like a pirate.
September 24, 2012	**National Family Day**- this day encourages families to make "family dinner" a regular and important feature in their lives.
September 29, 2012	**Family Health & Fitness Day**- this day promotes family involvement in physical

All Rights Reserved

October, 2012	**Month of the Young Adolescent-**this month was initiated by the National Middle School Association (NMSA) and brings together a wide range of organizations to focus on the needs of adolescents,
October 3, 2012	**National Child Health Day**- this day addresses the critical importance of quality health care, nutritious foods, clean air and water, and safe communities for all children.
October 3, 2012	**Walk to School Day**- this day encourages walking to school to promote health, physical activity, and concern for the environment.
October 5, 2012	**World Teacher Day**- this day recognizes those who educate our children and the positive effect they've had on their lives.
October 10-14, 2012	**National School Lunch Week**- this week helps children learn that eating a healthy and nutritious school lunch is essential in helping them get the most out of their action-packed day!
October 15-19, 2012	**National School Bus Safety Week-**this week is a time set aside each year to recognize the importance of following safety laws in order to protect children around school buses.
October 18, 2012	**Lights on After School-**this day calls attention to the importance of afterschool programs for America's children, families and communities so children are not left unsupervised at home.
October 27, 2012	**Make a Difference Day**- this day is meant to give parents an opportunity to teach their children the importance of volunteer work by extending a helping hand to a friend or neighbor.
October 23-31, 2012	**National Red Ribbon Week-** this week encourages parents to talk to their children about the dangers of drugs and is also called Drug Prevention Week.
November 1, 2012	**Family Literacy Day-** this day calls on families to read with each other in order to showcase the importance of family literacy programs.
November 12-16, 2012	**National Young Readers Week-** this week encourages parents to check out new books and read them with their children.
November 11-17, 2012	**American Education Week-** this week highlights the importance of providing every child in America quality public education from kindergarten through college.
November 12-16, 2012	**International Education Week-**this week provides an opportunity to celebrate and promote international education in schools.
November 15, 2012	**National Parent Involvement Day**- this day is a call to action for parents to commit to being an active part of their child's education.
November 18-24, 2012	**National Family Week**- this week is designed to celebrate strong families and advocate for policies that foster community connections.

All Rights Reserved

December 1, 2012	**Eat a Red Apple Day-** this day promotes parents eating an apple with their children because "an apple a day keeps the doctor away!"
December 7, 2012	**Pearl Harbor Remembrance Day-** this day has been recognized since 1941 when Pearl Harbor, Hawaii was attacked by Japan. Use the day to educate your kids about the importance of this event.
December 9, 2012	**National Christmas Card Day-** this day is meant to bring parents together with their children by creating, writing, and mailing Christmas cards.
December 11, 2012	**Worldwide Candle Lighting Day**- this day unites families and friends around the globe in lighting candles for one hour to honor and remember children who have died at any age and from any cause.
December 28, 2012	**National Card Playing Day-** this day is celebrated by encouraging families to play card games together. Parents can teach their children older card games and children can teach their parents new card games.
January, 2013	**National Volunteer Blood Donor Month**- this month encourages parents to donate blood with their children in the hope of saving someone's life.
January 4, 2013	**National Trivia Day-**this day is celebrated by playing trivia games such as Trivial Pursuit or other knowledge testing games with friends and family.
January 5, 2013	**National Bird Day**- this day celebrates birds! Share pictures of your favorite bird with your children or walk around outside and bird watch.
January 9-13, 2013	**Universal Letter Writing Week**- this week was set aside to help people remember how satisfying it is to both write and receive a hand-written letter, so parents are encouraged to get out the pens and paper and write letters with their children.
January 29, 2013	**National Puzzle Day**- this day promotes parents solving puzzles with their kids and teaching them how to think "outside the box."
February, 2013	**Children's Dental Health Month-** this month raises awareness about the importance of oral health care for children.
February, 2013	**Parent Leadership Month-** this month is celebrated to expand opportunities for parent leaders to participate in meaningful parent leadership activities at the local, state and national levels.
February, 2013	**National Black History Month**- this month celebrates and educates children about African-American History.
February 8, 2013	**National Stop Bullying Day-** this day is observed as a global initiative to stop bullying at school and in the community.
February 11, 2013	**National Inventors Day**- this day celebrates the birthday of Thomas Edison by encouraging parents to create new things with their children.

All Rights Reserved

February 17, 2013	**National PTA Founders Day**- this day serves as a reminder of the substantial role that PTA has played locally, regionally, and nationally in supporting parental involvement and working on behalf of all children and families.
March, 2013	**Music In Our Schools Month**- this month promotes students having access to music education taught by excellent music instructors.
March, 2013	**National Nutrition Month-** this month brings awareness about the importance of families eating healthy and nutritious meals. You can visit www.eatright.org for more information on how you can celebrate this month.
March 2, 2013	**Dr. Seuss Read Across America Day**- this day celebrates the birthday of Dr. Seuss by encouraging parents and families to read his books to their children.
March 3, 2013	**National Anthem Day**- this day encourages parents to sing the "Star Spangled Banner" with their kids, and to also teach them the significance of the song.
March 12, 2013	**International Pancake Day**- this day is sponsored by IHOP, and it is meant for parents to enjoy a pancake with their kids.
March 4-8, 2013	**National School Breakfast Week**- this week emphasizes the importance of eating a healthy breakfast every day.
March 14, 2013	**International *Ask A Question* Day**- this day encourages parents to sit down with their children and allow them to ask questions about topics of interest.
April, 2013	**National Stress Awareness Month**- this month was created to promote awareness about the dangers of stress, successful coping strategies, and identify harmful misconceptions about stress.
April 14-20, 2013	**Public School Volunteer Week**- this week invites families to assist school teachers and administrators with every day activities by volunteering with their children.
April 14-20, 2013	**Week of the Young Child**- this week encourages adults to spend time playing with or reading to a young child.
April 25, 2013	**Take Our Daughters & Sons to Work Day-** this holiday was created to inform the future generation of young boys and girls about the variety of career paths they can have.
April 28-May 4, 2013	**National TV Turnoff Week**- this week encourages everyone to turn off the television and read, daydream, enjoy nature, and spend time with family and friends.
May, 2013	**Asian-Pacific American Heritage Month**- this month celebrates the culture, traditions and history of Asians and Pacific Islanders in the United States.

All Rights Reserved

May, 2013	**National Smile Month**- this month is meant to encourage everyone to take good care of their teeth so that they can have a sparkling white smile!
May 7, 2013	**National Teacher's Day**- this day focuses on teachers who make public schools a great place for students to achieve and sore. This day honors and recognizes our teachers for the contributions they make to our children and families.
May 6-12, 2013	**National Physical Education & Sport Week**- this week promotes physical fitness and sports. Visit www.aahperd.org to get more information about fun activities you can do with your child to remain physically fit.
May 7, 2013	**National Scrapbooking Day**- this day invites scrap bookers all over the country to celebrate their passion for scrapbooking! Parent can teach their children how to scrapbook on this day.
May 15, 2013	**National Chocolate Day**- this day celebrates the yummy taste of chocolate, so use it as an excuse to share a tasty chocolate dessert with your children!
May 14-18, 2013	**National Bike to Work Week**- this week encourages people to ride a bike to work for a week, if possible, in order to reduce the harmful CO2 emissions that come from cars.
June 5, 2013	**National Gingerbread Day**- this day encourages parents to make a Ginger bread man with their school aged children and enjoy!
June 5, 2013	**World Environment Day**- this day is used by the United Nations to stimulate worldwide awareness of environmental issues and encourages preventative action to keep our environment clean.
June 14, 2013	**Flag Day**- this is a day for patriotism, so parents can take this opportunity to hang or display their native flag on their lawn with their children.
July 18, 2013	**International Picnic Day**- this day encourages everyone to break out the blankets and Tupperware containers to enjoy a family picnic!
July, 2013	**National Culinary Arts Month-** this month is meant to allow parents to teach their children the basics of cooking by allowing them to help out with meal preparations and around the kitchen.
July 1, 2013	**International Joke Day**- this day gives parents and children an opportunity to share laughter together by telling their favorite jokes.
July 30, 2013	**National Cheesecake Day**- this is a day to enjoy a delicious slice of cheesecake with your child.

All Rights Reserved

COMMUNITY CONNECTIONS

How do schools connect with community partners to help reach school goals for student success? Analyses of 1998 *UPDATE* data reveal that schools in the National Network of Partnership Schools find many different ways to partner with community organizations, businesses, and institutions.

Below, are two charts that summarize 1) how students, families, schools, and communities benefit from partnerships; and 2) various examples of community partners.

The charts are adapted from Sanders, M. G. (in press). "Collaborating for Student Success: A Study of the Role of 'Community' in Comprehensive School, Family, and Community Partnership Programs." *Elementary School Journal.*

ACTIVITY FOCUS

Student-Centered	Family-Centered	School-Centered	Community-Centered
Student awards, student incentives, scholarships, student trips, tutors, mentors, job shadowing, and other services and products for students.	Parent workshops, family fun-nights, GED and other adult education classes, parent incentives and rewards, counseling and other forms of assistance.	Equipment and materials, beautification and repair, teacher incentives and awards, funds for school events and programs, office and classroom assistance.	Community beautification, student exhibits and performances, charity and other outreach.

For more information, please read "Schools in the National Network Develop Strong Community Connections," in *Type 2*, No. 7. National Network of Partnership Schools.

All Rights Reserved

COMMUNITY PARTNERS

Types of Community Partners	For example:
Business/Corporations	Local businesses, national corporations and franchises.
Universities and Educational Institutions	Colleges, universities, high schools, and other educational institutions.
Health Care Organizations	Hospitals, health care centers, mental health facilities, health departments, health foundations and associations.
Government and Military Agencies	Fire departments, police departments, chamber of commerce, city council, other local and state government agencies and departments.
National Service and Volunteer Organizations	Rotary Club, Lions Club, Kiwanis Club, VISTA, Concerned Black Men, Inc., Shriners, Boy and Girl Scouts, YWCA, United Way, AmeriCorp, Urban League.
Faith Organizations	Churches, mosques, synagogues, other religious organizations and charities
Senior Citizen Organizations	Nursing homes, senior volunteer, assisted living, and service organizations.
Cultural and Recreational Institutions	Zoos, museums, libraries, recreational centers, amusement parks, community centers.
Other Community Organizations	Fraternities, sororities, foundations, neighborhood associations, political, alumni, and local service organizations.
Community Individuals	Individual volunteers from the surrounding school community.

All Rights Reserved

Community Assets Mapping

Exercise I

List your knowledge on any of the following resources in your community. Remember to think about existing partnerships and also look for additional resources by examining directories or phone books and searching the internet. Think outside of the box and do not forget your regional and state partners too. For now, do not worry if they are the "right" partner, just list as many potential partners as possible.

Artists and cultural institutions

_____

Social service agencies

_____

Senior citizen organizations and community individuals

_____

Libraries and bookstores

_____

Higher education institutions

_____

Churches and faith-based organizations

_____

Childcare providers

_____

Fraternal organizations and clubs

_____

Law enforcement offices

_____

All Rights Reserved

Media and publication agencies

_____

Locally-owned and large businesses

_____

Health providers and services

_____

Food services and restaurants

_____

Banking and credit institutions

_____

Citizen and community-based organizations

_____

Entertainment groups and offices

_____

Government and military agencies

_____

Environmental and recreational institutions

_____

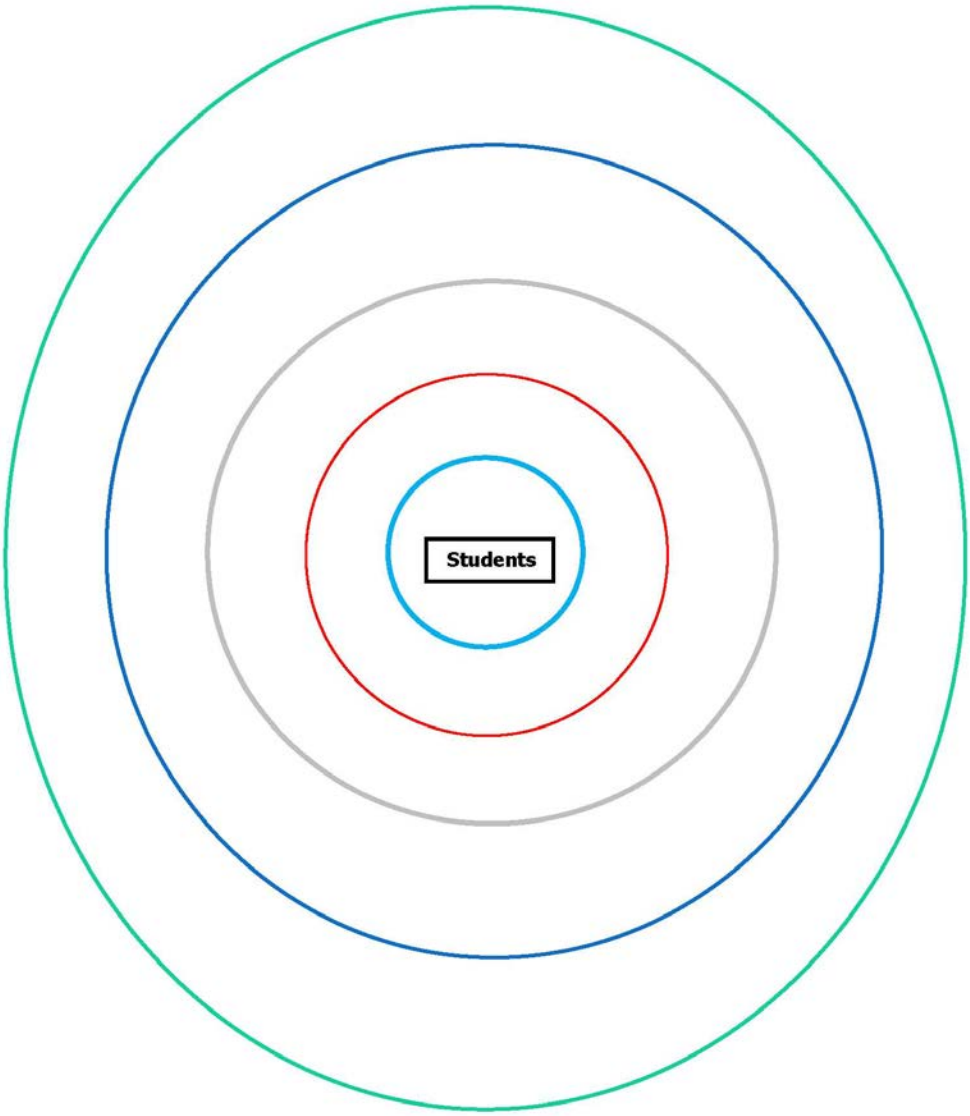
Exercise I was adapted from: New Mexico Highlands University. (2007). *Working Together: School-Family-Community Partnerships, a Toolkit for New Mexico School Communities*. Page 496. Albuquerque: New Mexico Public Education Department. Available from http://www.cesdp.nmhu.edu/toolkit/pdfs/pd_mod6.pdf

All Rights Reserved

Exercise II

Use the following diagram on the next page to graph your identified resources above. Depending on how many you have, you may also want to draw out your own diagram on chart paper to ensure you can get all of your resources to fit. After you complete the diagram do you see anything missing? If so, keep searching until you are confident you have located all of your potential partners.

Aqua Circle: Students (This is your outcome, but they also are a resource!)
Red Circle: Local non-profit, civic, community, and faith-based organizations
Grey Circle: Local businesses and for-profits
Blue Circle: Local government and public organizations
Green Circle: Regional and state organizations



All Rights Reserved

Partnership Planning Checklist

It is important to ensure that the mission and overall vision of both the school and partnership organization match. This is because those who understand and believe in your program are more likely to partner and support you in the long run. It will help if you evaluate potential partners before approaching them for a meeting by using a partnership planning checklist. You may not have all the answers to the questions before meeting with your partner but reviewing the questions before hand will provide you some information on whether the partner is worth pursuing. Here are some questions to consider:

- What needs did you identify that you believe this partner can address?
- What population(s) does the prospective partner currently serve?
- Does it have the capacity to recruit, serve, and retain other populations, especially ones that the school finds hard to reach?
- Does the prospective partner offer unique and important benefits to students and their families?
- Does partnering with the prospective partner have promise to improve student achievement and success?
- Does the partner have local competitors? Is the school able to work with them if needed?
- Does the potential partner have a solid reputation? Is it credible, dependable, and trustworthy?
- Are you willing to refer students and families to this potential partner?
- Do you and the prospective partner share similar missions, values, and goals? Do they endorse the vision of education?
- Is the prospective partner goals oriented? What has it accomplished?
- Does the prospective partner have enough resources to accomplish the goals set in the partnership plan?
- Are there risks associated in partnering with the potential partner?
- What do you stand to gain or lose by partnering? Are the benefits worth it?

Adapted from: Anderson-Butcher, D., Lawson, H., Bean, J., Boone, B., Kwiatkowski, A., et al. (2004). *Implementation guide: The Ohio Community Collaboration Model for School improvement. Columbus, OH:* The Ohio Department of Education.

All Rights Reserved

How to Approach Potential Community Partners

Once you decide your school's needs and have examined the assets, skills and knowledge of potential partners, it is now time to reach out! The best way to establish this contact is through personal connections. This can be through a personal letter with materials from the school, a personal visit with a packet of the school's information, or through a courtesy phone call to schedule a time to meet. If you have no prior relationship with the potential partner, it is best that the first outreach communication be introductory and informal to allow for relationship building. After the first initial contact however, you may want to begin to further pitch your ideas for collaboration. Remember though to start small and focus on common goals first so you do not overwhelm!

Here are some suggestions in writing an initial letter:

- Find the name and address of the owner or president of the business/community organization and address the letter accordingly. If it is a large organization, you may also want to send a copy of the letter to another person within the organization to ensure your communication is received.
- Include your school's name and location.
- Describe the school's mission and goals for high standards and success for all students.
- Briefly explain your emphasis on school, family, and community partnerships.
- Describe how the partner's support can help achieve goals and benefit the community as a whole.
- Illustrate how the partnership will be mutually beneficial for both parties.
- Specify how the business or organization will be recognized for its support.
- Note that you will call or visit next week.
- Include your signature and contact information along with the principal's signature.

You may attempt sending personalized letters to all potential partners as not everyone will be able to match your schools needs or you may focus on a select few and really nurture those partnerships first.

New Mexico Highlands University. (2007). *Working Together: School-Family-Community Partnerships, a Toolkit for New Mexico School Communities*. Albuquerque: New Mexico Public Education Department. Available from http://www.cesdp.nmhu.edu/toolkit/index.html.

All Rights Reserved

Promising Practices for Meaningful Community Collaborations

Standard six of PTA's National Standards for Family-School Partnerships is Collaborating with Community. This means that families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. This handout provides a list of promising practices for creating meaningful community collaborations for all partners: school, families, and students.

1. **<u>What Schools Can Do</u>**

Have Schools…

- Create useful directories that inform students and their families about the availability of various community resources and services in the community, such as afterschool programs, recreational opportunities, tutorials, cultural events, job fairs, health services, volunteer opportunities, and summer programs.

- Develop a plan with local businesses and community organizations to use their facilities to conduct school meetings, performances, or other school related events. In this way, the school is going to the community instead of always expecting the community to come to the school.

- Recruit partners to provide refreshments or incentives at school-based meetings and workshops to increase attendance and overall success.

- Develop a school public relations campaign to rally the community around innovative and successful school programs. Use local radio or television stations, faith based organizations, clinics, supermarkets, and other neighborhood locations to communicate school events and other messages.

- Work with local businesses and community organizations to establish a school volunteer program that allows employees to volunteer at least one hour a month to the school. Provide various programs and ways for these volunteers to spend their time.

- Seek and actively recruit community members to participate in school decision making councils and committees.

- Hold quarterly community forums for all school and community members to discuss school improvement topics and learn about ways they can support education locally.

- Partner with community and faith-based partners to help with school outreach projects that have benefits for students, such as communicating to parents about Supplemental Education Services (SES), CRCT Test Prep, and other academic opportunities.

- Collaborate with feeder school(s) to host joint community events.

All Rights Reserved

- Request that business partners use empty areas of store front windows to display student projects, as well as school successes and notices.

- Partner with a local college to provide tutors to after-school programs in core subject areas.

- Develop a partnership with an assisted living facility or nursing home so students and senior citizens can learn from one another. Have knowledge share activities where students interview the senior citizens about previous events for history projects, have classes create books or notes to share information related to the curriculum, recruit them as volunteers to the school, and invite them regularly to attend school events and performances.

- Establish a School-to-Work program and invite businesses to participate through mentoring programs and service learning projects.

- Use community partners to provide input on course offerings or curriculum. Tap into their expertise by developing curriculum units around work areas so basic skills are applied to real world experiences.

- Work with community partners to move business and civic expertise or skills into the classroom. For example, have them serve as guest speakers at any grade level.

- Develop teacher "externships" at business and community organizations over the summer to allow interested teachers opportunities to gain first-hand experience about what the working environment outside the school demands.

- Invite local "celebrities" to come to the school to read to students or conduct a community workshop for families.
- Have business and community members help middle and high school students by conducting mock interviews, evaluating "practice" employment applications, reviewing and advising student resumes, or assisting with career information interviews.

- Partner with local civic and service groups to extend open invitations to teachers and administrators to attend meetings and events during summer months and breaks. Offer opportunities for teachers or administrators to speak and share successes or concerns that need community attention or input.

- Ask community, faith, government, and for profit organizations and businesses to share key school messages with community members through newsletters, signs, and other advertising methods.

All Rights Reserved

- Sponsor career days or career fairs at school that showcase various jobs and volunteer opportunities around the community. Have participating partners provide opportunities for career intern sites or job shadowing to students.

- Establish a community homework hour. Ask families, churches, business leaders, and others to support students in setting aside a designated hour each day for homework, reading, or other school related projects.

- Invite community members to school programs through personal invitations or announcements. Use your community partners to help get the word out. To increase attendance, hold some school programs in other community facilities.

- Hold a Community Clean Up Day that allows the school to show their appreciation to local business and community organizations. Use the time for students, teachers, administrators, and parents to work together in teams to complete various clean-up chores that local community organizations submit. Help students recognize their sense of belonging in the community.

- Encourage local businesses to participate in a Support Our Schools Program that has businesses donate a percentage of their profits for one business day. Allow businesses to choose the day of the event, the percentage of profits they wish to donate, and which school enrichment program or opportunity they wish to fund.

- Send regular letters to the local newspaper sharing the positive things happening at the school. Focus especially on stories that highlight family and community support.

- Make a video about your school that includes ways families and community members can get involved in education. Share it with new parents, show it on the local TV station, and work with local businesses such as restaurants and doctors' offices to have them play it on their televisions.

- Open the school up to the community by setting up a program at the school using business leaders, parents, community members and students to offer free computer classes to the public. If free computer classes are not needed, find out what is needed and create a free program to enhance those skill sets for the community at the school.

2. <u>What Families Can Do</u>

Have Families…

- Participate in school and community events, regardless of their location.

- Find out about and use information on community resources and organizations. Take advantage of the benefits they offer.

All Rights Reserved

- Make local agencies and businesses aware of what is happening at your school. Ask places you frequent often if they would be willing to promote and advertise various events inclusive of academic, sporting, or the arts.

- Help the school develop a directory of social and community services for students and their families. If you cannot donate much time, just submit a list of social and community services you are aware of to help in compiling the list.

- Help coordinate and participate in events that support community groups.

- Ask your employer about holding a parent meeting or parent workshop for the school on-site before or after work hours. Other ideas may include lunch sessions too.

- Talk with employers and local businesses about making donations to support school programs.

- Talk positively about education with friends, businesses, community groups, and others in the community you come across.

- Help organize and/or participate in community health fairs, community resource fairs, or parent and families expos.

- Recruit community members to volunteer their time at the school or at community organizations that benefit students.

- Become active in community groups that support today's children and youth such as the YMCA, the Boys and Girls Club, or Boy and Girl Scouts.

- Serve on local community advisory councils and committees or represent a community group on a school council or leadership team.

- Seek and invite local authorities and public officials to sponsor community events or to visit the school regularly.

- Help organize and/or participate in a community clean up day or school beautification project.

- Encourage and find ways for your child to participate in community service. If able, participate in service projects with your child.

- Be a role model for your child by being active in the community.

All Rights Reserved

3. <u>What Students Can Do</u>

Have Students…

- Attend civic organization meetings during summer or other school breaks and participate in special events that they have throughout the year.

- Invite community members, neighbors, and friends to school events.

- Organize a donation drive or other project to meet a community need or simply give back.

- Share information about family trips with your teacher and class as an opportunity to learn about geography, culture, and activities.

- Identify and discuss different programs and agencies in the community to learn what is available. Make phone books and access to the internet available to them to assist in locating the resources.

- Report their participation in celebrations, grand openings, art exhibitions, fairs and other community events. Offer opportunities for students to promote community activities or share experiences once they return.

- Attend a school board, city council, or county commission meeting to learn about what concerns adults in the community.

- Create a community bulletin board at the school where people can post information about events, services, and celebrations. Make sure it is placed in a high traffic area that many students and visitors can see.

- Participate in various leadership and community opportunities such as youth advisories, after-school programs, community and faith based councils.

- Review course catalogs from local colleges and universities, inclusive of technical and community colleges, and other training agencies. This will help provide the bigger pictures of what is available in career development and life-long learning opportunities.

- Interview community members for school projects.

- Write a letter to the local newspaper or television station about something they are passionate about sharing.

All Rights Reserved

- Develop a community almanac that regularly reports on what is happening in the community. Have students report monthly on identifying seasonal changes and corresponding events and/or tasks.

Adapted From:

- New Mexico Highlands University. (2007). *Working Together: School-Family-Community Partnerships, a Toolkit for New Mexico School Communities*. Albuquerque: New Mexico Public Education Department. Available from http://www.cesdp.nmhu.edu/toolkit/pdfs/pd_mod6.pdf

- Prichard Committee for Academic Excellence and Partnership for Kentucky Schools. (1997). 92 *Ways to Involve Families and the Community in Education.* Lexington, KY: Prichard Committee for Academic Excellence. Available from: http://webapps.fcps.net/parenttoolkit/default.asp?prcItem=193

To learn more about PTA's National Standards for Family School Partnerships please visit:
http://www.pta.org/family_school_partnerships.asp

All Rights Reserved

5 Steps to Volunteering in Georgia's Public Schools

Schools need your support! Therefore, no matter how little or how much time you have choose a volunteer activity that is right for you and help better your local school community. To get started follow these five easy steps:

1. Choose Where You Want To Volunteer

    - Check out the Georgia Department of Education's Website to easily locate schools in your local community (you can search by county, school district, or school).

2. Learn About the School

    - Check out the Georgia Department of Education's Website to view school demographics, their student achievement data, and contact information.
    - Visit the school's website.

3. Decide What You Can Offer

    - Evaluate your skills, talents, and interests.
    - Determine time and level of commitment you can offer.

4. Contact the School

    - Call the school and schedule an appointment with the volunteer coordinator or parental involvement coordinator. If the school does not have one of those people, ask to speak to the person at the school who handles volunteers.
    - Work with the school to determine volunteer activities, schedules, and other details.
    - Complete all applications, background checks, and volunteer orientation if necessary.

5. Make a Difference!

- Build relationships with the entire school community – teachers, parents, students, and staff while positively impacting student achievement and success

All Rights Reserved

Volunteer Opportunities Offered By Some Schools

If you have an idea on how you would like to volunteer, share it with the school!

- Be a School Greeter
- Provide Front Office Assistance
- Assist with Car Pool Duty
- Tutor Students
- Mentor Students
- Judge Contests such as Science Fair, Debate League and Others
- Be a Guest Reader
- Be a Guest Speaker
- Serve on a School Committee
- Help in the Library
- Monitor Lunchroom Duty
- Take Pictures for the Yearbook
- Provide Financial Support and Donations
- Provide Translation Services
- Assist Teachers in the Classroom with Projects and Curriculum
- Lead a Parent Workshop
- Assist in the Parent Resource Center
- Monitor the Computer Lab
- Build Community Relations
- Teach an Adult Education Class
- Assist with Special School Events
- Help Coach a Sport
- Sponsor and Participate in an Afterschool Club
- Assist in an Afterschool Program
- Attend School Events
- Develop or Create Special School Projects

All Rights Reserved

Volunteer Support

1. Greet the volunteer by name and encourage students to use volunteer's name.
2. Thank the volunteer personally each day, noting special contributions.
3. Set a time to talk with the volunteer when students are not present; speak briefly with the volunteer each day before departure.
4. Use the volunteer's special talents, knowledge and interests in assigning tasks.
5. Give the volunteer increasing responsibilities and more challenging tasks.
6. Share articles and books of mutual interest on child development, learning styles or content area in which the volunteer works.
7. Include the volunteer when planning class activities.
8. Invite experienced volunteers to train incoming volunteers.
9. Include the volunteer in staff meetings and in-service training, when appropriate.
10. Send a letter of appreciation.
11. Write an article on the volunteer's contributions for your volunteer newsletter, school newspaper or community paper.
12. Ask the volunteer coordinator or school community relations staff person about a feature story on volunteers for the newspaper, radio or TV station.
13. Celebrate outstanding contributions or achievements.
14. Commend the volunteer to supervisory staff.
15. Ask volunteers to help evaluate the program and suggest improvements.
16. Write occasional thank you notes.

National PTA (2004)

All Rights Reserved

15 Ways Working People Can Help at School

1. Saturday work parties for the purpose of beautifying the school, building playground structures, planting shrubs or trees, and painting murals.

2. Saturday field trips; a greater distance can be covered on a Saturday than on a school day. Adults can share with the children in teaching and learning.

3. Serve as a resource volunteer regarding various kinds of jobs (policeman, fireman, baker, truck driver, etc.) or other areas of specialized knowledge.

4. Work on a school newsletter, gathering news, editing, typing, copying, etc.

5. Help with weekend fund-raising projects: car washes, cake sales, bazaars, carnivals, barbecues, flea markets and garage sales.

6. Eat lunch and play in the yard with youngsters during lunch hour.

7. Make educational games at home or during "make and take" sessions, game boards, drill cards and learning centers.

8. Collect materials of any type for art project: wallpaper, free materials, paper, wood, old crayons, cloth, etc.

9. Post a school volunteer recruitment poster on shop(s) or store(s).

10. Have resource assistants contact people who can assist the school program in various ways.

11. Get released time from employers. VIPS will attempt to arrange for released time from your place of work.

12. Take students on a tour of working parents' shops or businesses during the school week or on the weekend.

13. Write down ideas regarding art projects or enrichment programs and share them with a school or academic supervisor.

14. Attend PTA or parent group meetings. All parents should be encouraged to support these groups.

All Rights Reserved

360 – Degrees of Family Engagement

"Equipping Family Engagement Professionals to lead, observe, and influence in every direction."

Georgia's **360-Degrees of Family Engagement** is an initiative developed by the Georgia Department of Education and Bright from the Start: Georgia Department of Early Care and Learning that coaches family engagement professionals on how to reach a full circle of accountability and sustainability in their work by activating a synergy of partners from Pre-K to post secondary.

The purpose of the program is twofold: 1) To offer the most recent research, tools and strategies for successfully wrapping school, home and the community engagement around student achievement outcomes and, 2) To demonstrate how to consistently target measurable outcomes by relying on guidance from the National PTA Standards on Family-School Partnerships and the Strengthening Families Protective Factors that impact families.

The seven part series consists of:

1. ***Understanding the Research!*** Using the National PTA Standards on Family-School Partnerships and the Strengthening Families Protective Factors, participants will learn how family engagement work fits into the larger picture of student achievement and understand the benefit of coordinating all family engagement work from Pre-K to Postsecondary.

2. ***What is the Plan?*** Using the Crosswalk for Parent Programs and work from the Planning and Evaluation Tool, participants will learn how to develop strategies to execute sustainable family policy and programs that will impact student achievement. To develop the plan, participants will evaluate current actions already taking place in their schools/districts to determine effectiveness and devise new ideas to facilitate family engagement.

3. ***What are Initiatives?*** Using the developed strategies and work from the Planning and Evaluation Tool, participants will learn how to develop core family engagement initiatives that bring about increased student achievement and school success. To create meaningful and targeted initiatives, participants will also learn tools of mapping and collaboration to ensure sustainability and inclusive services.

4. ***Reaching the Outcomes!*** Using the state strategies and initiatives developed in the planning and evaluation tool family engagement plans, participants will learn of ways to gather quantitative and qualitative school or district data to show family engagement's impact on student achievement.

5. ***Putting the Plan into Practice Session 1!*** & ***Putting the Plan into Practice Session 2!*** Building upon the previous four sessions, these two sessions take an in-depth look at how Barrow and Camden School Systems are implementing the important work of linking parent engagement to student achievement. 360 Teams from both counties share their plans along with their successes and struggles as they work within the 360 Degrees circle. (This is a series of two sessions)

All Rights Reserved

6. ***Practice Makes Perfect!*** Moving beyond year one of implementation, this session provides an in-depth look of Barrow and Camden School Systems 360-Degree of family engagement plans as they move into year two, with a special emphasis on their data linking parent engagement to student achievement. Participants will leave with an understanding of how the 360 – Degrees of Family Engagement Process works in its entirety as well as how to revise and adjust their plans each year to successfully wrap school, home, and community engagement around student achievement outcomes.

At the conclusion of the series, participants leave with a collaborative and completed family engagement plan that helps parents, schools, and communities tie family engagement work to gains in student achievement. Participants also receive handouts, including tools with graphs and charts to support their work and accountability, during each session.

To access the **360 – DEGREE of FAMILY ENGAGEMENT** archived webinars please visit:

http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/360-Degrees-Series.aspx

Session dates are as follows:

- Session 1: February 3, 2010
- Session 2: March 3, 2010
- Session 3: April 7, 2010
- Session 4: May 5, 2010
- Session 5: December 6, 2010
- Session 6: May 5, 2011
- Session 7: December 9, 2011

Upon request, sessions can also be offered live to various groups.

For more information on 360-Degrees of Family Engagement please contact either:

Michelle Sandrock, Parent Engagement Program Manager,
Georgia Department of Education
Email: msandrock@doe.k12.ga.us or Phone: 404-232-1148

Patti Solomon, Family Engagement Specialist,
Georgia Department of Education
Email: psolomon@doe.k12.ga.us or Phone: 404-657-7328

Jennie Couture, Statewide Inclusion Coordinator,
Bright from the Start: Georgia Department of Early Care and Learning
Email: jennie.couture@decal.ga.us or Phone: 404-463-6561

All Rights Reserved

The Basis of 360-Degrees Family Engagement

Maslow's Hierarchy of Needs

Level 1: Physiological - food, sleep, stimulation, activity

Level 2: Safety – security, protection from harm

Level 3: Love and Belongingness - love, friendship, comradeship

Level 4: Self-Esteem - self respect, personal worth, autonomy

Level 5: Self-Actualization - full potential

References:

Huitt, W. (2007). Maslow's hierarchy of needs. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved 1/11/10 from, http://www.edpsycinteractive.org/topics/regsys/maslow.html

Learning Center at QuangKhoi & PhuongThao (2009). Maslow's hierarchy of needs. Retrieved 1/11/10 from http://quangkhoi.net/learningcenter/2009/05/maslows-hierarchy-of-needs

All Rights Reserved

Parent Teacher Association (PTA)
National Standards for Family-School Partnerships

Standard 1*: WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY:* Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2*: COMMUNICATING EFFECTIVELY:* Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3: *SUPPORTING STUDENT SUCCESS:* Families and school staff continuously collaborate to support students' learning and health development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: *SPEAKING UP FOR EVERY CHILD:* Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly & have access to learning opportunities that will support their success.

Standard 5: *SHARING POWER:* Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: *COLLABORATING WITH THE COMMUNITY:* Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Reference:

National PTA. (2008). National Standards for Family-School Partnerships. Retrieved 1/11/10 from http://www.pta.org/national_standards.asp

All Rights Reserved

National Strengthening Families Protective Factors

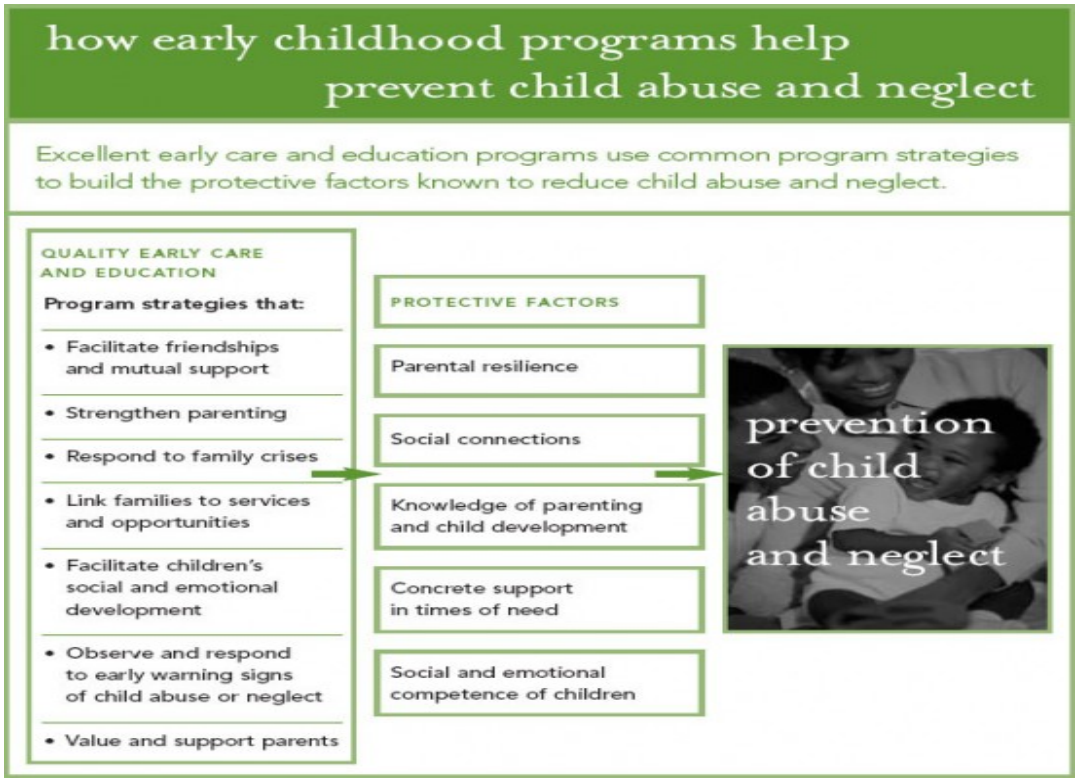
Factor 1: ***PARENTAL RESILIENCE (Parents Can "Bounce Back")****:* The ability to cope and bounce back from all types of challenges.

Factor 2: ***SOCIAL CONNECTIONS (Parents Have Friends)****:* Friends, family members, neighbors, and other members of community who provide emotional support and concrete

Factor 3***: KNOWLEDGE OF PARENTING & CHILD DEVELOPMENT (Parents Know How Children Grow and Learn)****:* Accurate information about raising children & appropriate expectations for their behavior.

Factor 4: ***CONCRETE SUPPORT IN TIMES OF NEED (Parents Know Where They Can Turn for Help):*** Knowledge of basic resources to ensure health and wellbeing, as well as financial security to cover day-to-day expenses and unexpected costs.

Factor 5: ***CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT (Children Learn to Talk About and Handle Their Feelings):*** A child's ability to interact positively with others and communicate his or her emotions effectively. Reference:
Center for the Study of Social Policy. (2008). Strengthening Families. Retrieved 1/11/10 from



http://www.strengtheningfamilies.net/index.php/about

All Rights Reserved

The Georgia Family – Friendly Partnership School Awards

The Georgia Family – Friendly Partnership School Awards are annual awards that recognize Title I schools for their exceptional commitment to fostering welcoming environments that encourage families to become active partners in improving student achievement and success.

2013 Family—Friendly Awards

The Georgia Department of Education (GaDOE) and the Georgia Parental Information and Resource Center (GA PIRC) launched the Georgia Family – Friendly Partnership School Initiative in the summer of 2010 to assist schools, families and communities in working together to create welcoming environments throughout Georgia's varied school communities. A welcoming environment increases family engagement which, in turn, helps students earn better grades, graduate from high school and enroll in post secondary education. This award takes the initiative a step further by recognizing schools that have gone above and beyond to create an environment where families and community members feel they belong, and in turn, play an important role in supporting their school student success.

To Learn More

To learn more about the Georgia Family Friendly - Partnership School Initiative or how your school can apply for this award please visit:

http://www.gadoe.org/External-Affairs-and-Policy/AskDOE/Pages/Georgia-Family-Friendly.aspx

All Rights Reserved

Virtual Family Friendly Partnership School

Part of the Georgia Family Friendly Partnership School Initiative

Hello Partners!

You are an important part of student learning, school improvement and overall academic achievement. Students do better if parents are involved. They are more likely to earn better grades, graduate from high school, and enroll in secondary education.

The Virtual Family Friendly Partnership School supports student learning, parental involvement and, most importantly, a safe and welcoming environment for communities and families. The material in this kit has been developed to help schools, families and communities work together to create a family friendly environment. Why a family friendly environment? In order for parents and the community to feel connected to the school and a part of student success, the school must be welcoming to all of its partners!

According to research, children do best if parents can play a variety of roles in their learning: helping at home, volunteering at school, planning their children's future, and taking part in key decisions about the school program*.

The Virtual Family Friendly Partnership School materials should be used by all— educational leaders, school staff, parents, school, parent, or community organizations and local business partners. As a result, schools, families and communities will be able to contribute to an environment that supports parental involvement and student success!

For more information on Georgia's Family Friendly Partnership School Initiative please visit our website at http://www.gadoe.org/External-Affairs-and-Policy/AskDOE/Pages/Georgia-Family-Friendly.aspx or contact:

Michelle Sandrock
Parent Engagement Program Manager
Georgia Department of Education
Phone: (404) 232—1148
msandrock@doe.k12.ga.us
http://www.gadoe.org

* A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (2002) by Anne T. Henderson and Karen L. Mapp

All Rights Reserved

How Family - Friendly Is Your School?

Part of the Georgia Family - Friendly Partnership School Initiative

Why Create A Family - Friendly Partnership School?

According to the book *Beyond the Bake Sale: The Essential Guide for Family-School Partnerships* by Anne Henderson, Karen Mapp, Vivian Johnson, and Don Davies *(2007)* welcoming environments provide parents with a reciprocal relationship where not only do they feel that they belong to the school, but the school belongs to them. Therefore, this sense of belonging motivates parents to be more active in their children's education, which in turn has a positive impact on student achievement!

Welcoming Environments:

- Make students want to learn!
- Make parents want to attend school functions and volunteer!
- Make school staff enjoy their jobs!
- Make community members want to invest in the school!
- Improves customer service and parent-school communications!
- Make the school a place of trust, safety, and resources to students, parents, and the community at large.

How Do You Make Your School Family - Friendly?

Remember change takes time especially when it comes to changing school climate, but with persistence and patience it can be done! Follow these key steps to get the job done:

1. Complete the self-assessment and view the Georgia Virtual Family-Friendly Partnership Schools with key school staff. What are your thoughts? What does your school look like? Where are these areas for improvement?

2. Complete the Family - Friendly Partnership School Walk-Through and send the Family - Friendly Partnership School Survey to your parents. Examine the responses. Tackle the high priority areas of need first. Take it one step at a time, do not attempt to do it all at once!

3. Begin to build or strengthen relationships with your parents and community. Changes in school culture cannot happen with school staff alone. Relationships and buy-in from everyone is essential. Invite key parent leaders and community members to participate in a committee meeting to tackle the work that needs to be done.

4. Over time you will begin to see results! Celebrate success and take pride in the fact that your school is Family - Friendly!

All Rights Reserved

How Family - Friendly Is Your School?

Part of the Georgia Family - Friendly Partnership School Initiative

	1	2
Before viewing the Georgia Virtual Family - Friendly Partnership Schools , take a minute to complete this self assessment. *How family - friendly is your school?* In column one place a check mark beside the items you feel represent your school. Then, after viewing the Georgia Virtual Family - Friendly Partnership Schools review your choices . *Do you still think your school is family - friendly in those areas?* Now using column two place an X beside the items you would like to improve or implement in your school.		
1. The school is easy to find within the community and the front entrance of the building can be easily identified.		
2. The front of the school depicts a welcoming environment that naturally makes families and visitors feel accepted and at ease.		
3. The school provides various guest badges upon sign in representing either a parent, a volunteer, or a visitor.		
4. The front office staff is friendly and helpful. They assist and recognize visitors immediately, as well as answer the phone and treat visitors politely.		
5. The school has friendly signs throughout the building in languages all parents can understand welcoming, thanking, and directing families on how to get around to key rooms and locations.		
6. The school provides regular opportunities for parents to volunteer in many different capacities throughout the school.		
7. School faculty and staff acknowledge parent presence with a positive attitude and provide many opportunities for parent—teacher communication.		
8. Student work is displayed throughout classrooms and halls along with the standards rubric and teacher feedback.		
9. The school has a parent resource center that provides families with important educational resources, offers workshops, and provides support services.		
10. The school has a Parent Involvement Coordinator who serves as the primary contact person for families and links them to the school.		

All Rights Reserved

How Family - Friendly Is Your School?

Part of the Georgia Family - Friendly Partnership School Initiative

	1	2
11. The school provides regular events and opportunities for parents to visit during school and non-school hours.		
12. The school is open and accessible for extended hours to encourage family and community use of areas such as the gym, auditorium, cafeteria, grounds, athletic fields, etc.		
13. The principal holds weekly open office hours as well as opportunities to meet with groups of parents through advisory councils, town hall meetings, or other events.		
14. The school engages in regular communication with all families and makes sure parents receive all important correspondences by delivering them in multiple forms and in languages representative of the school's population.		
15. The school regularly asks for parent input and feedback regarding school climate and culture.		
16. The school recognizes, respects, and reaches out to all families regardless of culture, ethnicity, language, or disability.		
17. The school provides professional development for staff on topics of parent involvement, cultural competence and sensitivity, and communication with parents.		
18. The school has active involvement from community partners in and outside of the classroom.		
19. The school has active parent organizations that encourage and recruit all parents to participate.		
20. All parents, faculty, staff, administrators, and community members view the school as welcoming, inviting, and family friendly.		

All Rights Reserved

Family - Friendly School Parent Survey

Part of the Georgia Family - Friendly Partnership School Initiative

Hello Parents!

Thank you for taking time to complete this survey. The survey is designed to find out your thoughts about the environment at your child's school and how welcome you feel in the school building. You, the parent, play an important role in supporting student achievement and contributing to the school's success. Your opinion is very important to us and we appreciate your cooperation.

Please think about the following questions while completing the survey:

How **WELCOMING** is the school building and environment? Does the school **COMMUNICATE EFFECTIVELY** with you? Are you encouraged to **SUPPORT STUDENT SUCCESS**? Are you supported in **SPEAKING UP** to make sure that all students are treated fairly and have access to learning opportunities? Are you allowed to **SHARE POWER** as an equal partner in decisions that affect your child? Does your school **COLLABORATE WITH THE COMMUNITY**?

School Name:_____ **City, State**:_____

Type of School (Please Circle):

Elementary Middle High

At this school, I am a (Please Circle All that Apply):

Parent Grandparent Legal Guardian Other

For the following, please circle the box that you observe during your walk-through:
SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD – Strongly Disagree

All Rights Reserved

Family - Friendly School Parent Survey

Part of the Georgia Family - Friendly Partnership School Initiative

For the following questions, please circle the answer that you agree with the most:

I feel welcome and accepted at my child's school.	YES	NO	NOT SURE	DOES NOT APPLY
I enjoy visiting my child's school.	YES	NO	NOT SURE	DOES NOT APPLY
The school has parking spaces for parents.	YES	NO	NOT SURE	DOES NOT APPLY
I am able to find my way easily around the school.	YES	NO	NOT SURE	DOES NOT APPLY
The school has opportunities that allow me to meet and speak with the staff at my child's school.	YES	NO	NOT SURE	DOES NOT APPLY
My child's principal and assistant principal are available and easy to approach.	YES	NO	NOT SURE	DOES NOT APPLY
I am comfortable going to the front office when visiting my child's school.	YES	NO	NOT SURE	DOES NOT APPLY
The school's front office staff is nice, polite, and helpful.	YES	NO	NOT SURE	DOES NOT APPLY
The school has a translator for non-English speaking families when needed.	YES	NO	NOT SURE	DOES NOT APPLY
The school provides written materials in languages other than English for non-English speaking families.	YES	NO	NOT SURE	DOES NOT APPLY
The school has a designated space for parents to get information on things such as events, test dates, workshops, resources, etc.	YES	NO	NOT SURE	DOES NOT APPLY
The school has a parent resource center.	YES	NO	NOT SURE	DOES NOT APPLY
I have received information about the Georgia Performance Standards.	YES	NO	NOT SURE	DOES NOT APPLY
I am invited to the school to discuss my child's school work and progress.	YES	NO	NOT SURE	DOES NOT APPLY
I am invited to the school to discuss my child's test scores.	YES	NO	NOT SURE	DOES NOT APPLY
I receive timely and regular communication about upcoming events at the school.	YES	NO	NOT SURE	DOES NOT APPLY
The school has a parent coordinator or parent liaison available if families have questions or need assistance.	YES	NO	NOT SURE	DOES NOT APPLY

All Rights Reserved

Family - Friendly School Parent Survey

Part of the Georgia Family - Friendly Partnership School Initiative

I am asked and given a list of various ways to volunteer at my child's school.	YES	NO	NOT SURE	DOES NOT APPLY
I am informed regularly about my child's progress by his/her teachers.	YES	NO	NOT SURE	DOES NOT APPLY
I have been given the opportunity to review the school improvement plan.	YES	NO	NOT SURE	DOES NOT APPLY
I have been given information on how to participate in the development of the school improvement plan.	YES	NO	NOT SURE	DOES NOT APPLY
I know where to go and who to talk to if I wanted to volunteer at my child's school.	YES	NO	NOT SURE	DOES NOT APPLY
The school encourages me to use my skills and strengths to contribute to student events.	YES	NO	NOT SURE	DOES NOT APPLY
The school helps me in learning what I should ask about my child's progress and placement.	YES	NO	NOT SURE	DOES NOT APPLY
The school explains programs that are available to me to help in my child's development.	YES	NO	NOT SURE	DOES NOT APPLY
I am aware of the homework assigned to my child each night.	YES	NO	NOT SURE	DOES NOT APPLY
I have received information on how to join the Parent Teacher Association (PTA) or other parent organization at the school.	YES	NO	NOT SURE	DOES NOT APPLY
The school's parent organization has a fair representation of the racial/ethnic population at the school.	YES	NO	NOT SURE	DOES NOT APPLY
The school has active community partners that help promote student achievement.	YES	NO	NOT SURE	DOES NOT APPLY
The school provides information on community resources and social services support.	YES	NO	NOT SURE	DOES NOT APPLY
The school building is open to community organizations to use for events during non school hours.	YES	NO	NOT SURE	DOES NOT APPLY
The school offers workshops to parents provided by community organizations.	YES	NO	NOT SURE	DOES NOT APPLY
The school offers after school activities in partnership with community organizations for students.	YES	NO	NOT SURE	DOES NOT APPLY
The school works with local businesses and community organizations to have student mentors, provide job shadowing, or teach new skills to students.	YES	NO	NOT SURE	DOES NOT APPLY
The school invites community organization representatives to serve on committees for school events.	YES	NO	NOT SURE	DOES NOT APPLY

All Rights Reserved

Encuesta para padres sobre participación familiar en la escuela

Parte de la Iniciativa escolar de asociación con las familias de Georgia

¡Hola, Padres!

Gracias por tomarse el tiempo de completar esta encuesta. Las preguntas están destinadas a conocer sus opiniones acerca del entorno de la escuela de su hijo y evaluar cuán bienvenido se siente en el establecimiento escolar. Usted, como padre, tiene un papel fundamental a la hora de apoyar los logros de nuestros alumnos y contribuir al éxito de la escuela. Su opinión es muy importante para nosotros y apreciamos enormemente su colaboración.

Mientras responde este cuestionario, tenga a bien pensar acerca de las siguientes preguntas:

¿Cuán **ACOGEDOR** es el establecimiento escolar y su entorno? ¿Siente que la escuela se **COMUNICA EFECTIVAMENTE** con usted? ¿Usted cuenta con ayuda para fomentar el **APOYO DEL ÉXITO ESTUDIANTIL**? ¿Se siente respaldado para **DECIR LO QUE PIENSA** con el fin de asegurarse de que todos los alumnos reciban un trato justo e igualitario y tengan acceso a oportunidades de aprendizaje? ¿Se le permite **COMPARTIR LA AUTORIDAD** en calidad de par en aquellas decisiones que afecten a su hijo? ¿Cree que su escuela **COLABORA CON LA COMUNIDAD**?

Nombre de la escuela :_____ **Ciudad, estado**:_____

Tipo de escuela (marque con un círculo):

Primaria (Elemental) Secundaria (Intermedia) Secundaria (Superior)

En esta escuela, desempeñó el rol de (marque todas las opciones que correspondan):

Padre Abuelo Tutor legal Otro

All Rights Reserved

Encuesta para padres sobre participación familiar en la escuela

Parte de la iniciativa escolar de asociación con las familias de Georgia

Para las siguientes preguntas, sírvase marcar con un círculo las respuestas que mejor reflejen su opinión:

Me siento bien recibido y aceptado en la escuela de mi hijo.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
Disfruto de las visitas a la escuela de mi hijo.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
La escuela cuenta con plazas de estacionamiento para padres.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
Puedo ubicarme fácilmente dentro del establecimiento.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
La escuela propicia oportunidades que me permiten encontrarme con el personal de la escuela y conversar con ellos.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
El director y vicedirector de mi hijo se muestran disponibles y fácilmente accesibles para los padres.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
Me siento cómodo cuando entro a la dirección durante las visitas a la escuela de mi hijo.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
El personal directivo de la escuela es amable, educado y servicial.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
En caso de ser necesario, la escuela cuenta con un traductor para asistir a las familias que no hablan inglés.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
La escuela ofrece material escrito en idioma extranjero para las familias que no comprenden el inglés.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
La escuela cuenta con un lugar especial de información para padres, en el que éstos pueden obtener detalles relacionados con futuros eventos, fechas de examen, talleres, recursos, etc.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
La escuela ofrece un centro de recursos para padres.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE

All Rights Reserved

He recibido información sobre los Estándares de Desempeño de Georgia (GPS, por sus siglas en inglés).	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
Se me invita a concurrir a la escuela para conversar acerca del desempeño escolar de mi hijo y sus progresos.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
Se me invita a participar en la escuela para ser parte en conversaciones acerca del puntaje de los exámenes de mi hijo.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
He recibido notificaciones regulares y oportunas acerca de los eventos escolares próximos.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
La escuela cuenta con un coordinador de padres o contacto disponible en caso que las familias tengan alguna pregunta o necesiten asistencia.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
He recibido propuestas y una lista de las distintas formas de ofrecerme como voluntario para la escuela de mi hijo.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
Los maestros de mi hijo me mantienen periódicamente al tanto de sus progresos.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
He tenido la oportunidad de analizar el plan de mejora de la escuela.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
He recibido información acerca de cómo participar en el desarrollo del plan de mejora de la escuela.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
Sé a dónde dirigirme y con quién hablar si deseo ofrecerme como voluntario en la escuela de mi hijo.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
La escuela me incentiva a ofrecer mis habilidades y fortalezas para contribuir en los eventos de los alumnos.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
La escuela me ayuda a aprender qué debería preguntar en lo que respecta al progreso y el nivel de mi hijo.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
La escuela me explica los programas que se encuentran disponibles para favorecer el desarrollo de mi hijo.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
Tengo conocimiento de las tareas que se le asignan a mi hijo cada noche.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
He recibido información acerca de cómo unirme a la Asociación de Padres y Maestros (PTA, por sus siglas en inglés) u otra organización para padres de la escuela.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE

La organización de padres de la escuela representa a toda la población racial o étnica de la institución con criterios	SÍ	NO	NO ESTOY	NO APLICABLE

All Rights Reserved

de igualdad.			SEGURO	
La escuela tiene socios comunitarios activos que contribuyen a promover los logros de los alumnos.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
La escuela brinda información sobre recursos comunitarios y servicios de asistencia social.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
El establecimiento se encuentra abierto a las organizaciones comunitarias, ofreciendo su espacio para la celebración de eventos en horarios extra-escolares.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
La escuela ofrece talleres para padres organizados por asociaciones comunitarias.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
La escuela ofrece actividades extra-escolares, en asociación con organizaciones comunitarias para alumnos.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
La escuela trabaja en conjunto con empresas locales y organizaciones comunitarias para tener estudiantes mentores, ofrecer la observación directa de oficios y profesiones, o enseñar nuevas habilidades a los alumnos.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE
La escuela invita a los representantes de organizaciones comunitarias a integrar las comisiones de diversos eventos escolares.	SÍ	NO	NO ESTOY SEGURO	NO APLICABLE

All Rights Reserved

Family - Friendly Partnership School Walk - Through

Part of the Georgia Family - Friendly Partnership School Initiative

What Is a Family - Friendly Partnership School Walk - Through?

The Family - Friendly Partnership School Walk - Through is a tour and evaluation conducted by a team of representatives selected by school personnel to help gather information on whether families and community members feel they are welcomed partners in the school. Results will provide the school with information on how inviting the school appears, which will allow the school to implement new strategies to make the school more family friendly and improve parent engagement.

Who Should Be Included on the Family - Friendly Partnership School Walk - Through Team?

The team should be made up of ten people: three school staff, six parents and/or community members, and a team facilitator who oversees the Walk - Through but does not complete the tour or evaluation. It is suggested that the facilitator be the parental involvement coordinator, the parent liaison, or the school staff member primarily responsible for parent outreach. It is important to make sure that the team members are representative of your school and community's population. Teams members you may want to consider are: an administrator, a teacher, a bus driver, a secretary, a nurse, a custodian, a cafeteria worker, a counselor, a paraprofessional, a local business owner, an education partner, a community leader, a parent leader, a parent volunteer, a parent teacher association or parent teacher organization officer, an English as a second language parent, a parent who will have a child in the school for the first time next year, or a special education parent.

How Does the Family - Friendly Partnership School Walk - Through Work?

The team will be divided into three groups of three and will examine how inviting the school appears by evaluating checklist items divided under the National PTA's Standards for Family-School Partnerships *(1)*. It is important to make sure that the three school staff members in the team are each in different groups. After completing the tour and evaluation, team members will compile a summary of their findings and create a list of commendations and recommendations for the facilitator. The facilitator will then report the results to school administrators and facilitate the next steps of action. <u>Note: It is important to make sure that Walk - Through date and time is kept confidential so school faculty and staff do not modify normal daily activities.</u>

All Rights Reserved

Family - Friendly Partnership School Walk - Through

Part of the Georgia Family - Friendly Partnership School Initiative

How Long Should the Family - Friendly Partnership School Walk - Through Take to Complete?

Please allow a total of three hours. The suggested schedule is as follows:

- Welcome, Introductions, Purpose, and Guidelines (30 Minutes)
- Team Family - Friendly Partnership School Walk - Through Tour and Evaluations (1 Hour)
- Small Group Team Discussion and Create Summary of Commendations and Recommendations (1 Hour)
- Summary Report from Each Small Group Team to Facilitator (30 Minutes)

What Is the Role of the Facilitator?

The facilitator‘s role is to plan the Family - Friendly Partnership School Walk - Through, provide follow up to team members, and assist the school in implementing the recommendations. In addition, to make sure the Family - Friendly Partnership School Walk - Through is a success the facilitator should be responsible for the following:

1. Establish permission from the school principal to conduct a Family - Friendly Partnership School Walk - Through.
2. Develop and confirm a team based on the guidelines set on the previous page.
3. Locate a meeting room large enough for team members to discuss their evaluations and compile results.
4. Organize refreshments for the meeting. Prepare a copy of the Family - Friendly Partnership School Walk - Through Evaluation Checklists and school maps for all team members.
5. Collect samples of all written communications provided by the school to parents/families. In addition, provide any telephone numbers given to parents to contact the school. This information will be reviewed by the team members.
6. Divide the participants into teams and develop a staggered tour schedule.
7. Write a summary of the team’s observations, commendations, and recommendations.
8. Present results to the school principal and administrators.
9. Implement the next steps of action to bring about changes recommended if approved.

All Rights Reserved

Family - Friendly Partnership School Walk - Through

Part of the Georgia Family - Friendly Partnership School Initiative

INSTRUCTIONS

Thank you for agreeing to participate in your school's Family - Friendly Partnership School Walk - Through! It is very important that families feel welcome in our school. The responsibility for creating that environment belongs to both schools and families. By using the National PTA's six standards to assess the school climate, we will be able to determine where adjustments are needed in order to create a welcoming environment and increase parental involvement! Your input is essential in ensuring that our students, parents, families, and community members feel welcome, comfortable, accepted, and secure at our school!

As you complete the evaluation checklist please examine the school from one or more of the following perspectives:

- You are a parent wanting to volunteer your time at the school
- You are a local business owner wanting to become an education partner
- You are a parent of a special needs child
- You are a parent who does not speak English
- You are a father
- You are a grandparent
- You just moved here from a different state
- You just moved here from a different school within the state
- You are a community leader
- You are a parent with a disability
- You are a parent looking at moving to the area
- You are a parent of a child who will go to Kindergarten next fall

To complete the evaluation checklist you will be divided into teams of three. Evaluation checklist items are divided into six parts under the National PTA's Standards for Family - School Partnerships. In order to remember your thoughts, please make notes as you complete the Family - Friendly Partnership School Walk - Though next to your checklist items.

Once your small group team completes the Family - Friendly Partnership School Walk - Through, you will have one hour to gather and share your team's findings. Remember: Record commendations and recommendations!

The meeting will conclude with each small group team reporting their results. The facilitator will collect the summaries from each team and compile a complete report to share with the school's principal and administrators. After this meeting, team members will receive information regarding the next steps and implementation.

All Rights Reserved

Family - Friendly Partnership School Walk - Through

Part of the Georgia Family - Friendly Partnership School Initiative

School Name:_____ **City, State**_____

Type of School (Please Circle): Elementary Middle High

At this school, I am a (Please Circle all that Apply): Parent Teacher Administrator

Staff Community Member Other

For the following, please circle the box that you observe during your walk-through:
SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD – Strongly Disagree

All Rights Reserved

WELCOMING ALL FAMILIES **Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.** *"Parents report that a welcoming process creates a sense of belonging. Not only do parents feel that they belong to the school, but they also feel that the school belongs to them."* *(2)*					
There are dedicated parking spots for parents at the front entrance of the school.	SA	A	N	D	SD
The school provides opportunities for parent training and education.	SA	A	N	D	SD
The front office staff is helpful and friendly to all visitors	SA	A	N	D	SD
The school has established support networks that are available to parents.	SA	A	N	D	SD
The school uses home visits to share information with families.	SA	A	N	D	SD
The principal is open and available to parents to discuss various issues and schedule meetings.	SA	A	N	D	SD
The school makes it easy for parents that do not speak English to participate in activities or receive information over the phone or in person.	SA	A	N	D	SD
The school has a designated space that provides parents with information about school events and services.	SA	A	N	D	SD
Activities are held at times that are convenient for parents to participate	SA	A	N	D	SD
The school provides a listing or directory of ALL staff to parents.	SA	A	N	D	SD
The school has signs welcoming families and directing visitors throughout various areas of the school.	SA	A	N	D	SD
The school welcomes parents into the school or classrooms at any time during the school day.	SA	A	N	D	SD
Parents and visitors are greeted or acknowledged by all school faculty and staff while in the school.	SA	A	N	D	SD

All Rights Reserved

COMMUNICATING EFFECTIVELY **Families and school staff engage in regular, two-way, meaningful communication about student learning.** *"When families can work closely with teachers, their children adjust to school better, attend more regularly, and stay in school longer. They also earn higher grades and test scores. In addition, families are far more likely to be satisfied with their children's school (and school district) when they feel it is easy to be partners with their children's teachers."* *(3)*					
The school uses various methods to communicate regularly with families.	SA	A	N	D	SD
Teachers communicate at least once every three months in person, on the phone, or through email with a parent of every student in their class.	SA	A	N	D	SD
The school contacts parents only when problems arise.	SA	A	N	D	SD
The school keeps parents informed about important events.	SA	A	N	D	SD
The school provides parents with information about extracurricular activities.	SA	A	N	D	SD
Parents receive an annual survey in order to share comments about the school.	SA	A	N	D	SD
The school provides written information to parents in their native language if they do not speak English or speak English well.	SA	A	N	D	SD
There is a way to submit concerns anonymously if parents are embarrassed or reluctant to share their concerns.	SA	A	N	D	SD
The school involves parents in the daily activities of children's education.	SA	A	N	D	SD
The school maintains an up to date website that is easy to navigate and provides needed information.	SA	A	N	D	SD

SUPPORTING STUDENT SUCCESS **Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.** *"Engaging families in children's learning has a positive impact on student achievement."* *(4)*					
Parents frequently volunteer their time at the school.	SA	A	N	D	SD
Parent volunteers are commonly involved in student education.	SA	A	N	D	SD
There is an established group that organizes parent volunteers.	SA	A	N	D	SD

All Rights Reserved

There are opportunities for all parents to be volunteers at this school.	SA	A	N	D	SD
Parents and teachers work together to support learning at home.	SA	A	N	D	SD
Parents are easily able to tell what homework has been assigned.	SA	A	N	D	SD
Parents are aware of what their child should be doing at each grade level.	SA	A	N	D	SD
Parents are actively encouraged to help or monitor homework.	SA	A	N	D	SD
Parents are informed of the state standards and know of ways to reinforce them at home.	SA	A	N	D	SD
The school holds conferences with parents to provide guidance and discuss student goals, strengths, areas needing improvement, etc.	SA	A	N	D	SD
The school makes good use of the parents' skills and strengths.	SA	A	N	D	SD
The school conducts various workshops regarding child/adolescent development, how families can support their child's learning (homework guidance, ESOL or GED classes, college and career guidance), understanding the state education system (state standards, testing), social and mental health, and other needs of families (special education, etc.)	SA	A	N	D	SD

All Rights Reserved

SPEAKING UP FOR EVERY CHILD **Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success** *"The more parents feel that they have the power to influence their children's future positively, the better their children tend to do in school."* *(5)*					
Parents are aware of the school's discipline policy and know who to contact if/when there is a problem.	SA	A	N	D	SD
Parents are given the opportunity to talk to the school about placing their child in a program that best suits their learning style and level.	SA	A	N	D	SD
Parents have the opportunity to talk to the principal if there is a problem with a teacher	SA	A	N	D	SD
Parents have the opportunity to talk to the principal if there is a problem with a school policy.	SA	A	N	D	SD
Parents are given an opportunity at the beginning of the school year to attend an information session about expectations, rules and policies.	SA	A	N	D	SD
The school provides the necessary tools (such as fax machine, copier, phone, computer, etc.) to parent committees when needed.	SA	A	N	D	SD
The school encourages committees and parent organization(s) to develop partnerships that bring resources to the school for student academic achievement.	SA	A	N	D	SD
The school provides information to parents that address ways to improve grades and close the achievement gap.	SA	A	N	D	SD
The school has a parent resource center that parents can utilize at various hours throughout the day and evening that provides educational resources to students and parents as well as provides them with other necessary resources to help their child be successful.	SA	A	N	D	SD
Parents in the school know who the school faculty and staff are and who they need to go to first to address various issues.	SA	A	N	D	SD

Comments:

_____

_____

_____

_____

All Rights Reserved

SHARING POWER **Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.** *"Partnership requires sharing power. The starting point for teachers and administrators is to see families as partners and not simply as clients or guests. All partners must have a voice in school affairs."* *(6)*					
Parents are actively involved in school policy development.	SA	A	N	D	SD
Parents serve in functional roles in school improvement plans.	SA	A	N	D	SD
All parents have a voice in the direction of the school's development.	SA	A	N	D	SD
Diverse groups of representation of families serve on all school committees and in leadership positions.	SA	A	N	D	SD
Parents take active leadership roles in the school by leading parent workshops, acting as parent greeters, serving as a "buddy" to new families at the school, etc.	SA	A	N	D	SD
There is an active parent organization at the school.	SA	A	N	D	SD
The parent organization reaches out to families that are not involved.	SA	A	N	D	SD
Parents who are not a member of committees are informed when decisions are made.	SA	A	N	D	SD
Parents are members of the school improvement team.	SA	A	N	D	SD
School decisions involve the input and desires of the parents.	SA	A	N	D	SD

All Rights Reserved

COLLABORATING WITH THE COMMUNITY **Families and school staff collaborate with community members to connect students, families and staff to expanded learning opportunities, community services and civic participation.** *"Community partners can include businesses, labor unions, hospitals, public housing projects, and social service agencies. Colleges and universities, churches and other faith-based organizations, museums, youth organizations, and service clubs are other good prospects."* *(7)*					
The school is a good place for parents to find resources and support from the community.	SA	A	N	D	SD
This school is clearly connected to the community by making the building available to community organizations to hold various events.	SA	A	N	D	SD
The community supports this school by attending and participating in school events.	SA	A	N	D	SD
The school has partnerships with local community organizations and businesses to bring resources to the school that help in student learning.	SA	A	N	D	SD
Parents are able to attend workshops at the school that are provided by community organizations and local businesses that address non academic needs of the family.	SA	A	N	D	SD
The school works with families to develop new partnerships with community organizations.	SA	A	N	D	SD
The school assists families in identifying community services as well as using those services.	SA	A	N	D	SD
The school invites different community organizations and local businesses to support extracurricular activities for the students.	SA	A	N	D	SD
Community organizations offer activities and services to student during non school hours as well as holidays.	SA	A	N	D	SD

All Rights Reserved

References

1. Parent Teacher Association. (n.d.). *National standards for family-school partnerships.* Retrieved from http://www.pta.org/national_standards.asp

2. Davies, D., Henderson, A.T., Johnson, V., Mapp, K.L. (2006). *Beyond the bake sale: The essential guide to family-school partnerships.* New York, NY: The New Press.

3. Henderson, A.T., Mapp, K.L. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement.* Austin, TX: Southwest Educational Development Laboratory

4. Henderson, A.T., Mapp, K.L. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement.* Austin, TX: Southwest Educational Development Laboratory

5. Lomax, R., Shumow, L. (2001). *"Parental Efficacy: Predictor of Parenting Behavior and Adolescent Outcomes."*Seattle, WA: paper presented at the annual meeting of the American Educational Research Association.

6. Davies, D., Henderson, A.T., Johnson, V., Mapp, K.L. (2006). *Beyond the bake sale: The essential guide to family-school partnerships.* New York, NY: The New Press.

7. Davies, D., Henderson, A.T., Johnson, V., Mapp, K.L. (2006). *Beyond the bake sale: The essential guide to family-school partnerships.* New York, NY: The New Press.

All Rights Reserved

The Georgia Parent Leadership Awards

The Georgia Department of Education (GaDOE) and the Georgia Parent Teacher Association (GA PTA) created the award to recognize parents across Georgia who utilize their various skills and talents to strengthen our schools and positively impact the lives of our children. The award also hopes to inspire all parents to use their unique talents, no matter how big or small, to ***lead*** the way in building positive outcomes for all children.

The Georgia Parent Leadership Awards are annual awards that recognize parents for their outstanding leadership in creating a foundation of support for student achievement and success.

The Many Skills and Talents of Our Parents

Parents can exhibit their leadership through any or all of the following National Standards for Family-School Partnerships.

1. WELCOMING ALL FAMILIES

Welcomes all families into the school, recruits others to be a part of the life of the school, participates in school events and activities, and connects to what student are learning and doing in class.

2. COMMUNICATING EFFECTIVELY

Engages in regular, two-way, meaningful communication about student learning and other events in the school community.

3. SUPPORTING STUDENT SUCCESS

Collaborates to support students' learning and healthy development both at home and at school, and takes advantage of regular opportunities to strengthen their knowledge and skills to do so effectively.

4. SPEAKING UP FOR EVERY CHILD

Empowers others to be advocates for their own and other children to ensure that students are treated fairly and have access to learning opportunities that will support their success.

5. SHARING POWER

Participates in decision - making that affects children and families and informs, influences, and creates policies, practices, and programs within the school or educational community.

6. COLLABORATING WITH THE COMMUNITY

Collaborates with community members to connect students, families and staff to expanded learning opportunities, community services and civic participation.

Schools may nominate deserving parents during the month of November. Please visit to http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Parent-Engagement-Program.aspx to access the application during that time.

Georgia PTA
everychild.onevoice.

All Rights Reserved

Frequently Asked Questions for Parents and Families on Georgia's ESEA Flexibility Waiver

Please Note: *No Child Left Behind (NCLB) expired in 2007 and while many of its policies remain in effect, the law is now referred to by its original name, Elementary and Secondary Act (ESEA) of 1965.*

1. Why did Georgia apply for the ESEA Flexibility Waiver?

In September of 2011, the United States Department of Education invited states to seek a waiver from various sections of ESEA due to consensus from across the nation that certain aspects of the law encouraged some states to set lower academic standards, failed to recognize or reward schools showing growth in student achievement, and did little to promote the teaching profession or recognize the most effective teachers.

Therefore, the Georgia Department of Education applied for the ESEA Flexibility Waiver to allow for greater flexibility in the way the state measures schools for accountability as well as added flexibility in the way schools, school districts, and the state work to improve struggling schools. The waiver allows our state to identify and support schools where students continue to struggle based on student achievement growth or student subgroup performance issues, unify federal law with Georgia's accountability system focused on college and career readiness, and exercise greater flexibility with federal funding.

2. What does the Georgia ESEA Flexibility Waiver mean for students, teachers, parents and families?

The Georgia ESEA Flexibility Waiver affirms the strength of Georgia's education reform initiatives in the areas of improving educational outcomes for all students, closing achievement gaps, increasing equity, and improving the quality of instruction. Under Georgia's own statewide accountability system, all stakeholders will be able to share a common understanding of school and district performance.

In the past, a school either met Adequate Yearly Progress (AYP) or did not, but many people did not know what this meant or why the school received that rating. Under Georgia's new system, stakeholders will have a complete and comprehensive picture of where a school or district is meeting performance expectations and where it is not, beyond student test scores. Using 2010 – 2011 school year assessment and gradation rate data, a percentage of schools will be identified as Reward, Priority, Focus, or Alert schools. These new school designations will provide all stakeholders with a deeper understanding of what resources schools need in order to be successful in their efforts to prepare students to be college and career ready.

3. Are schools still required to offer Supplemental Educational Services (SES) and public school choice to parents?

No, the Georgia ESEA Flexibility Waiver does not require Title I schools to offer SES or public school choice. Results from an annual study of SES showed that overall, students receiving SES in

All Rights Reserved

Georgia did not outperform other similar students on state achievement tests in any subject area for the entire time they were in the program. However, knowing that students at-risk of failing still need tutoring or other academic intervention services, Title I Priority and Focus Schools will be required to offer Flexible Learning Programs (FLP) in place of SES. FLPs will be extended learning programs tailored to the needs of individual schools with the ability to serve more students in need of additional support.

Georgia Department of Education data also showed that less than 5% of eligible students took advantage of the public school choice option under ESEA. However, in 2009, Georgia introduced a state law which parents can still exercise called the Georgia's Permissive School Transfer Option. This law provides an option for parents to request permissive transfers providing comparable options for parents and students. Parents who had children opt for public school choice under ESEA can still keep that option until the child reaches the highest grade level in the school but school districts are no longer required to pay for transportation.

4. Will AYP still be calculated and reported?

No. AYP is no longer the state's accountability measure. However, some components of AYP, such as attendance and graduation rates, will still be reported to the public as part of Georgia's new statewide accountability system.

5. How will Georgia's schools still be held accountable?

The Georgia ESEA Flexibility Waiver will continue to require schools to raise the bar for performance of all students and will hold schools accountable for the academic growth and gain of all students. When schools fall short, parents can be assured that school leaders will adopt strategies focused on school needs and targeted towards the students most at risk.

Beginning in December of 2012, every school in the state will receive a numerical index score based on 100 points. This score will be considered the school's College and Career Ready Performance Index (CCRPI) number and will provide a more complete and comprehensive look at a school's performance. As previously mentioned, schools may also be identified as Reward, Priority, Focus, or Alert schools.

6. How will the waiver affect the standards/expectations of my child's academic achievements?

Nothing in the waiver changes the state's rigorous Common Core Georgia Performance Standards (CCGPS). The statewide standards will remain in place. What has changed is the way we will measure schools' abilities to help students meet those standards.

In addition, all content areas (English/language arts, mathematics, science, and social studies) will now carry the same weight to ensure all students are ready to enter the 21st century, college and career ready.

All Rights Reserved

7. How long will the waiver be in effect?

The Georgia ESEA Flexibility Waiver will take effect for the 2012 – 2013 school year and remain in place for three years. However, it is important to note that if Congress reauthorizes ESEA between now and the 2014 – 2015 school year the reauthorized law would take priority over Georgia's waiver.

8. Will all schools be eligible for the new school designations?

No. Only schools receiving Title I funds will be eligible for the new school designations of Reward, Priority, and Focus. Schools receiving School Improvement Grants (1003 g) are also eligible for the Priority School designation. Title I schools and non-Title I schools are both eligible to receive the Alert School designation.

9. How is a school designated as a Reward School?

Reward schools will be identified in September of 2012 and will continue to be announced on an annual basis. There are two ways a Title I school may be identified as a Reward School. A Title I school may be classified as either a Highest-Performing School or a High-Progress School. Reward schools cannot be identified as a Priority School or Focus School to be eligible.

To be designated as a Highest-Performing Reward School the school must be in the top 5% of Title I schools (78 schools) and either have the highest performance for all students over three years or is a high school with the highest graduation rates in Georgia.

To be designated as a High-Progress Reward School the school must be in the top 10% of Title I schools (156 schools) and either have the highest progress in performance for all students over three years or is a high school that is making the most progress in increasing graduation rates.

10. What do Reward Schools receive?

Reward Schools will receive public recognition for their success as well as recognition at the annual Title I Programs conference. In addition, financial awards may be available.

11. How is a school designated as a Priority School?

Priority Schools were identified in March of 2012 and will carry the Priority School designation for three years. An option to have the designation removed early if the school shows dramatic improvement is available. The list of priority schools can be found on the Georgia Department of Education's Web page at gadoe.org

To be designated as a Priority School the school must in the bottom 5% of lowest achieving Title I schools (78 schools). There are three ways a Title I school may be identified: 1) by having a school improvement grant (1003 g), 2) by having a graduation rate lower than 60 percent for the past two years in a row, or 3) by having a lack of progress on student achievement for the past three years in a row.

All Rights Reserved

12. What will Priority Schools have to do?

Priority schools are Title I schools and will receive assistance from the Georgia Department of Education staff to implement interventions that will respond to the specific needs of the students in the school. They will work collaboratively with parents, their communities, and their school districts to develop school turnaround plans. These plans will consist of interventions that include but are not limited to assessing the performance of the school principal, having teachers and school administrators participate in professional learning, screening teachers, providing additional learning time for students, hiring an instructional coach, providing time during the day for teachers to plan instruction collaboratively, offering Flexible Learning Programs, developing a plan for student, family, and community engagement, and analyzing student attendance.

13. How is a school designated as a Focus School?

Focus schools were identified in March of 2012 and will carry the Focus School designation for three years. Focus Schools cannot also be designated as a Priority School. An option to have the designation removed early if the school shows dramatic improvement is available.
10% of Title I school (156 schools) will be designated as Focus Schools. There are two ways a Title I school may be identified: 1) by having a graduation rate lower than 60 percent for the past two years in a row or 2) by having the largest in-school achievement gap between the highest achieving subgroup of students and the lowest achieving subgroup of students.

14. What will Focus Schools have to do?

Focus schools are Title I Schools and will receive assistance from the Georgia Department of Education staff as well as Regional Educational Service Agency (RESA) specialists to implement interventions that will respond to the specific needs of improving the performance of their low-performing student subgroups. They will work collaboratively with parents, their communities, and their school districts to develop school turnaround plans. These plans may consist of interventions previously mentioned for Priority Schools, but Focus Schools have the ability to develop their own plans as long as they are appropriate to the school's needs and the needs of its students.

15. How is a school designated as an Alert School?

Alert Schools will be identified in May of 2012 and will continue to be announced on an annual basis. Title I and Non-Title I schools can be designated as Alert Schools. There are three ways schools may be identified: 1) by having low graduation rates, 2) by having low achievement in a particular student subgroup (such as English Learners or Special Education), or 3) by having low achievement in a particular subject content area (such as math or science). The state will use a formula based on the state's percentage of students meeting and exceeding or the graduation rate to determine the cut off percentage to qualify as an Alert School.

16. What will Alert Schools have to do?

Alert Schools will be treated the same way as Focus Schools. They will be required to develop school turnaround plans based on the particular needs of the school and its students.

All Rights Reserved

17. Is parental involvement still required under the Georgia ESEA Flexibility Wavier?

Yes, parental involvement was not waived and therefore, Title I schools are still required to engage parents and families in their child's educational process. In addition, Priority Schools, Focus Schools, and Alert Schools will be required to notify parents of their school's designation, share data and information with parents used to support programming decisions, provide opportunities for engagement in the school planning process, and invite parents to participate in the school's turnaround or improvement activities. Priority Schools are also required to complete ongoing additional work in the area of family and community engagement.

18. What should I do if my child's school is named as a Priority, Focus, or Alert school?

Parents, families, and community members are crucial to the school improvement or school turnaround process. If your child's school is named as a Priority School, Focus School, or Alert School, take advantage of the opportunities the school offers to become more informed about what these designations mean and what in particular the school needs from you as it works to increase student achievement and success. If you have not heard of opportunities, do not wait to get involved. Contact your school's parent organization, parental involvement coordinator, or even principal to share your interest in helping with this important process as schools begin to develop and implement these new plans. Most importantly, know that your help, regardless of how much or how little time you have either at home or at school is critical to your child's success in school. Therefore, with parents, families, schools, students and communities working together, over time, these designated schools will see improvement.

All Rights Reserved

Georgia Department of Education
Parent Engagement Program Presentations, Workshops, and Tools

Unless otherwise specified, all the presentations, workshops, and tools mentioned below can be accessed on the Georgia Department of Education (GaDOE) Parent Engagement Program's website at:**http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Parent-Engagement-Program.aspx**

Presentations

The Parent Engagement Program offers a host of presentations on the website complete with handouts, summary sheets, and other materials to increase understanding and implementation of parent engagement in education.

"Assessing and Increasing Parent Engagement in Afterschool Programs"

This presentation is directed to afterschool programs in an effort to assist in their parent engagement efforts. Similar to research on parent and family involvement in schools, research provides evidence that parent and family involvement in after-school programs increases students' achievement and success. Learn how the National Afterschool Association Standards for Quality School-Age Care and the National PTA Standards for Family-School Partnership can help afterschool programs approach family engagement in a new way.

"Breaking Down Barriers in Parent Engagement"

This presentation speaks to those who know that parents play an important role in their child's education, but find that it is still sometimes so hard to get parent involved. Barriers in parent engagement experienced throughout the state are highlighted as well as alternative solutions to engage parents and promote successful interaction.

"Building Parent Capacity: A Cross Walk for Parent Engagement"

This presentation looks closely at Title I, Section 1118(e) which requires schools and school districts to build parent capacity. Understand the meaning and requirements of building capacity for parental involvement by working in conjunction with the National PTA Standards for Family-School Partnerships. Leave easily comprehending how meaningful parent capacity building can be accomplished!

"Connecting the Dots: Helping Parents Integrate Teachable Moments at Home"

This presentation brings attention to the educational resources and tools that are available in family homes. Learn about a series of cost-effective learning tools that parents can utilize with their children by putting simple techniques and creativity together. These learning tools will keep parents engaged, children excited about learning and thus increase their academic achievement.

All Rights Reserved

"Developing and Sustaining Community Collaborations"
This presentation provides schools and school districts with a toolkit of resources they can use to develop and sustain community collaborations. Educators know that they need to engage the community, but there are always questions about how to really do it and what it really looks like. Leave with knowledge of how to have strategic, solid, and sustainable community collaborations.

"Engaging Families at the Secondary Level: Promising Practices for Success"
This presentation builds upon the Middle and High School Parent Engagement: A Snapshot Presentation by highlighting The Search Institute's Sparks and 40 Developmental Assets frameworks. Learn various promising practices to support family involvement in secondary schools as well as an asset-building approach to parenting that supports today's youth.

"Equalization of Access: Scaffolding School Communication to Reach ALL Families and Community Stakeholders"
This presentation provides schools and school districts with tools and strategies to assist them in effectively communicating family engagement. More than anything else, family engagement is a public relations campaign. Learn how to increase family and community engagement in student achievement by connecting in the best way and at the right time to reach those in your school and its larger community. Leave knowing how to scaffold information in the Family Zone of Proximal Communication by using up-to-date technology, social media, videos, and old-fashion word of mouth in a 360-Degree focus.

"Establishing Title I Parent Resource Centers"
This presentation highlights the benefits of establishing a Parent Resource Center to meet the needs of your school community. The need for a Parent Resource Center is largely determined by the results of school Title I parent surveys which are distributed annually. Learn suggestions for how to design a Parent Resource Center based on the defined needs of the parent population, as well as how Parental Involvement Coordinators can obtain necessary educational resources.

"Family and Community Engagement: Promising Practices for Turnaround Schools"
This presentation provides strategies and tools that turnaround schools can use to foster increased family and community engagement particularly in the middle and high school grade levels. Learn how to examine perspectives, establish welcoming environments, create a public relations campaign, build the right community collaborations, provide concrete ways families can contribute, and utilize free resources and tools to increase student achievement and success.

All Rights Reserved

"Georgia Department of Education Family Engagement Programs"
This presentation provides an overview the various staff and programs throughout the GaDOE working on family engagement. Learn how Parental Involvement, Title I, Part A, Parent Engagement, and Special Education Family Engagement work together to ensure parents, schools, and school districts understand the laws as they regard to parental involvement and are equipped with the technical assistance, resources, and tools needed to ensure family engagement is a critical part of every child's educational journey.

"Helping Families Meet the Challenge of Graduation in Today's High Schools"
This presentation focuses on how parents can effectively play a role in their child's education at the high school level. High school paves the foundation for career paths and is the official training ground for college. During this most imperative time, families are faced with the challenge of helping their children stay on track and make good decisions that will lead to their success. Learn about resources that are available to help parents and families along this journey.

"Middle and High School Parent Engagement: A Snapshot Look"
This presentation provides a brief look about why family engagement decreases in secondary school and what can be done to ensure that parents are still plugged in and involved in their children's education. Learn six ways to address middle and high school parent engagement differently to increase student achievement.

"National Standards for Family – School Partnerships"
This presentation provides an overview of PTA's National Standards for Family – School Partnerships. The Georgia State Board of Education adopted these as Georgia's Family Engagement Standards in November of 2010. Learn what each of the standards means as well as ways to implement them into you school community as you work with families and the community to ensure student success.

"Parent Engagement: Bridging the Gap between School and Homeless Families"
This presentation provides research-based information on how administrators, teachers, homeless liaisons, and parental involvement coordinators should work together to ensure that homeless families as well as other difficult and hard to reach parents can play a more significant role in their child's education. Homeless families are facing a number of challenges including school stability for their children. Learn how schools can engage homeless families who are facing a number of challenges including school stability for children, by re-defining parent engagement.

"Parent Engagement Program Overview"
This presentation provides a brief overview of the GaDOE's Parent Engagement Program. The GaDOE provides the Parent Engagement Program to assist and ensure, that Title I, Part A parental involvement regulations are met with meaningful and strategic actions to build parent capacity in the LEAs. Learn about the four areas of program focus as well as the tools, resources, and technical assistance provided for parents, families, schools, and school districts.

All Rights Reserved

"Taking the Journey to Increase Parent Engagement"
This presentation serves as a professional development tool that can help districts identify potential causes for the lack of parent engagement in their schools. It asks the questions such as where you are in your parent engagement journey and where would you like to be? In addition to helping participants develop a plan of action, this presentation also highlights the importance of meeting parents half-way, as well as addresses stereotypes, biases, and other challenges that may impede effective parent engagement.

"Understanding Parental Engagement: Administrators Closing the Gap"
This presentation speaks directly to principals, school leaders, and administrators. Research indicates that administrators possess the ability to greatly increase the level of parental involvement in their schools. Administrators leave informed of how they can break down barriers and apply solid based research principals in an effort to support and enhance parent engagement throughout schools and school systems.

"Understanding Parental Engagement: Closing the Gap with Latino Families"
This presentation provides research - based information on how administrators, teachers, and parents working in partnership can increase parent engagement within Latino families to improve student achievement. Particular emphasis on how to establish and monitor effective parent engagement programs and the principal's role in developing a positive, family-friendly school culture also are discussed.

"Volunteer Opportunities in Georgia's Public Schools"
This presentation provides information to those wishing to volunteer in Georgia's Public School a "how to" on getting started. Learn the importance of the parent-school-community partnership and what to consider when giving of your time and talents. Discover how to locate schools in your area that may benefit from your contributions, as well as become familiar with the types of volunteer opportunities many schools offer. Finally, training or safety considerations that may be necessary to complete before beginning your service will also be discussed.

Teacher and Administrator Professional Development Modules

Teachers and administrators seek to establish partnerships with parents to support student learning, and parent engagement is a key piece to building a sense of unity between home and school. The following training modules are designed to be between 15 and 45 minute summations that can be included in faculty meetings, professional development, or team building seminars and delivered by school or district staff to increase parent capacity.

All Rights Reserved

"Learning the Basics of Parent Engagement: Module 1"
This module provides an overview of parent engagement and explains the significant role parents play in their child's education based on research. It also highlights the importance of teachers and administrators paving the way to promote effective parent participation at school and home by offering support.

"Communicating with Parents: Module 2"
This module reminds teachers and administrators of the importance in communicating with parents and offers suggestions on how to ensure effective parent partnerships throughout the year. Learn new tools to maximize communication with parents through lecture, handouts, and role plays.

"Diversity & Inclusion Promoting Cultural Competency: Module 3"
This module encourages implementation of cultural competence among staff along with appropriate language exchanges among families, professionals, students, and communities to develop equal outcomes for all students and families. Learn new tools to meet the needs of diverse parent and student populations through lecture, quizzes, and role plays.

"Homework: Including Parents in the Process: Module 4"
This module provides strategies on how to include parents in homework and it reinforces the fact that learning takes place anywhere, not just in the classroom, and parents also play an active role in this learning process. It is the job of parents and educators to maximize the benefits of homework, and this module explains how parents can successfully do this with their children.

Make and Take Parent Workshops
The Parent Engagement Program provides make and take parent workshop templates to assist Parental Involvement Coordinators and other Family Engagement Professionals in the delivery of topics that are important to parents. It is encouraged to mold the presentations to fit local school and district family needs. This includes contact information, pictures, and the addition or deletion of certain slides. Each template comes with a summary guide, handouts, and other materials to provide a complete parent workshop.

"Communicating with Your Child"
This parent workshop is designed to aid parents in using new and innovative strategies to overcome the many conversation barriers they may encounter with their child and/or teenager. Often parents are not sure how to communicate with their child and/or teenager as well as realize the strain that various words and actions can have in developing a nurturing relationship. This workshop provides several common barriers to effective communication and help parents identify some key solutions. This is a definite must-have for parents.

All Rights Reserved

"Helping your Teen Cope with Peer-Pressure"
This parent workshop is designed to identify the vicious cycle of peer-pressure that kids are exposed to as they transition from childhood to adolescence. During this time, parents often feel helpless and teens feel like their parents simply don't understand the issues. This workshop helps parents identify the reasons teens often succumb to peer-pressure, identifies common types of peer-pressure, and informs parents of ways they help their adolescent break the cycle.

"Homework and Study Habits"
This parent workshop is designed to provide parents with helpful suggestions on how they can assist their child or teen with developing good homework and study habits. Tips are provided for elementary, middle and high school students. This workshop helps parents understand the transition children experience as they grow older and how their need for parent input with homework changes. Parents gain knowledge that will assist them in helping their child achieve maximum success throughout their educational journey.

"Learning Your Child's School System"
This parent workshop is designed to educate parents about public school governance. Many parents are unaware of how their child's school functions or where to go and who to talk to when they have specific needs. Yet, the more knowledge and information parents have, the more likely they are to be involved. This workshop gives parents a detailed explanation of the role each person in their child's school plays as well as explains Georgia's educational school structure. This is a valuable tool parents will not want to miss out on.

"Preparing for College"
This parent workshop is designed to educate parents on how they can prepare themselves and their teenager for college. Many parents are unaware of when to start the college process, how to decide what college their teen should attend, or where to go to find available resources to help pay for college. This workshop points parents in the right direction by offering helpful suggestions on how they can help their teen be prepared and successful as they transition from high school to post secondary education.

Tools

The Parent Engagement Program as various tools and initiatives to strengthen parent engagement efforts at the school and district level. Many of these resources include supplemental materials and ideas for implementation to ensure an engaging parent program that includes all parents.

"360 – Degrees of Family Engagement"
360 – Degrees of Family Engagement is an approach developed by the Georgia Department of Education and Bright from the Start: Georgia Department of Early Care and Learning that aligns parental involvement efforts to school improvement goals, infuses research and data into plans, and encourages collaboration across departments to maximize resources. Used by schools as well as school districts to coordinate family engagement work and to embed family engagement into the overall student achievement equation, 360-Degress of Family Engagement changes the lens in which family engagement is viewed. No longer is family engagement just about feel-good family nights but

All Rights Reserved

the work becomes a more cohesive and impactful union that impacts schools, students, families, and communities in all stages of education. To view recorded webinars, explore the 360 curriculum, or begin the 360 process in your school or school district please visit: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/360-Degrees-Series.aspx

"Effective Parent Engagement Strategies for Parental Involvement Coordinators"
The Georgia Department of Education has developed a strategy sheet for Parental Involvement Coordinators to use as a guide in creating innovative ways to engage parents and families. In addition to providing a number of ways to overcome barriers that prevent effective parental involvement, this tool also helps parent professional develop a framework for their programs. To access the strategy sheet please visit: http://www.gadoe.org/school-improvement/Federal-Programs/Pages/Parent%20Engagement%20Resources.aspx

"Family Engagement Standards Strategy Sheets"
The Georgia Department of Education adopted the National PTA Standards for Family – School Partnerships as the state's parent engagement model for what parents, schools, and communities can do together to support student success. In addition to the great National PTA resources, the Department has developed Family Engagement Standards Strategy Sheets to assist schools with implementing effective family engagement practices based on the six standards. To access these strategy sheets please visit: http://www.gadoe.org/school-improvement/Federal Programs/Pages/Parent%20Engagement%20Resources.aspx

"Georgia Family – Friendly Partnership School Awards"
The Georgia Department of Education launched the Georgia Family – Friendly Partnership School Initiative in the summer of 2010 to assist schools, families and communities in working together to create welcoming environments throughout Georgia's varied school communities. A welcoming environment increases family engagement which, in turn, helps students earn better grades, graduate from high school and enroll in post secondary education. This award takes the initiative a step further by recognizing schools that have gone above and beyond to create an environment where families and community members feel they belong, and in turn, play an important role in supporting their school's student success. Up to ten Title I schools a year are recognized for their exceptional commitment to fostering welcoming environments that encourage families to become active partners in improving student achievement. To learn more about this award please visit:
http://www.gadoe.org/External-Affairs-and-Policy/AskDOE/Pages/Georgia-Family-Friendly.aspx

All Rights Reserved

"Georgia Family – Friendly Partnership School Initiative"

To help schools, families and communities work together in creating a Family-Friendly Partnership School the Georgia Department of Education created the Georgia Family – Friendly Partnership Initiative. This tool helps schools determine if they are family –friendly and provides tips for success that describe practical and innovative ideas for parental involvement. The project includes the Georgia's Virtual Family – Friendly Partnership School program that allows viewers to explore rooms of an elementary school and a middle-high school as well as their surrounding areas through the lens of an interactive virtual program. An educator questionnaire, parent survey, walk-through evaluation, and scenarios accompany the interactive virtual program so data driven decisions van be based on the welcoming environment perceptions of the school community. To access the materials please visit: http://www.gadoe.org/External-Affairs-and-Policy/AskDOE/Pages/Georgia-Family-Friendly.aspx

"Georgia Parental Involvement Coordinator (PIC) Network"

The Georgia PIC Network is divided into five regions and encompasses approximately 900 Parental Involvement Coordinators throughout the state. Their focus is to advocate for the parents in their school, offer a variety of informative workshops, link parents to resources in the community, and assist parents with navigating the school system so their child can obtain the resources required to help his/her child achieve their maximum academic potential. These Parent Engagement Professionals participate in professional development meetings that held each year by the Georgia Department of Education and minutes and materials from these meetings are available on the website. The networking among districts and the best practices shared are valuable strategies for success. To access past meeting materials for each region please visit: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Parent-Engagement-Program-Meetings-and-Materials.aspx

"Georgia Parent Leadership Awards"

The Georgia Department of Education (GaDOE) and the Georgia Parent Teacher Association (GA PTA) created the award to recognize parents across Georgia who utilize their various skills and talents to strengthen our schools and positively impact the lives of our children. The award also hopes to inspire all parents to use their unique talents, no matter how big or small, to lead the way in building positive outcomes for all children. Six awards are given annually recognizing parents for their outstanding leadership in creating a foundation of support for student achievement and success. Schools nominate parents during the month of November. To learn more about this award and the current winners please visit: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Parent-Engagement-Program-For-Parents-Links.aspx

All Rights Reserved

"Get the facts…Get Connected…Get INVOLVED! Brochures, Handouts and Posters"
The Georgia Department of Education created brochures, handouts and posters that motivate parents by providing 15 ways they can get involved in their children's education across all grade levels. Brochures and posters are available for order by contacting the Parent Engagement Program, but please note quantities are limited. For ease of copying a handout version is also available on the website. Brochures, handouts, and posters are available in English and Spanish. To access these items please visit: http://www.gadoe.org/school-improvement/Federal-Programs/Pages/Parent%20Engagement%20Resources.aspx

"Get the facts…Get Connected…Get INVOLVED! Parent Engagement Month Calendar"
The Georgia Department of Education each year as part of Parent Engagement Month in November designs a monthly calendar as a tool for parents to GET INVOLVED and stay connected in their children's education. Three specialized calendars are developed for the parents of elementary, middle and high school students to encourage meaningful conversations and positive interactions with their child(ren) daily as well as to identify teachable moments at home and when participating in day-to-day activities with their children. Although each calendar is created based on school levels, parents are strongly encouraged to assess their child's ability to engage in these activities and check for age-appropriateness. Furthermore, even though the calendar is to be primarily used in the month of November, it provides meaningful tools for parents to engage with their children at any time during the year. To access this year's calendar please visit: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Parent-Month.aspx

"Get the facts…Get Connected…Get INVOLVED! Videos"
The Georgia Department of Education and the Georgia Parental Information and Resource Center teamed up with Georgia Public Broadcasting to create "GET INVOLVED" video stories. These videos were filmed at both home and school and represent parents of students across all grade levels. Real parents telling their real stories are captured based on 15 ways parents can get involved in their child's education. The 15 parent videos along with an introduction video are listed below and available in English and Spanish. In addition to viewing them, it is encouraged to put them on your school or district's website, show them at parent meetings and functions, and even play them on your local school cable channel. To access these videos please visit: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/GET-INVOLVED-Parent-Videos.aspx

"Engaging Parents Calendar"
The Georgia Department of Education provides a calendar of unique and special days throughout the year to assist schools in celebrating and planning for parent and family engagement opportunities. To access this calendar please visit: http://www.gadoe.org/school-improvement/Federal-Programs/Pages/Parent%20Engagement%20Resources.aspx

"Parent Engagement Program Quarterly Newsletters"
The Georgia Department of Education's Parent Engagement Program develops quarterly parent newsletters that are designed to inform, engage, and promote student achievement. Parents are equipped with resources needed to stay actively engaged in their child's educational process. To

All Rights Reserved

access past and current parent newsletters please visit: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Parent-Engagement-Program-For-Parents-Links.aspx

"Parent Engagement Program's Resource Guide"

The Georgia Department of Education provides a resource guide of select state and national resources that provide research-based strategies as well as publications and programs on family engagement to build parent capacity within school communities in order to increase student achievement. To access this guide please visit: http://www.gadoe.org/school-improvement/Federal-Programs/Pages/Parent%20Engagement%20Resources.aspx

"Parent Engagement Program Webinars"

The Georgia Department of Education provides parent engagement webinars to assist schools and districts with building parent capacity through resources, tools, and promising practices. Live webinar notifications are sent out through email, but webinar recordings are available at any time. Webinars highlight various promising practices across Georgia from local school and district PICs, teacher and administrator professional development modules, and make and take workshops. To access a listing of recorded webinars and instructions on how to listen please visit: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Parent-Engagement-Program-Meetings-and-Materials.aspx

"Parental Involvement Coordinator Guidance Job Description"

The Georgia Department of Education provides a Parental Involvement Coordinator Guidance Job Description containing general language and descriptors that could be considered when developing a Parental Involvement Coordinator job description. This guidance was developed by drawing from examples from other states, as well as the Departments own observations of many of the duties and responsibilities held by these individuals right here in Georgia. Overall, it contains a wide range of duties and responsibilities representative of a full-time position that would meet the needs of Title I students and their families. Please be reminded that the employment of a Parental Involvement Coordinator and/or the use of this sample job description is/are not a federal requirement. The sample is being provided as a reference for districts to use at your discretion. To access the guidance job description please visit: http://www.gadoe.org/school-improvement/Federal-Programs/Pages/Parent%20Engagement%20Resources.aspx

All Rights Reserved

"Parent Leadership Development Guide for Parents and Administrators"
The Georgia Department of Education developed a parent leadership guide to provide parents with steps to acquire the knowledge and skills needed to have a meaningful voice in their child's education. The guide also assists administrators with developing parent leaders in a progressive process to greatly contribute to the overall success of the school and its mission. To access this guide please visit: http://www.gadoe.org/school-improvement/Federal-Programs/Pages/Parent%20Engagement%20Resources.aspx

"Resolution and Statement on Parent Engagement"
The Georgia Department of Education and the Georgia State Board of Education recognizes that the partnerships between parents, schools, and communities must be viewed as equal with shared responsibilities, but schools must take the lead in developing and sustaining these collaborative partnerships to ensure maximum effectiveness. Each partner, however has a role to play as clearly outlined in the resolution and statement, and local school officials are strongly urged to use them as a guide in developing local school and district policies. To access the resolution and statement please visit: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Parent-Month.aspx

"School Transition Toolkits"
The Georgia Department of Education along with other state organization partners has developed two toolkits focused on student school transitions. The first toolkit, Planning for Terrific Transitions: A Guide for Georgia Schools on Kindergarten Transition addresses the first school transition a child normally experiences. The second toolkit, Middle School Matters: A Guide for Georgia Schools on Middle School Transition addresses the changes students and their families experience as they move from elementary to middle school. Both toolkits feature frameworks to assist schools with building comprehensive school transition programs, as well as provide brochures, videos, and other resources to support students and families during these transition times. School transition guides for older transitions are in the process of being developed. To access the kindergarten and middle school transition toolkits please visit: http://www.gadoe.org/school-improvement/Federal-Programs/Pages/Parent%20Engagement%20Resources.aspx

"Superintendent's Parent Advisory Council"
The State Superintendent of School's Parent Advisory Council (PAC) is a group of parents from across the state that meets to discuss education in Georgia. Advisory Council members are particularly focused on how to increase parent and family engagement to ensure student success. Members meet several times throughout the school year with State School Superintendent serving as advisors and acting as ambassadors. They share the information learned with members of their communities, other families, and schools. Minutes of the meetings are shared on the website and provide valuable insight into the minds of what is important to parents. To access a list of current PAC members, meetings, minutes, and projects please visit: http://www.gadoe.org/Pages/Parent-Advisory-Council.aspx

All Rights Reserved

Parent Engagement Resources

This handout consists of select state and national resources that provide research-based strategies as well as publications and programs on family engagement to build parent capacity within school communities in order to increase student achievement.

State Online Resources

- The *Georgia Department of Education Parent Engagement Program* provides many resources and examples of best practices, K -12, from around the state to help schools and districts build parent capacity. Information is also available for parents on various topics that they themselves can use to increase parent engagement and as a result improve student achievement. To learn more visit: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Parent-Engagement-Program.aspx

- The *Georgia Parent Mentor Partnership* builds communication between the home and school through their special education parent mentors. They collaborate with parents to increase their involvement, both in addressing concerns as well as in reaching targeted goals to improve all children's achievement levels. To learn more visit: http://www.parentmentors.org

- The state organization, *Parent to Parent of Georgia,* provides support, information services, training and leadership opportunities for families who have children and youth with disabilities. To learn more visit: http://p2pga.org

- The *Georgia Parent Teacher Association (PTA)* provides many family engagement tools to assist parents in helping their children be successful students. To learn more visit: http://www.georgiapta.org/resources-parent-involvement.html

National Online Resources

- The *Parent Teacher Association (PTA) National Standards for Family – School Partnerships* provides a framework for how families, schools, and communities should work together to support student success. The National Standards Implementation Guide also provides detailed explanations for each of the PTA standards and practical suggestions for how to engage families in the education of their children. To learn more visit: http://www.pta.org/family_school_partnerships.asp

All Rights Reserved

- The *Strengthening Families* Electronic Library contains hundreds of resources to help strengthen families—whether working directly with families, developing staff or programs, or making the case for using the Strengthening Families approach. To learn more visit: http://www.strengtheningfamilies.net/index.php/online_resources

- The *National PIRC Coordination Center* provides technical assistance to PIRCs across the country. PIRCs help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children. To learn more visit: http://www.nationalpirc.org

- The *SEDL National Center for Family and Community Connections with Schools* links schools and districts with research-based information and resources to effectively connect schools, families, and communities. It emphasizes connections that directly impact student achievement in reading and mathematics, as well as connections that contribute to the students' overall success in school and in life. To learn more visit: http://www.sedl.org/connections

- The *National Coalition for Parent Involvement in Education* serves as a clearinghouse for resources created by local, state, and national partners that help build and facilitate effective family-school partnerships. Resources can be searched for by audience, subject, or organization. To learn more visit: http://www.ncpie.org/Resources

- The *National Network of Partnership Schools* at John Hopkins University provides schools, districts, states, and organizations with research-based approaches to organize and sustain excellent programs focused on family and community involvement that will increase student success in school. To learn more visit: http://www.csos.jhu.edu/p2000

- The *Family Involvement Network of Educators (FINE)* of the Harvard Family Research Project provides research-based information on effective ways to support family involvement in children's learning and development, including strategies to support children's learning in school, at home, and in the community. To learn more visit: http://www.hfrp.org/family-involvement

- The *Commonwealth Institute for Parent Leadership* developed by the Prichard Committee for Academic Excellence is a parent leadership training program in education that has various resources and publications for parents and family engagement professionals. To learn more visit: http://www.cipl.org

All Rights Reserved

- *The America's Promise Alliance* along with the Annie E. Casey Foundation provides resources on parent engagement in dropout prevention. More specifically it shares a framework for effectively engaging parents in what they call the 3A's: Attendance Every Day, Achievement Every Year, and Attainment Over Time. To learn more visit: http://www.americaspromise.org/Resources/ParentEngagement.aspx

- The *National Dropout Prevention Center/Network (NDPC/N)* serves as a clearinghouse on issues related to dropout prevention and offers strategies designed to increase the graduation rate in America's schools through family engagement. To learn more visit: http://www.dropoutprevention.org/effective-strategies/family-engagement

- The *United States Department of Education* provides information to assist school systems, schools and parents in meeting the requirements of parental involvement provisions required under Title I, Part A. To learn more visit: http://www2.ed.gov/admins/comm/parents/pntinv.html

- The *United States Department of Education* provides materials for parents and provides suggestions for actions that families can take to engage themselves in their children's preschool, elementary, middle, or high schools. To learn more visit: http://www2.ed.gov/parents/landing.jhtml

- The *Families – Schools* sponsored by the Center on Innovation and Improvement provides a constantly growing library of resources for parents working to support their children's learning and for schools in their work with families. It is also home to the School Community Journal that offers research articles and field reports related to family engagement, family-school partnerships, site-based management, sociology of education, systems theory and more. To learn more visit: http://www.families-schools.org

- *The National Education Association's Priority Schools Campaign* partly focused on engaged families and the community provides guides, reports, stories, promising practices and other information to help engage families and communities in priority schools. To learn more visit: http://neaprioityschools.org/engaged-families-and-communities

All Rights Reserved

National and State Webinars

- The *Achieving Excellence and Innovation in Family, School, and Community Engagement* webinar series provides stakeholders organizations with opportunities to learn about family, school, and community engagement research, best practices from the field, and new innovations that are making a difference in school improvement and student learning. To access the recorded four part series along with a resources guide visit: http://www.nationalpirc.org/engagement_webinars

- *360 – Degrees of Family Engagement* is an approach developed by the Georgia Department of Education and Bright from the Start: Georgia Department of Early Care and Learning that aligns parental involvement efforts to school improvement goals, infuses research and data into plans, and encourages collaboration across departments to maximize resources. Used by schools as well as school districts to coordinate family engagement work and to embed family engagement into the overall student achievement equation, 360-Degress of Family Engagement changes the lens in which family engagement is viewed. No longer is family engagement just about feel-good family nights but the work becomes a more cohesive and impactful union that impacts schools, students, families, and communities in all stages of education. To view recorded webinars, explore the 360 curriculum, or begin the 360 process in your school or school district please visit: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/360-Degrees-Series.aspx

- *Parent Engagement Program Webinars* are provided by the Georgia Department of Education = to assist schools and districts with building parent capacity through resources, tools, and promising practices. Live webinar notifications are sent out through email, but webinar recordings are available at any time. Webinars highlight various promising practices across Georgia from local school and district PICs, teacher and administrator professional development modules, and make and take workshops. To access a listing of recorded webinars and instructions on how to listen please visit: http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Parent-Engagement-Program-Meetings-and-Materials.aspx

Print and Internet Publications

- *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*, by Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson, and Don Davies (New York, NY: The New Press, 2007), examines how to build strong collaborative relationships and offers practical advice for improving interactions between parents and teachers. This book is packed with tips from principals and teachers, checklists, and other invaluable resources.

- *Engaging All Families: Creating a Positive School Culture by Putting Research into Practice*, by Steven Constantino (Lanham, MD: Rowman & Littlefield, 2003), provides family

All Rights Reserved

engagement ideas, strategies, suggestions, programs, practices, policies, procedures, and resources along with references to implement a wide variety of customized family engagement programs.

- *Family-School-Community Partnerships 2.0: Collaborative Strategies to Advance Student Learning*, by Anne Henderson (http://neaprioityschools.org/wp-content/uploads/2011/11/Entire_PSC_Profiles_Interactive.pdf), provides recent research on school and family collaboration and presents 10 key strategies for creating effective family-school-community partnerships that are focused on advancing student learning. In addition, it profiles 16 partnership programs that demonstrate very clearly that family-school-community partnerships with a central focus on advancing student learning can have a powerful impact.

- *Handbook on Family and Community Engagement*, by Marilyn Murphy, Sam Redding, and Pam Sheley (http://www.families-schools.org/downloads/FACEHandbook.pdf) provides a broad definition of family and community engagement, seen through the lens of scholars and practitioners with a wide-ranging set of perspectives on why and how families, communities, and schools collaborate with one another This *Handbook* is intended to provide educators, community leaders, and parents with a succinct survey of the best research and practice accumulated over the years.

- The MetLife Survey of the American Teacher, by MetLife (http://www.metlife.com/about/corporate-profile/citizenship/metlife-foundation/metlife-survey-of-the-american-teacher.html?WT.mc_id=vu1101) examines the views of teachers, parents and students about the teaching profession, parent and community engagement, and effects of the economy on teaching and learning in schools.

- *School, Family, and Community Partnerships: Your Handbook for Action (Third Edition)*, by Joyce L. Epstein and others (Thousand Oaks, CA: Corwin Press, 2008), provides a research-based framework of six types of involvement that guides state and district leaders, school principals, teachers, parents, and community partners to form Action Teams for Partnerships, and to plan, implement, evaluate, and continually improve family and community involvement for student success.

All Rights Reserved

REFERENCES

Communities in Schools (2005). Parental Information and Resource Centers (PIRC) Implementation Plan. Retrieved on June 6, 2005 at http://www.cisga.org/PIRCPrograms.html.

Epstein, J.L. (2001). School, family, and community partnerships: Preparing educators and improving Schools. Boulder, CO: Westview Press.

Hendersen, A.T. and Mapp, K.L. (2002). A new wave of evidence: the impact of school, family, and community connections on student achievement. (Austin, TX: Southwest Educational Development Laboratory).

Paige, Rod (2002, April 8). "Schools can't improve without help of parents" *USA Today*, p. A-13.

Public Education Network and National Coalition for Parental Involvement in Education (2004, April 23). "Parental involvement" [ESEA Action Brief].

National PTA (2004). National standards for parent/family involvement programs: An implementation guide for school communities.

National PTA (2004). Building successful partnerships: A guide for developing parent and family involvement programs.

No Child Left Behind Act of 2001, P.L. 107-110, United States Statutes at Large.

US ED (2004). Parental Involvement: Title I, Part A. Non-Regulatory Guidance.

US ED (2002). Testing for results: helping families, schools and communities understand and improve student achievement.

All Rights Reserved

APPENDICES

All Rights Reserved

APPENDIX A –LEA TOOLS AND RESOURCES

Appendix A - LEA Tools and Resources 222
- Checklist for LEA Level Parental Involvement Policy.....223
- Checklist for LEA Level Parental Involvement Policy Template.....231
- District-wide Parental Involvement Policy Template 237
- Sample LEA/District Policy Template.....243
- Parents Frequently Asked Questions.....250
- Complaint Procedures Under ESEA 254
- Complaint Form For Federal Programs Under ESEA.....258
- Federal Guidance Parental Involvement SEC. 1118.....260
- Federal Guidance Parental Involvement SEC. 1118-Spanish.....265
- Sample FY13 Flexible Learning Programs (FLP) Set-Aside Request for Lesser Amount Worksheet.....270

All Rights Reserved

FY13 Checklist for LEA Level Parental Involvement Policy
(With Samples of Required Documentation)

Title I Section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA) requires that each LEA receiving Title I, Part A funds develop jointly with , agree on with, and distribute to parents of participating children a written parental involvement policy.

LEA: _____

LEA should give additional attention to the following areas:

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
( )	**( )**	**( )**	**1.** Develop jointly with, agree on with, and distribute to parents of participating children a written parental involvement policy and incorporated into a Local Education Agency (LEA) Plan developed under Section 1116. (The policy should reflect a revision date (month/day/year) as well as school year date (school year example 2012 – 2013).	• Parent Policy • Correspondences to Parents • Parent Surveys • Dated Agendas • Dated Sign–in Sheets (indicating person's role and/or title) • Meeting Minutes • Distribution Date Calendar Student Handbook, Annual Meeting
( )	**( )**	**( )**	**2.** Involve parents in the process of school review and improvement under Section 1116.	• Parent Letters and Surveys • Dated Agendas • Dated Sign–in Sheets (indicating person's role and/or title) • Meeting Minutes
( )	**( )**	**( )**	**3.** LEAs with Title I allocation greater than $500,000 must reserve at least one percent of its allocation for parental involvement, including promoting family literacy and parenting skills and distribute Ninety-five percent of the one percent of must be distributed among the Title I schools.	• Bookkeeping Record of Related Expenditures • Consolidated Application

All Rights Reserved

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
( )	**( )**	**( )**	**4.** Involve parents in the decision regarding how funds are allotted for parental involvement activities.	• Letters and Surveys • Meeting Minutes • Dated Agendas and Sign–in Sheets (indicating person's role and/or title)
( )	**( )**	**( )**	**5.** Provide the coordination, technical assistance and the other support necessary to assist participating schools in planning and implementing effective parental involvement programs.	• Notifications to/from schools regarding technical assistance visits conducted • Written suggested recommendations for improvement from parents
( )	**( )**	**( )**	**6.** Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs, such as Head Start, Even Start, Title I, Part B; Migrant, Title I, part C; Homeless, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, PIRC and State-run preschool programs.	• Evidence of coordination efforts i.e., Dated Agendas, Meeting Minutes, Sign– in Sheets (indicating person's role and/or title)

All Rights Reserved

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
( ) **( )**	**( )** **( )**	**( )** **( )**	**7.** Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy: a. To determine the effectiveness of the policy in increasing the participation of parents. b. To identify barriers to greater participation by parents, giving particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy or of any racial or ethnic minority.	• Parent Evaluations and Surveys • Dated Agendas • Dated Sign–in Sheets (indicating person's role and/or title) • Meeting minutes documenting discussions regarding evaluation results, recommendations and revisions
( )	**( )**	**( )**	**8.** Use the findings of the evaluations in designing strategies for school improvement and revising, if necessary, an LEA Parental Involvement Policy and the School Parental Involvement Policies.	• Meeting minutes documenting discussions regarding evaluation results, recommendations and revisions

All Rights Reserved

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
( )	( )	( )	**9.** Provide assistance to participating parents in such areas as understanding the: a. National Education Goals.	• Newspaper Articles and/or Media Announcements • District Calendar • Schedule of Parent Education Activities, Trainings, Classes, Workshops, etc. • Newsletters • Flyers • Announcements • Copies of Handouts • Student Handbooks • Student Agendas or Planners • Parent Handbooks • Dated Agendas • Dated Sign–in Sheets from Parent Education Activities (indicating person's role and/or title) • Copies of Evaluation Forms • List of Materials for Meetings
( )	( )	( )	b. State's content standards and student performance standards.	
( )	( )	( )	c. School improvement and corrective action process if applicable.	
( )	( )	( )	d. Components of a schoolwide program if applicable.	
( )	( )	( )	e. Components of a targeted assistance school program if applicable.	
( )	( )	( )	f. State and local assessments.	
( )	( )	( )	g. Ways parents can monitor their children's progress and work with educators to improve the performance of their children.	
( )	( )	( )	h. Ways parents can participate in decisions relating to the education of their children.	

All Rights Reserved

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
( )	( )	( )	**10.** Provide materials and training such as: a. Coordinating necessary literacy training and using technology from other sources to help parents work with their children to improve their children's achievement.	• Parent Enrollment Dates and Parent Placement in Programs • Newsletters • Flyers • Announcements • Copies of Handouts • Student Handbooks • Student Agendas or Planners • Parent Handbooks • Dated Agendas • Dated Sign–in Sheets from Parent Education Activities (indicating person's role and/or title) • Copies of Evaluation Forms • List of Materials for Meetings
( )	( )	( )	b. Training to help parents work with their children to improve their children's achievement.	
( )	( )	( )	**11.** Educate teachers, pupil services personnel, principals 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 home and school.	• Staff Orientation Agenda/Minutes • Staff Surveys • Documentation of Staff Attendance

All Rights Reserved

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
( )	**( )**	**( )**	**12.** Develop appropriate roles for community-based organizations and businesses in parental involvement activities, including providing information about opportunities for organizations and businesses to work with parents and schools, and encouraging the formation of partnerships between elementary, middle, and secondary schools and local businesses that include a role for parents.	• Log of Calls to Community – Based Businesses/Partners/Letters to Businesses • Dated Agenda, Dated Sign–in sheets (indicating person's role and title) Minutes from Meeting • Signed Partnership Plans with Dates
( )	( )	( )	**13.** Establish a districtwide parent advisory council to provide advice on all matters related to parental involvement.	• Newspaper Articles and Media Announcements • Letters, Flyers and other Announcements • Dated Agendas, Dated Meeting Minutes and Dated Sign–in Sheets • List of Members
( )	**( )**	**( )**	**14.** Arrange districtwide meetings at a variety of times and may provide with funds provided under Title I, transportation or child care as such services relate to parental involvement.	• Calendar, Schedule • Newsletters, Flyers, Announcements, Letters Minutes of Meeting • Dated Agendas and Sign – in Sheets • Records of Expenditure or Funds for Transportation and/or Child Care
( )	**( )**	**( )**	**15.** Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.	• Dated Agendas • Dated Sign – in Sheets (Including person's role and title) • Letters to Parents

OPTIONAL

OPTIONAL

All Rights Reserved

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
( )	**( )**	**( )**	**16.** Adopt and implement model approaches to improving parental involvement.	• Indicate Model Approach
( )	**( )**	**( )**	**17.** Conduct other activities, as appropriate and feasible, such as parent resource centers and opportunities for parents to learn about child development and child rearing issues beginning at the birth of a child, that are designed to help parents become full partners in the education of their children.	• Calendar • Handbook • Newsletters • Dated Agendas • Dated Sign –in Sheets • Flyers, Announcements
( )	**( )**	**( )**	**18.** Collect all unsatisfactory parent comments regarding an LEA Plan under Section 1112 and submit with LEA Plan when submit to the SEA.	• Copies of Parent Comments
( )	**( )**	**( )**	**19.** Provide such other reasonable support for parental involvement activities as parents may request.	• Questionnaires or Surveys from Parents • Flyers and/or Announcements

OPTIONAL

All Rights Reserved

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
( )	**( )**	**( )**	**20.** To the extent practicable, provide full opportunities for the participation of LEP parents, parents of migratory children, and parents with disabilities including providing school profiles and information related to school and parent programs, meetings, and other activities in a language and format such parents understand.	• Home Visitation Forms with Dates, Purpose and Results • List of Translators, Contacts/Resources • Copies of Translated Parental involvement Policy • Copies of Translated LEA School Compacts • Copies of Translated Correspondence to Parents • Copies of Translated Newsletters • Copies of Translated Handbooks • Copies of Translated Flyers • Other Parent Outreach Materials

Comments: _____

_____

_____

_____

_____ _____

Signature of LEA Coordinator Date

All Rights Reserved

FY13 Checklist for LEA Level Parental Involvement Policy (Template)

Title I Section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA) requires that each LEA receiving Title I, Part A funds develop jointly with , agree on with, and distribute to parents of participating children a written parental involvement policy.

LEA: _____

LEA should give additional attention to the following areas:

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
( )	**( )**	**( )**	1. Develop jointly with, agree on with, and distribute to parents of participating children a written parental involvement policy and incorporated into a Local Education Agency (LEA) Plan developed under Section 1116. (The policy should reflect revision date (month/day/year) as well as school year date (school year example 2012-2013).	
( )	**( )**	**( )**	2. Involve parents in the process of school review and improvement under Section 1116.	
( )	**( )**	**( )**	3. LEAs with Title I allocations greater than $500,000 must reserve at least one percent of its allocation for parental involvement; including promoting family literacy and parenting skills and distribute ninety-five percent of the one percent must be distributed among the Title I schools.	
( )	**( )**	**( )**	4. Involve parents in the	

All Rights Reserved

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
			decision regarding how funds are allotted for parental involvement activities.	
( )	**( )**	**( )**	5. Provide the coordination, technical assistance and the other support necessary to assist participating schools in planning and implementing effective parental involvement programs.	
( )	**( )**	**( )**	6. Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs, such as Head Start, Even Start, Title I, Part B; Migrant, Title I, part C; Homeless, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, PIRC and State-run preschool programs.	
Met	*Not Met*	*NA*	*a. Indicator*	*Documentation*
			7. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy:	
( )	**( )**	**( )**	a. To determine the effectiveness of the policy in increasing the participation of parents.	
( )	**( )**	**( )**	b. To identify barriers to greater participation by parents, giving particular attention to	

All Rights Reserved

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
			parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy or of any racial or ethnic minority.	
( )	**( )**	**( )**	8. Use the findings of the evaluations in designing strategies for school improvement and revising, if necessary, an LEA Parental Involvement Policy and the School Parental Involvement Policies.	
Met	*Not Met*	*NA*	*a. Indicator*	*Documentation*
			9. Provide assistance to participating parents in such areas as understanding the:	
( )	**( )**	**( )**	a. National Education Goals.	
( )	**( )**	**( )**	b. State's content standards and student performance standards.	
( )	**( )**	**( )**	c. School improvement and corrective action process if applicable.	
( )	**( )**	**( )**	d. Components of a schoolwide program if applicable.	
( )	**( )**	**( )**	e. Components of a targeted assistance school program if applicable.	
( )	**( )**	**( )**	f. State and local assessments.	
( )	**( )**	**( )**	g. Ways parents can monitor their children's progress and work with	
( )	**( )**	**( )**		

All Rights Reserved

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
( )	**( )**	**( )**	educators to improve the performance of their children. h. Ways parents can participate in decisions relating to the education of their children.	
Met	*Not Met*	*NA*	*Indicator*	*Documentation*
( ) **( )**	**( )** **( )**	**( )** **( )**	10. Provide materials and training such as: a. Coordinating necessary literacy training and using technology from other sources to help parents work with their children to improve their children's achievement. b. Training to help parents work with their children to improve their children's achievement.	
( )	**( )**	**( )**	11. Educate teachers, pupil services personnel, principals 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 home and	

All Rights Reserved

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
			school.	
( )	**( )**	**( )**	12. Develop appropriate roles for community-based organizations and businesses in parental involvement activities, including providing information about opportunities for organizations and businesses to work with parents and schools, and encouraging the formation of partnerships between elementary, middle, and secondary schools and local businesses that include a role for parents.	
( )	( )	( )	13. Establish a districtwide parent advisory council to provide advice on all matters related to parental involvement.	
( )	**( )**	**( )**	14. Arrange districtwide meetings at a variety of times and may provide with funds provided under Title I, transportation or child care as such services relate to parental involvement.	
( )	**( )**	**( )**	15. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.	
( )	**( )**	**( )**	16. Adopt and implement model approaches to improving parental involvement.	

All Rights Reserved

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
( )	**( )**	**( )**	17. Conduct other activities, as appropriate and feasible, such as parent resource centers and opportunities for parents to learn about child development and child rearing issues beginning at the birth of a child, that are designed to help parents become full partners in the education of their children.	
( )	**( )**	**( )**	18. Collect all unsatisfactory parent comments regarding an LEA Plan under Section 1112 and submit with LEA Plan when submit to the SEA.	
( )	**( )**	**( )**	19. Provide such other reasonable support for parental involvement activities as parents may request.	
( )	**( )**	**( )**	20. To the extent practicable, provide full opportunities for the participation of LEP parents, parents of migratory children, and parents with disabilities including providing school profiles and information related to school and parent programs, meetings, and other activities in a language and format such parents understand.	

Comments: _____

_____

_____

_____ _____

Signature of LEA Coordinator Date

All Rights Reserved

FY13 Districtwide Parental Involvement Policy
(Template)

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act of 1965 (ESEA) (districtwide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required Districtwide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a)(2) requires be in the districtwide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

PART I.

GENERAL EXPECTATIONS
(Template)

[NOTE: Each district in its Districtwide 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 of 1965 (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.

All Rights Reserved

- The school district will incorporate this districtwide 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, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, 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 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent 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;
  (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

- [For States where a Parental Information and Resource Center (PIRC) is established] The school district will inform parents and parental organizations of the purpose and existence of the PIRC in the State.

PART II.

DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

All Rights Reserved

(Template)

[NOTE: The Districtwide 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 districtwide 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, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:
   (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)

All Rights Reserved

1. The **__name of school district_____** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

   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 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 children to improve their children'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, 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 children, by:

      (List activities.)

All Rights Reserved

E. The school district will take the following actions to ensure that information related to the school and parent- 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 actions.)

PART III.

DISCRETIONARY DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS
(Template)

NOTE: The Districtwide 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 children'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 children'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 districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

All Rights Reserved

PART IV.

ADOPTION
(Template)

This Districtwide 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)

*This sample template of a Districtwide Parental Involvement Policy is not an official U.S. Department of Education document. It is provided only as an example.

All Rights Reserved

Sample
LEA/District Policy Template

Floyd County Schools

LEA/District Policy
School Year Date (20XX---20XX)
Revision date xx-xx-20xx

The Floyd County Board of Education affirms and assures the rights of parents and teachers of children being served in activities funded by Title I, Elementary and Secondary Education Act of 1965 (ESEA) opportunities to participate in the design and implementation of these activities. All parents and teachers of eligible Title I children will be invited to an Annual Public Meeting held during the spring of each year. The annual public meeting will provide an opportunity to those parents and teachers to have input into the design and implementation of the Title I Project and provide parents an opportunity to establish mechanisms for maintaining ongoing communications among parents, teachers, and agency officials. Additional activities held periodically during the school year may include, but are not limited to, the following:

1. Notify each child's parent of the results of the annual school review.
2. Notify parents that a school has been identified for school improvement, corrective action, or restructuring. The notification must include the following elements:
   - An explanation of what identification means, and how the school compares to other Floyd County schools.
   - The reason for the identification.
   - What the school is doing to address the problem of low achievement.
   - What the Floyd County Board of Education and Georgia State Department of Education is doing to help the school address the problem of low achievement.
   - How parents can become involved in addressing the school's academic problems.
   - The parents' options regarding their right to seek a transfer of their children or to seek supplemental services.
3. Reporting the child's progress to the parents.
4. Providing information concerning the Title I Program.
5. Parent-Teacher conferences at PTA/PTO meetings and open house held at schools.
6. Parent questionnaire for providing input in future program development.
7. Dissemination of evaluation results and school report card.
8. A school-parent compact.
9. Opportunities for parent literacy training.
10. Provide home activities to reinforce learning.
11. Notice must be "in an understandable and uniform format and, to the extent practicable, in a language the parents can understand".
12. Provide parents information on the professional qualification of their child's teacher at the beginning of each school year.
13. Receive timely notice if their child is being taught by a teacher who is not highly qualified for four or more consecutive weeks.

All Rights Reserved

14. Collect all non-satisfactory parents' comments regarding school plans.

Parents and teachers shall annually assess the effectiveness of the parental involvement program and determine what action needs to be taken, if any, to build the capacity of parents to help their children achieve to high standards. A response to the recommendations by parents will be made within a 30-day time period through each school's newsletter.

The Floyd County Board of Education and all schools shall:

- Provide assistance to parents of participating Title I children in understanding such topics as the state's academic content and achievement standards, the assessments being used, the requirements of Title I, Part A, and how to monitor their children's progress and work with educators to improve their achievement.

- Provide materials and training, such as literacy training and training on how to use technology, to help parents to work with their children to improve achievement.

- Educate teachers, pupil services personnel, principals 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.

- "To the extent feasible and appropriate," coordinates and integrates parental involvement programs with Head Start, Even Start, and other preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- Ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.

- Provide such other reasonable support for parental involvement activities as parents may request.

The Floyd County Board of Education and all schools may:

- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

- Provide necessary literacy training for parents with Part A funds if an LEA has exhausted all other reasonably available sources of funding.

- Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.

All Rights Reserved

- Train parents to enhance the involvement of other parents.

- Arrange school meetings at a variety of times, or conduct in-home conferences between parents who are unable to attend the school meetings with the teachers and other educators who work with their children.

- Adopt and implement modal approaches to improving parental involvement.

- Establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in funded programs.

- Develop appropriate roles for community-based organizations and businesses in parental involvement activities.

Parental Involvement Plan Details

Floyd County Title I will invite parents to an annual public meeting held during each school year to participate in the design of the Local Educational Agency (LEA) plan.

An annual written survey will be conducted to involve parents in the process of design, review, and improvement of the Title I program. Each local school will provide opportunities for parental input as it reviews the parental involvement plan. Parent compacts are part of the Parental involvement Plan.

The Title I and Resource Coordinators will offer assistance in planning and implementing effective parental involvement programs. Title I will collaborate with other programs such as Early Intervention Program (EIP), counselors, Parent Teacher Associations/Organizations (PTA/PTO's), Lottery Pre-K Program, Neglected & Delinquent (N & D) institutions, Head Start, Homeless, Drug Free Schools, Adult Education, Even Start/Family Literacy, to integrate parental involvement strategies and programs.

The parental involvement policy will be reviewed annually by parents and teachers. Schools will analyze the effectiveness of the policy in increasing participation of parents through numbers of conferences and attendance at parent functions, participation in home-school instruction activities, and increased student achievement.

If barriers to participate are identified, strategies will be enlisted to break down the barriers. As a result of teacher and parent suggestions, new strategies or policies will be revised as needed to provide greater participation of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy or any racial or ethnic minority.

Parents will be involved in the planning, review and improvement of the Title I Program, plan and design of programs in such ways as:

- Surveys.

All Rights Reserved

- Conferences.
- Home Visits.
- Annual Meeting.
- PTO Meeting.
- Parent Compacts.
- School Council.

Information and assistance concerning Title I will be addressed through items such as: parent letters, conferences, phone calls, parent visitation, and open house.
Sharing student performance and assessment through:

- School Report Card.
- Student Report Cards.
- Good Work Tickets.
- Progress Reports.
- Computer Profiles.
- Test Results Reports/Conferences.
- Positive Postcards.

Reviewing school curriculum through:

- PTA/PTO Meetings.
- Explanation of Testing & Results.
- Study Groups.

Promoting two-way communication through:

- Orientation Meeting.
- Conferences.
- Phone Calls.
- Questionnaires.
- Newsletters.
- Parent Visitation.
- Parent Compacts.

(If parents have unsatisfactory comments regarding a Title I plan, it will be attached to the plan.)

Having parents help their children through:

- Take-Home Packs.
- Reading Calendars.
- Parent Flyers.
- Incentive Reading Programs.
- Video Check-Out.
- Home Visits.
- Summer Packets/Clubs.

Providing parents with materials and training to help them work with their children and to coordinate literacy training through opportunities such as:

All Rights Reserved

- Parent Resource Center.
- Evening Computer Lab.
- Parent Workshop Sessions.
- Take-Home Materials (books, tapes, videos, computer software, etc.).
- Parent Flyers.
- Even Start Family Reading Nights.
- Even Start Preschool Social Activities.

Teachers will be educated in the value and utility of contributions of parents and how to reach and communicate effectively by: creating a school vision for parental involvement by having, Even Start, Title I, Counselors, and Pre-K Resource Coordinators coordinate their parental involvement efforts to have the greatest impact on the community and school.

Floyd County will coordinate and integrate parental involvement programs, activities, and strategies with other programs to the extent feasible through:

- Strategies listed in above item.
- Supporting the Rome/Floyd Collaborative.
- Having schools invite families and preschool children into the school to visit, have lunch, and participate in planned activities.

- Shadowing—having parents come into the school and attend class with their child.

Floyd County will develop appropriate roles for community-based organizations and businesses in parental involvement activities. Information on child rearing issues and helping parents get involved in the education of their children will be provided through opportunities such as:

- Family Focus.
- First Steps.
- Mental Health Facilities.
- Parent Resource Centers.
- Local Hospitals.
- Health Department.
- Even Start Activities.

To the extent possible, we will provide information to Limited English Proficient (LEP) parents in a language the parents understand and provide opportunities for these parents to participate by:

- Offering an opt-out provision not later than 30 days after school starts.
- Providing an interpreter for meetings.
- Providing a resource person to contact parents.
- Providing written communication in the language parents can understand.

All Rights Reserved

Floyd County will reserve not less than 1 percent of our allocation to carry out parental involvement activities. An LEA shall provide assistance to participating parents in such areas as understanding the:

- National Education Goals.
- State's content standards and student performance standards.
- School Improvement process, if applicable.
- Components of a schoolwide program, if applicable.
- Components of a targeted assistance school program, if applicable.
- State and local assessments.
- Requirements of Title I Parental involvement.
- Ways parents can monitor their children's progress and work with educators to improve the performance of their children.
- Ways parents can participate in decisions relating to the education of the children.

Floyd County Schools shall provide materials and training in the areas of:

- Literacy training to help parents work with their children to improve their children's achievement.
- Technology training to help parents work with their children to improve their children's achievement.

Floyd County Schools shall educate teachers, pupil service personnel, principals, 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 home and school.

Floyd County Schools shall coordinate and integrate parental involvement programs and activities with Head Start, Even Start, EIP, Lottery Pre-K Program, and/or other programs, as available to the extent feasible and appropriate.

Floyd County Schools shall develop appropriate roles for community-based organizations and businesses in parental involvement activities, including providing information about opportunities for organizations and businesses to work with parents and schools and encouraging the information of partnerships between elementary, middle, and secondary schools, and local businesses that include a role for parents.

Floyd County Schools shall provide Title I parents resource centers and opportunities for parents to learn about child development and child rearing that are designed to help parents become full partners in the education of their children as appropriate and feasible.

Floyd County Schools shall ensure, to the extent possible, that information related to schools and Title I parent programs, Title I meetings, and other related activities is sent to the homes of Title I participating children in the language used in such homes.

All Rights Reserved

Floyd County Schools shall annually evaluate the effectiveness in increasing parent participation and identifying barriers to parent participation, such as low-income, disabilities, limited literacy, and limited English proficiency or other racial or ethnic considerations.

Floyd County Schools shall use the findings of the annual evaluation to design strategies for school improvement or to redesign this policy.

Floyd County Schools shall involve parents of participating students in the decisions regarding how funds for parental involvement are allocated.

Floyd County Schools shall provide full opportunities for the participation of limited English proficiency parents and parents with disabilities including providing information and school profiles in a language and form such that parents understand.

Floyd County Schools shall collect all non-satisfactory parents' comments regarding its Title I plan and attach such comments to the plan when submitted to the State Education Agency.

All Rights Reserved

Parents Frequently Asked Questions

National PTA: National Standards for Parent/Family Involvement Programs; An Implementation guide for School Communities, 2010.

Is an LEA required to reserve any funds to implement the parental involvement requirements? ESEA requires an LEA with a Title I, Part A allocation greater than $500,000 must reserve at least one percent of its allocation for planning and implementing effective parental involvement activities to ensure that parents are provided opportunities and experiences that enable them to promote high student academic achievement and be involved in an effective partnership with the school.

Parents of children who receive Title I, Part A services must be involved in the decisions regarding how these funds are allotted for parental involvement activities. Not less than 95 percent (of the 1 percent reservation) of the funds for parental involvement must be distributed to Title I, Part A schools, and must be in addition to the school's regular Title I, Part A school allocation.

May an LEA use funds from other sources to satisfy the requirements of the 1 percent for parental involvement? No. The law does not say "an amount equal to" it specifically states that an LEA must reserve at least one percent of its allocation greater than $500.000.

Since the schools must get 95 percent of the 1 percent that is reserved for parental involvement may these monies be reflected in the schools' allocations instead of part of the administrative funds on the consolidated application? No. All reserved funds must be reflected on the consolidated application under Section III (B) "Determination of Amounts for Allocation."

Are parent notification documents required to be provided in languages other than English? Notification and information provided to parents must be in an **understandable and uniform format** and, to the extent practicable, provided in a language that the parents can understand.

Have the new Parental Involvement requirements under Title I, Part A empowered parents? Yes. The new ESEA statue has greatly strengthened parents' right-to-know and to be informed on several topics, including the following:

- Achievement level of their child in each of the state's academic assessments.
- Professional qualifications of their child's teachers.
- Timely notice that their child has been assigned to or has been taught for four or more consecutive weeks by a teacher who is not highly qualified as defined by ESEA.

In addition to these three areas, parents must be included in the planning processes for Title I, Part A Schoolwide and Targeted Assistance programs, the LEA's and school's written parental involvement policies, and school parent compacts.

National PTA: National Standards for Parent/Family Involvement Programs; An Implementation Guide for School Communities, 2010

LEAs that have Title I, Part A schools identified for School Improvement must also provide parents with an explanation of what the identification means, why the school was so identified, what the school and LEA are doing to address the problem of low achievement, and what the parents' options are related to school choice and transportation, and, if applicable, supplemental educational services.

All Rights Reserved

What is a parental involvement policy? A parental involvement policy is a description of how the school LEA or the school will support the important role of parents in the education of their children.

What should be included in the district's parental involvement policy? The district policy should describe the districtwide plan for involving parents in their children's education and in the Title I program. It should describe how all schools and parents will work together to help Title I students achieve the *standards of learning.* The district's policy must include the following requirements:

- How parents will be involved in determining what the school needs to do to help their children achieve the standards.
- How parents will be involved in developing the Title I plan at their school.
- How the district will help its Title I schools involve parents.
- How the district will coordinate the parental involvement activities of Title I and other programs such as Even Start and Head Start.
- An outline of the district's plan for reviewing and evaluating its policy each year.

What should be included in the school's parental involvement policy?
The school's written policy must describe the school's plan to:

- Convene an annual meeting to inform parents of Title I, Part A guidelines.
- Offer a flexible number of meetings.
- Involve parents, in an organized, ongoing, and timely way in the planning, review and improvement of Title I, Part A programs.
- Provide parents timely information, school performance profiles, individual student assessment results, a description and explanation of the curriculum.
- Opportunities for regular meetings, timely responses to parent suggestions and compacts.

How is the parental involvement policy developed? Each district and school is required to involve ALL parents in the process. However, the developmental and implementation processes will vary depending on the district and school.

How will the parental involvement policy be put into practice? Schools are allowed to use Title I money to support parental involvement. For example, Title I funds can be used to provide childcare or transportation for parents to attend school functions. Funds can also

National PTA: National Standards for Parent/Family Involvement Programs; An Implementation guide for School Communities, 2009.

be used to provide workshops that inform parents about what their children are learning, or to buy materials that parents can use to help their children with schoolwork.

What is a compact? A compact is a written statement of what schools, students and parents are supposed to do to help students achieve. Each school that receives Title I money must have a compact.

What is the purpose of a compact? The purpose of a compact is to list the specific duties of school staff, students, and parents in student learning. With a compact, everybody knows what everyone is to

All Rights Reserved

do. The compact also includes how the school and parents will communicate with each other.

How does the compact describe the responsibilities of schools and parents? The compact is based on the school's standards of learning. It is also like a plan of action that says what everyone will do to help students achieve the standards set for their grade level. For teachers, the compact says what they should do to teach the content standards. For example, a compact might say something such as:

Teachers will develop lesson plans that cover their grade level's content standards.

- For other school staff, the compact says what they should do to support the teaching of the content standards and students' ability to learn. For example, a compact might say:

- The principal will make sure that the school is safe and secure so that students can focus on learning, free of disturbance and fear.

For parents, the compact says what they could do to support their children's achievement of the standards. For example, a compact might say:

- Parents will provide the child a supportive environment in which to do their homework.
- Parents will review and discuss each report card with the child, then sign the card and return it to school.

For students, the compact says what the students themselves need to do in order to reach the standards.

- Students will attend school every day or, students will complete and return homework assignments.

National PTA: National Standards for Parent/Family Involvement Programs; An Implementation guide for School Communities, 2010.

The compact also will describe how teachers and parents communicate with each other.
For example, a compact might say:

- Teachers will schedule conferences and schedule times for parents to explain the reading content standards and what parents can do at home to support this learning.

Who is covered by the compact?
The compact covers all Title I students, parents and school staff that targeted assistance schools and schoolwide school programs.

How might teachers use the compact?
Teachers could use the compact as a plan of action that tells them what to teach and what to do to help their students achieve the school's standards. It also tells them what support to expect from other school support staff and parents.

All Rights Reserved

What are parents supposed to do with their copy of the compact?
Parents are to use their signed compact as a description of what they are to do to support their child's school progress. They can also use it as a starting point for conferences and a tool to continuously assess how the school is doing in teaching the standards.

How is a compact developed?
The compact is part of the parental involvement policy; therefore, the parents **must** be involved in the development process.

How does the Title I program use standards?
Any school that receives Title I money must use the same standards for all students, both those served by Title I programs and all others in the school. This means that Title I programs must be designed to give students the help they need to reach the same high standards that are set for everyone else.

What is a school profile?
A school profile is a report card on the school. It gives some basic facts about the school and the students. It also tells how each child is performing and what the school is doing to achieve high standards for all children.

What is the best way to handle parental involvement?
Research indicates that what seems to work best is for parents to be involved in several different roles over time. Joyce Epstein lists six categories of parental involvement;
they are:

- Parenting
- Communications
- Parent Volunteering
- Learning at Home
- Decision-making and Governance
- Collaboration and Exchanges in the Community

What is needed for a successful school-family community partnership program?
The National Network of Partnership Schools reported research that indicates five ingredients that are important for a successful partnership program.

These elements are an active and supportive action team for school, family and community partnerships, adequate funding, time, guidance, and leadership.

National PTA: National Standards for Parent/Family Involvement Programs; An Implementation guide for School Communities, 2010.

All Rights Reserved

Georgia Department of Education
FY13 Complaint Procedures under the Elementary and Secondary Education Act of 1965
Section 9304 – General Applicability of State Educational Agency Assurances
Section 9503 – Complaint Process for Participation of Private School Children

The Elementary and Secondary Education Act of 1965 (ESEA) requires the State Agency (SEA) to investigate any complaint provided to the SEA.

Complaint Procedures

Any individual, organization or agency (Complainant) may file a complaint with the Georgia Department of Education (GaDOE) if that individual, organization or agency believes and alleges that a local educational agency (LEA), the State educational agency (SEA), or an agency or consortium of agencies is violating a Federal statute or regulation that applies to a program under the Elementary and Secondary Education Act of 1965 (ESEA). The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

A. Federal Programs for Which Complaints Can Be Filed

a. Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies

b. Title I, Part C - Education of Migratory Children

c. Title I, Part D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

d. Title II, Part A - Teacher and Principal Training and Recruiting Fund

e. Title II, Part D - Enhancing Education Through Technology

f. Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement

g. Title IV, Part B - 21st Century Community Learning Centers

h. Title VI, Part A, Subpart I: Section 6111: State Assessment Program

i. Title VI, Part A, Subpart I, Section 6112: Enhanced Assessment Instruments Competitive Grant Program

j. Title VI, Part B, Subpart 2: Rural and Low-Income Schools

All Rights Reserved

k. Title IX, Part E, Subpart 1, Section 9503: Complaint Process for Participation of Private School Children

l. (Title X, Part C - McKinney-Vento Homeless Assistance Act-Education for Homeless Children and Youth

B. Complaints Originating at the Local Level

As part of its Assurances within Elementary and Secondary Education Act of 1965 (ESEA) program grant applications and pursuant to Section 9306 of the Elementary and Secondary Education Act of 1965 (ESEA), an LEA accepting federal funds also agrees to adopt local written procedures for the receipt and resolution of complaints alleging violations of law in the administration of covered programs. Therefore, for complaints originating at the local level, a complaint should not be filed with the GaDOE until every effort has been made to resolve the issue through local written complaint procedures. If the complainant has tried to file a complaint at the local level to no avail, the complainant must provide the GaDOE with written proof of their attempt to resolve the issue at the local level.

C. Filing a Complaint

A complaint must be made in writing and signed by the complainant or thru the GaDOE's online complaint process at www.gadoe.org/tss_title.aspx. The complaint must include the following:

1. A statement that the LEA, SEA, agency or consortium of agencies has violated a requirement of a Federal statute or regulation that applies to an applicable program;

2. The date on which the violation occurred;

3. The facts on which the statement is based and the specific requirement allegedly violated (include citation to the Federal statute or regulation);

4. A list of the names and telephone numbers of individuals who can provide additional information;

5. Whether a complaint has been filed with any other government agency, and if so, which agency;

6. Copies of all applicable documents supporting the complainant's position; and

7. The address of the complainant.
   If in writing, the complaint must be addressed to:

   Georgia Department of Education
   Office of Legal Services
   205 Jesse Hill Jr. Drive SE

All Rights Reserved

1854 Twin Tower East
Atlanta, Georgia 30334

Once the complaint is received by the Office of Legal Services, it will be copied and forwarded to the appropriate Federal Program Manager. If submitting online the complaint will be forwarded to the appropriate Federal Program Manager.

D. Investigation of Complaint

Within ten (10) days of receipt of the complaint, the General Counsel or his or her designee will issue a Letter of Acknowledgement to the complainant that contains the following information:

1. The date the GaDOE received the complaint;

2. How the complainant may provide additional information;

3. A statement of the ways in which the GaDOE may investigate or address the complaint; and

4. Any other pertinent information.

If the complaint involves an LEA, the GaDOE will also send a copy of the Letter of Acknowledgement to the local superintendent, along with a copy of the complaint. The GaDOE will contact the LEA to clarify the issues and review the complaint process. If the complaint cannot be resolved through this contact, the GaDOE will invite the LEA to submit a written response to the GaDOE, and to provide a copy of the response to the complainant.

Appropriate GaDOE staff will review the information and determine whether:

1. Additional information is needed;

2. An on-site investigation must be conducted;

3. Other measures must be taken to resolve the issues raised in the complaint; or

4. A Letter of Findings can be issued.

If additional information or an investigation is necessary, the GaDOE will have sixty (60) days from receipt of the information or completion of the investigation to issue a Letter of Findings.

If the Letter of Findings indicates that a violation has been found, corrective action will be required and timelines for completion will be included.

Either the 30-day or the 60-day timelines outlined above may be extended, if exceptional circumstances exist.

All Rights Reserved

The Letter of Findings will be sent directly to the complainant, as well as the other parties involved.

E. Right of Appeal

If an individual, organization or agency is aggrieved by the final decision of the GaDOE, that individual, organization or agency has the right to request review of the decision by the U.S. Secretary of Education. The review is at the Secretary's discretion.

For complaints filed pursuant to Section 9503 (20 U.S.C. §7883, complaint process for participation of private school children), a complainant may appeal the GaDOE's decision to the U.S. Secretary of Education no later than thirty (30) days from the date on which the complainant receives the Letter of Findings. The appeal must be accompanied by a copy of the GaDOE's decision and include a complete statement of the reasons supporting the appeal.

All Rights Reserved

Georgia Department of Education

FY13 COMPLAINT FORM FOR FEDERAL PROGRAMS UNDER THE THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (ESEA)

Please Print

Name (Complainant):
Mailing Address:
Phone Number (home): Phone Number (work):
Agency/agencies complaint is being filed against:
Date on which violation occurred:
Statement that the Georgia Department of Education, local school district, other agency or consortium of agencies has violated a requirement of a Federal statute or regulation that applies to an applicable program (include citation to the Federal statute or regulation) (attach additional sheets if necessary):
The facts on which the statement is based and the specific requirement allegedly violated (attach additional sheets if necessary):

All Rights Reserved

Title Programs Division

FY13 COMPLAINT FORM FOR FEDERAL PROGRAMS UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (ESEA)

Please Print

List the names and telephone numbers of individuals who can provide additional information.
Has a complaint has been filed with any other government agency? If so, provide the name of the agency.
Please attach/enclose copies of all applicable documents supporting your position.
Signature of Complainant: Date:
Mail this form to: Georgia Department of Education Office of School Improvement Federal Programs Division 205 Jesse Hill Jr. Drive SE 1854 Twin Tower East Atlanta, GA 30334

All Rights Reserved

Federal Guidance Parental Involvement SEC. 1118:

Parental involvement has been the centerpiece of Title I of the Elementary and Secondary Education Act (ESEA) since it became law in 1965. The Elementary and Secondary Education Act of 1965 (ESEA) is the latest, most comprehensive amendment to the ESEA. State Education Agencies (SEAs), Local Education Agencies (LEAs), and schools must implement policies, programs, and procedures to involve parents in Title I programs (US ED, 2004). (Section 1118) is devoted to specific activities designed to strengthen parental involvement in LEAs and in schools and is provided below in both English and Spanish.

Recommended uses:

- Guidance for writing an LEA Policy.
- Guidance for writing the Local School Policy.
- Guidance for Professional Development Piece for School Staff.
- Guidance for informing parents of their rights under ESEA.

Elementary and Secondary Education Act of 1965, Title I, Part A

SEC. 1118. PARENTAL INVOLVEMENT.

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parental involvement, and describe how the agency will —

(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the 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;

(C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);

(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

All Rights Reserved

(E) 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 under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

(F) involve parents in the activities of the schools served under this part.

(3) RESERVATION-

(A) IN GENERAL- Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is $5,000 or less.

(B) PARENTAL INPUT- Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE- If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT- If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT- Each school served under this part shall —

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of

All Rights Reserved

their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school 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, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children —

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress; and

All Rights Reserved

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

(e) BUILDING CAPACITY FOR INVOLVEMENT- 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 —

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

(3) shall educate teachers, pupil services personnel, principals, 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;

(4) shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, the 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 children;

(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

(9) may train parents to enhance the involvement of other parents;

(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

(11) may adopt and implement model approaches to improving parental involvement;

(12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) may develop appropriate roles for community-based organizations and businesses in parental involvement activities; and

All Rights Reserved

(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) ACCESSIBILITY– In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS- In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.

(h) REVIEW - The State educational agency shall review the local educational agency's parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.

All Rights Reserved

Federal Guidance: Spanish Version

El Decreto Que Ningun Niño Se Quede Atras de 1965, Titulo I, Parte A *SEC.*

1118. PARTICIPACIÓN DE LOS PADRES.

a. **POLÍTICA DE AGENCIAS DE EDUCACIÓN LOCALES -**
    1. **EN GENERAL-** Una agencia de educación local podrá recibir fondos conforme a esta parte sólo si tal agencia ejecuta programas, actividades, y procedimientos para la participación de los padres en programas asistidos por esta parte de manera compatible con esta sección. Tales programas, actividades, y procedimientos deberán planearse y ejecutarse con consultas significativas con los padres de los alumnos participantes.
    2. **POLÍTICA ESCRITA -** Cada agencia de educación local que recibe fondos conforme a esta parte deberá elaborar conjuntamente, convenir, y distribuir a los padres de los alumnos participantes una política escrita relativa a la participación de los padres. La política deberá incorporarse en el plan de la agencia de educación local conforme a sección 1112, establecer las expectativas de la agencia para la participación de los padres, y describir de qué manera la agencia --
        A. incluirá a los padres en la elaboración conjunta del plan de conformidad con la sección 1112, y el proceso de revisión y mejoramiento de escuela conforme a la sección 1116;
        B. prestará coordinación, asistencia técnica, y otro apoyo necesario para ayudar a las escuelas participantes a planear y ejecutar actividades efectivas de participación de los padres a fin de mejorar el rendimiento académico de los alumnos y el desempeño de escuela;
        C. desarrollar la capacidad de las escuelas y de los padres para una fuerte participación de los padres según se describe en el artículo (e);
        D. coordinará e integrará las estrategias de participación de los padres conforme a esta parte con las estrategias para la participación de los padres conforme a otros programas, tales como los programas de Head Start (Comienzo con ventaja), Even Start (Comienzo en pie de igualdad), Parents as Teachers (Padres como maestros), y Home Instruction Program for Preschool Youngsters (Instrucción en casa para los niños preescolares), y programas preescolares administrados por el estado;
        E. efectuará cada año, con la participación de los padres, una evaluación del contenido y la eficacia de la política de participación de los padres para mejorar la calidad académica de las escuelas beneficiadas por esta parte, incluyendo la identificación de barreras a la mayor participación de los padres en actividades autorizadas por esta sección (con atención particular a los padres desfavorecidos económicamente, con discapacidad, con dominio limitado del inglés, de alfabetización limitada, o de cualquier grupo minoritario racial o étnico, y usar las conclusiones de tal evaluación para concebir estrategias para una participación más eficaz de los padres, y revisar, cuando corresponde, las políticas de participación de los padres descritas en esta sección; y

All Rights Reserved

F. incluirá a los padres en las actividades de las escuelas beneficiadas por esta parte.

3. **RESERVAS-**
   A. **EN GENERAL-** Cada agencia de educación local deberá reservar un mínimo de 1 por ciento (1 percent) de la asignación monetaria de tal agencia conforme al artículo 2 de esta parte para llevar a efecto esta sección, incluyendo la promoción de la alfabetización familiar y técnicas de educación de los hijos para los padres, excepto que este párrafo no se aplicará si el 1 por ciento de la asignación de tal agencia conforme al artículo 2 de esta parte para el año fiscal para el que se toma la determinación es de $5,000 o menos.
   B. **APORTE DE LOS PADRES -** Los padres de los alumnos que reciben servicios conforme a esta parte deberán participar en las decisiones sobre cómo los fondos reservados conforme a subpárrafo (A) se repartirán para las actividades con participación de padres.
   C. **DISTRIBUCIÓN DE FONDOS -** Se distribuirá un mínimo de 95 por ciento de los fondos reservados conforme al subpárrafo (A) a las escuelas beneficiadas por esta parte.

b. POLÍTICA DE PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA -

1. **EN GENERAL-** Cada escuela beneficiada por esta parte deberá elaborar en forma conjunta con los padres de los alumnos participantes y distribuir a ellos, una política escrita sobre la participación de los padres, convenida por tales padres, que describa los medios para cumplir con los requisitos de los artículos (c) a (f). Los padres deberán ser notificados de la política en un formato entendible y uniforme y, en la medida que sea viable, presentada en una lengua que puedan entender los padres. Tal política deberá ponerse a disposición de la comunidad local y actualizarse periódicamente para responder a las necesidades cambiantes de los padres y las escuelas.
2. **REGLA ESPECIAL-** Si la escuela tiene una política de participación de los padres que se aplique a todos los padres, tal escuela podrá enmendar esa política, según corresponde, para satisfacer los requisitos de este artículo.
3. **ENMIENDAS -** Si la agencia de educación local en cuestión cuenta con una política de participación de los padres a nivel de distrito que se aplique a todos los padres, tal agencia podrá enmendar esa política, como corresponde, para satisfacer los requisitos de este artículo.
4. **COMENTARIOS DE LOS PADRES -** Si el plan elaborado de conformidad con la sección 1112 no es satisfactorio para los padres de los alumnos participantes, la agencia de educación local deberá presentar cualquier comentario de los padres junto con tal plan cuando la agencia de educación local presente el plan al estado.

c. **PARTICIPACIÓN EN LA ELABORACIÓN DE LA POLÍTICA -** Cada escuela beneficiada conforme a esta parte deberá --

1. convocar una reunión anual, en una fecha y a una hora convenientes, a la cual serán invitados y alentados a asistir todos los padres de los alumnos participantes, para informar a los padres sobre la participación de su escuela conforme a esta parte y explicar los requisitos de esta parte, y el derecho de los padres a la participación;

All Rights Reserved

2. ofrecer varias reuniones con horario flexible, tales como reuniones matutinas y vespertinas, y podrán prestar servicios, usando fondos aportados conforme a esta parte, de transporte, cuidado de niños, o visitas domiciliarias, en la medida que tales servicios estén relacionados con la participación de los padres;
3. incluir la participación de los padres, de manera organizada, continuada, y oportuna, en la planeación, revisión, y mejoramiento de programas de conformidad con esta parte, incluyendo la planeación, revisión y mejoramiento de la política escolar de participación de los padres y la elaboración conjunta del plan global de programas de la escuela conforme a sección 1114(b)(2), salvo en caso de que la escuela cuente con un procedimiento establecido para la participación de los padres en la planeación y elaboración de los programas de la escuela, la escuela podrá usar ese procedimiento, si tal procedimiento incluye una representación adecuada de los padres de los alumnos participantes;
4. proporcionar a los padres de los alumnos participantes--
    A. información oportuna sobre programas creados conforme a esta parte;
    B. una descripción y explicación del plan de estudios que se está usando en la escuela, las formas de evaluación académica que se usan para medir el progreso de los alumnos, y los niveles de dominio de las materias que se espera que alcancen los alumnos; y
    C. cuando así lo solicitan los padres, oportunidades para reuniones regulares para formular sugerencias y para participar, según corresponde, en las decisiones relacionadas con la enseñanza de sus hijos, y responder a cualquier sugerencia tan pronto que sea posible dentro de lo viable; y
5. Si el programa global de la escuela elaborado conforme a la sección 1114(b) (2) no es satisfactorio para los padres de los alumnos participantes, es necesario presentar cualquier comentario de los padres sobre el plan cuando la escuela ponga el plan a disposición de la agencia de educación local.

d. **RESPONSABILIDADES COMPARTIDAS RESPECTO AL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES -** Como componente de la política de participación de los padres a nivel de escuela elaborada de conformidad con el artículo (b), cada escuela beneficiada por esta parte deberá elaborar en forma conjunta con los padres de todos los alumnos beneficiados por esta parte, un pacto entre los padres y la escuela que indique cómo los padres, todo el personal de escuela, y los alumnos compartirán la responsabilidad del mejoramiento en el rendimiento académico de los alumnos y el mecanismo por el que la escuela y los padres formarán una alianza para ayudar a los alumnos a cumplir con los altos requisitos del Estado. Tal pacto deberá --

1. describir la responsabilidad de la escuela de ofrecer un plan de estudios e instrucción de alta calidad en un ambiente de aprendizaje de apoyo y eficacia que permita a los alumnos beneficiados por esta parte cumplir con los criterios académicos de rendimiento estudiantil del estado, y las formas en que cada padre tendrá la responsabilidad de apoyar el aprendizaje de su hijo, tales como controlando su asistencia a clases, su cumplimiento con la tarea escolar, y el tiempo viendo la televisión; ofreciéndose como voluntario en el aula de su hijo; y participando, cuando corresponde, en la toma de decisiones relativas a la enseñanza de sus hijos y el aprovechamiento positivo del tiempo fuera de las horas de clase; y

All Rights Reserved

2. atender la importancia de la comunicación entre los maestros y los padres en forma continuada, como mínimo --
    A. (A) teniendo reuniones entre padres y maestros en escuelas primarias, al menos una vez por año, durante las cuales se deberá abordar el tema del pacto en lo referente al rendimiento individual del alumno;
    B. (B) informes frecuentes a los padres sobre el progreso de sus hijos; y
    C. (C) acceso razonable al personal, oportunidades de ser voluntarios y de participar en la clase de su hijo, y observar las actividades en el aula.

e. **DESARROLLO DE CAPACIDAD PARA LA PARTICIPACIÓN -** Para garantizar la participación efectiva de los padres y apoyar una colaboración entre la escuela, los padres, y la comunidad con el fin de mejorar el rendimiento académico de los alumnos, cada escuela y agencia de educación local beneficiada por esta parte --
    1. deberá prestar asistencia a los padres de alumnos atendidos por la escuela o agencia de educación local, según el caso, en la comprensión de tales temas como los criterios de contenido académico del Estado y los requisitos mínimos en el rendimiento académico de los alumnos, las evaluaciones académicas estatales y locales, los requisitos de esta parte, y cómo seguir de cerca el progreso de su hijo y colaborar con los educadores para mejorar el rendimiento de sus hijos;
    2. deberá proporcionar materiales y capacitación para ayudar a todos los padres a mejorar el rendimiento de sus hijos, tal como la alfabetización infantil y el uso de tecnología, según corresponde, para fomentar la participación de los padres;
    3. deberá educar a maestros, personal de servicios a los alumnos, directores y otro personal, con la ayuda de los padres, sobre el valor y la utilidad de los aportes de los padres, y sobre cómo buscar, comunicarse, y colaborar con los padres como aliados en pie de igualdad, llevar a cabo y coordinar programas de padres, y establecer vínculos entre los padres y la escuela;
    4. deberá, en la medida que sea factible y apropiado, coordinar e integrar programas de participación de padres con los programas de Head Start (Comienzo con ventaja), Even Start (Comienzo en pie de igualdad), Parents as Teachers (Padres como maestros), y Home Instruction Program for Preschool Youngsters (Instrucción en casa para los niños preescolares), y programas preescolares públicos y otros programas, y realizar otras actividades, tales como la creación de centros de recursos para los padres, que promuevan y apoyen a los padres para una participación más plena en la enseñanza de sus hijos;
    5. deberá encargarse de que la información relacionada con los programas de la escuela y los padres, y otras actividades se envíe a los padres de los alumnos participantes en un formato y, en la medida que sea factible, en una lengua que puedan entender los padres;
    6. podrá incluir a los padres en la elaboración de capacitación para los maestros, los directores y otros educadores con el fin de mejorar la eficacia de tal capacitación;
    7. podrá dar la capacitación necesaria en alfabetización usando fondos recibidos de acuerdo con esta parte si la agencia de educación local ha agotado todas las otras fuentes disponibles de fondos para tal capacitación dentro de lo razonable;
    8. podrá pagar gastos razonables y necesarios relacionados con actividades locales de participación de padres, incluyendo el transporte y los costos de cuidado de niños, para

All Rights Reserved

permitir a los padres participar en reuniones relacionadas con la escuela y sesiones de capacitación;

9. podrá dar capacitación a los padres para aumentar el nivel de participación de otros padres;
10. podrá convocar reuniones de escuela a diversas horas, o realizar reuniones en casa entre maestros u otros educadores que trabajen directamente con los alumnos participantes, y los padres que no pueden asistir a tales reuniones en la escuela, a fin de aprovechar al máximo la participación y la inclusión de los padres;
11. podrá adoptar y poner en práctica métodos modelos dirigidos al mejoramiento de la participación de los padres;
12. podrá establecer a nivel de distrito un consejo asesor de padres para aconsejar sobre lo relativo a la participación de padres en programas respaldados por esta sección;
13. podrá crear funciones apropiadas para organizaciones con base en la comunidad y empresas respecto a las actividades de participación de los padres; y
14. deberá prestar otros tipos de apoyo, dentro de lo razonable, a las actividades de participación de los padres conforme a esta sección a petición de los padres

f. **ACCESIBILIDAD-** Al cumplir con los requisitos de participación de los padres contenidas en esta parte, las agencias de educación locales y las escuelas, en la medida que sea viable, deberán dar plenas oportunidades para la participación de los padres con dominio limitado del inglés, los padres con discapacidad, y los padres de hijos migratorios, incluyendo la difusión de la información y los informes de desempeño de escuela establecidos como requisito en sección 1111, en un formato y, en la medida que sea factible, en una lengua que los padres entiendan.

g. **INFORMACIÓN DE LOS CENTROS DE INFORMACIÓN Y RECURSOS PARA LOS PADRES -** En un estado donde se ha establecido un centro de información y recursos para los padres a fin de dar capacitación, información y apoyo a los padres e individuos que trabajan con los padres locales, las agencias de educación locales, y las escuelas que reciben asistencia conforme a esta parte, cada agencia de educación local o escuela beneficiaria de asistencia conforme a esta parte y que se encuentra en el estado deberá asistir a los padres y organizaciones de padres informando a tales padres y organizaciones sobre la existencia y el propósito de tales centros.

h. **REVISIONES-** La agencia de educación estatal deberá revisar las políticas y prácticas relativas a la participación de los padres establecidas por la agencia de educación local para determinar si dichas políticas y prácticas cumplen con los requisitos de esta sección.

All Rights Reserved

Flexible Learning Programs (FLP) Set-Aside Request for a Lesser Amount

Districts must complete and attach this form to the Consolidated Application Attachments tab if the district is making a request to set-aside less than the required 5% for Flexible Learning Programs (FLP).

		Current Allocation	
		Select the fiscal year from the drop-down list in the cell below	
District Name		**FY12**	
Set-Aside Amount Requested by the District for FLP		**5% set-aside**	$0
		1% set-aside	$0
Number of schools required to offer FLP		**List of Title I schools required to offer FLP with the school's status (Priority, Focus, and Alert Schools, if applicable)**	
Number of students eligible for FLP (the number of free and/or reduced price meal students in each of the district's Priority, Focus, and Alert Schools, if applicable			
District Per Pupil Amount for FLP (required 5% set-aside divided by number of students eligible for FLP)	#DIV/0!		

The district must provide: (1) a detailed explanation as to the reasons the District is requesting to set-aside less than 5% of its' allocation for FLP and (2) a detailed description related to how each Title I Priority, Focus, and Alert School, if applicable, in the district will maximize its 1003(a) school improvement funding to address the academic needs of the most at-risk students in the school in the text box below. All requests to set-aside a lesser amount will be considered on an ***individual*** *district basis.*

Title I Coordinator's Signature: _____ Date: _____

All Rights Reserved

APPENDIX B – LOCAL SCHOOL TOOLS AND RESOURCES

Appendix B - Local School Tools and Resource.....271

- Check-List for School-Level Parental Involvement Policy (Samples) 272
- Local School Parental Involvement Policy Template 280
- Checklist for LEA Parental Involvement Policy Template.....286
- Sample Elementary Parental Involvement Policy 293
- Sample Parent/Family Involvement Plan 295
- Sample Middle School Parental Involvement Policy.....296
- Sample Middle School Parental Involvement Policy.....300
- Sample High School Parental Involvement Plan 304
- Family Involvement and Equity Framework Components 306
- Family Involvement and Equity Checklist for Quality 307
- School/Parent Compact Checklist.....316
- Sample Middle School/Parent Compact.....317
- Principal/Teacher/Parent Student Compact Sample.....319
- Key Title I, Part A FLP Parent Notice Requirements 320
- Georgia Parent Information and Resource Center 325
- Georgia Parent Information and Resource Center Spanish.....327

All Rights Reserved

FY13 Check-List for School-Level Parental Involvement Policy

With Sample Documentation

Title I Section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA) requires that each LEA receiving Title I, Part A funds develop jointly with , agree on with, and distribute to parents of participating children a written parental involvement policy.

School: _____

School should give additional attention to the following areas:

Met	Not Met	NA	Indicator	Notes
( )	**( )**	**( )**	1. Develop jointly with, and distribute to, parents of participating children a written policy describing implementation of the requirements in a language that is simple, concise and jargon-free and updated periodically to meet the changing needs of parents and the school. The policy shall be made available to the local community. The policy should reflect a revision date of (month/day/year) as well as school year date (school year example 2012 -2013).	Parent Policy Copies of Correspondences to Parents Parent Surveys Dated Agenda Sign–in Sheet (indicating person's role or title) Minutes of Meeting, Calendar Stating Distribution Date Student Handbook
( )	**( )**	**( )**	2. Convene an annual meeting, at a convenient time, to ensure that all parents of participating children shall be invited and encouraged to attend. The meeting will be another tool used to inform parents of their school's participation under Title I and to explain Title I, its requirements, and their right to be involved.	Student Handbook Calendar Newsletter, Flyer Announcements Dated Agenda and Sign–in Sheets (indicating parent and child's name)
( )	**( )**	**( )**	3. Offer meetings using a flexible schedule, such as meetings in the morning or evening. The cost may be offset with Title I funds to pay for transportation, childcare, or home visits, as long as such services relate to parental involvement to eliminate parental	Dated Agendas and Sign –in Sheets Flyers Calendar Newsletters Records of Expenditure or Funds for Transportation

All Rights Reserved

Met	Not Met	NA	Indicator	Notes
			involvement barriers.	and/or Childcare
( )	( )	( )	4. Involve parents, in an organized, ongoing, and timely way, in the planning, reviewing, and improvement of programs under Title I, including the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and designing of its programs, the school may use that process; if such a process includes an adequate representation of parents of participating children.	Parent Letters and Surveys Dated Agendas, Sign-in Sheets (indicating person's role or title) and Minutes
( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	5. Provide parents of participating students timely information concerning: a. Title I programs in the school. b. Results of the annual school review including school performance profiles. c. Individual student assessment results and interpretation of those results. d. A description and explanation of the school curriculum. e. The assessments used to measure student progress and the proficiency levels the students are expected to meet. f. Opportunities for regular meetings to formulate suggestions, share experiences with other parents and participate as appropriate in decisions relating to the education of their children. g. Provide timely responses to parent suggestions. h. Collect all unsatisfactory parent comments regarding the Schoolwide Plan and	Title l Annual Meeting Agenda Meeting sign-in sheets Meeting invitations Parent and school surveys Copies of Parent Comments

All Rights Reserved

Met	Not Met	NA	Indicator	Notes
( )	( )	( )	i. Attach those comments to the Schoolwide Plan when submitted to a Local Education Agency (LEA).	
( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	6. Provide assistance to participating parents in such areas as understanding the: a. National Education Goals. b. State's content standards and student performance standards. c. School improvement and corrective action process if applicable. d. Components of a schoolwide program if applicable. e. Components of a targeted assistance school program if applicable. f. State and local assessments. g. Requirements of Title I, Part A h. Ways parents can monitor their children's progress and work with educators to improve the performance of their children. i. Ways parents can participate in decisions relating to the a. education of their children.	Newspaper Articles and/or Media Announcements (In Parent's Native Language) • Calendar • Schedules of Parent Education Activities Training /Classes/ In-service • Newsletters • Flyers, Letters • Announcements • Copies of Handouts • Student Handbooks • Student Agendas or Planners • Parent Handbooks • Dated Agendas • Sign-in Sheets from Parent Education Activities (indicating person's role or title) • Copies of Evaluation Forms • List of Materials for Meetings

All Rights Reserved

Met	Not Met	NA	Indicator	Notes
( ) ( )	( ) ( )	( ) ( )	7. Provide materials and training such as: a. Coordinating necessary literacy training and using technology from other sources to help parents work with their children to improve their children's achievement. b. Training to help parents work with their children to improve their children's achievement.	Parent Enrollment Dates and Parent Placement in Programs Same as #6
( )	( )	( )	8. Educate teachers, pupil services personnel, principals 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 home and school.	Staff Orientation Dated Agenda Dated Minutes Staff Surveys Documentation of Staff Attendance Same as #6
( )	( )	( )	9. Coordinate and integrate parental involvement programs, activities and strategies with Title I-B, Migrant, Title I-C, Homeless, Vocational Education, home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, Public Preschool Programs, and other programs, to the extent feasible and appropriate.	Copies of Partnership Plans, Dated Agendas, Coordinated Activities, & Sign–in Sheets (indicating person's role and title) Phone logs
( )	( )	( )	10. Develop appropriate roles for	Log of Calls to

All Rights Reserved

Met	Not Met	NA	Indicator	Notes
			community-based organizations and businesses in parental involvement activities, including providing information about opportunities for organizations and businesses to work with parents and schools, and encouraging the formation of partnerships between elementary, middle, and secondary schools and local businesses that include a role for parents.	Community-Based Businesses Letters to Businesses Dated Agenda, Dated Sign-In Sheets (indicating person's role and title) Minutes from Meeting Signed Partners Plans
( )	**( )**	**( )**	11. Conduct other activities, as appropriate and feasible, such as parent resource centers and opportunities for parents to learn about child development and child rearing issues beginning at the birth of a child, that are designed to help parents become full partners in the education of their children.	Calendar Handbook Newsletters Dated Agendas Dated Sign-in Sheets Flyers, Announcements
( )	**( )**	**( )**	12. Involve parents in an ongoing and end of year assessment to evaluate the effectiveness of the parental involvement initiatives as a measure of performance evaluations of the school.	Copies of Parents Evaluations Surveys Dated Agenda, Sign-in Sheets (indicating person's role or title), Minutes/notes Documentation of recommendations and revisions

All Rights Reserved

Met Not Met NA	Indicator	Notes
( ) ( ) ( )	13. To the extent practicable, provide full opportunities for the participation of Limited English Proficiency (LEP) parents, parents of migratory children, and parents with disabilities including providing school profiles and information related to school and parent programs, meetings, and other activities in a language and format such parents understand.	Home Visitation Forms with Dates, Purpose and Results List of Translators Contacts/ Resources Copies of Translated • Letters • Newsletters • Handbooks • Compacts • Flyers • Other Parent Outreach Methods
( ) ( ) ( ) **OPTIONAL**	14. Involve parents in the development of training for teachers, principals, educators to improve effectiveness.	Schedule of Training Letters, Flyers, Announcements Student Handbooks, Student Dated Planners Dated Agendas Dated Sign-in Sheets Documentation of Staff Attendance
( ) ( ) ( ) **OPTIONAL**	15. Train parents to enhance the involvement of other parents.	Schedule of Training Letters, Flyers, Announcements Student Handbooks, Student Agendas or Planners Dated Agendas Dated Sign-in Sheets
( ) ( ) ( ) **OPTIONAL**	16. Adopt and implement model approaches to improving parental involvement.	Indicate Model

All Rights Reserved

( ) **( )** **( )**	17. Provide other reasonable support for parental involvement activities as parents may request.	Parent Surveys Parent comments, ideas and suggestions
Met Not Met NA	Indicator	Notes
( ) **( )** **( )**	18. Involve parents in the joint development of the school-parent compact that outlines how parents will be responsible for supporting student learning.	Letters to Parents Dated Meeting Agenda Dated Sign–in Sheets (indicating persons title and role)
( ) **( )** **( )**	19. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student performance standards.	Copy of Compact
( ) **( )** **( )**	20. Explain the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.	Copies of compacts Copies of dated meeting agendas
Met Not Met NA	Indicator	Notes

All Rights Reserved

( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	21. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — a. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. b. Frequent reports to parents on their children's progress. c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.	Letters to Parents Dated Meeting Agenda Dated Sign–in Sheets (indicating persons title and role)

Comments: _____

_____

_____

_____

_____ _____

Signature of School Principal Date

_____ _____

Signature of LEA Coordinator Date

All Rights Reserved

FY13 Local School Level Parental Involvement Policy
Sample Template

Title I Section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA) requires that each LEA receiving Title I, Part A funds develop jointly with , agree on with, and distribute to parents of participating children a written parental involvement policy.

School: _____

School should give additional attention to the following areas:

Met	Not Met	NA	Indicator	Notes
( )	**( )**	**( )**	1. Develop jointly with, and distribute to, parents of participating children a written policy describing implementation of the requirements in a language that is simple, concise and jargon-free and updated periodically to meet the changing needs of parents and the school. The policy shall be made available to the local community. The policy should reflect a revision date of (month/day/year) as well as school year date (school year example 2012 - 2013).	
( )	**( )**	**( )**	2. Convene an annual meeting, at a convenient time, to ensure that all parents of participating children shall be invited and encouraged to attend. The meeting will be another tool used to inform parents of their school's participation under Title I and to explain Title I, its requirements, and their right to be involved.	
( )	**( )**	**( )**	3. Offer meetings using a flexible schedule, such as meetings in the morning or evening. The cost may be offset with Title I funds to pay for transportation, childcare, or home visits, as long as such services relate to parental involvement to eliminate parental involvement barriers.	

All Rights Reserved

Met	Not Met	NA	Indicator	Notes
( )	( )	( )	4. Involve parents, in an organized, ongoing, and timely way, in the planning, reviewing, and improvement of programs under Title I, including the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and designing of its programs, the school may use that process; if such a process includes an adequate representation of parents of participating children.	
( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	5. Provide parents of participating students timely information concerning: a. Title I programs in the school. b. Results of the annual school review including school performance profiles. c. Individual student assessment results and interpretation of those results. d. A description and explanation of the school curriculum. e. The assessments used to measure student progress and the proficiency levels the students are expected to meet. f. Opportunities for regular meetings to formulate suggestions, share experiences with other parents and participate as appropriate in decisions relating to the education of their children. g. Provide timely responses to parent suggestions. h. Collect all unsatisfactory parent comments regarding the Schoolwide Plan and i. Attach those comments to the	

All Rights Reserved

Met	Not Met	NA	Indicator	Notes
( )	( )	( )	schoolwide plan when submitted to a Local Education Agency (LEA).	
			6. Provide assistance to participating parents in such areas as understanding the:	
( )	( )	( )	a. National Education Goals.	
( )	( )	( )	b. State's content standards and student performance standards.	
( )	( )	( )	c. School improvement and corrective action process if applicable.	
( )	( )	( )	d. Components of a schoolwide program if applicable.	
( )	( )	( )	e. Components of a targeted assistance school program if applicable.	
( )	( )	( )	f. State and local assessments.	
( )	( )	( )	g. Requirements of Title I, Part A.	
( )	( )	( )	h. Ways parents can monitor their children's progress and work with educators to improve the performance of their children.	
			i. Ways parents can participate in decisions relating to the education of their children.	
			7. Provide materials and training such as:	
( )	( )	( )	a. Coordinating necessary literacy training and using technology from other sources to help parents work with their children to improve their children's achievement.	
( )	( )	( )	b. Training to help parents work with their children to improve their children's achievement.	
( )	( )	( )	8. Educate teachers, pupil services	

All Rights Reserved

Met	Not Met	NA	Indicator	Notes
			personnel, principals 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 home and school.	
( )	**( )**	**( )**	9. Coordinate and integrate parental involvement programs, activities and strategies with Title I-B, Migrant, Title I-C, Homeless, Vocational Education, and Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, Public Preschool Programs and other programs, to the extent feasible and appropriate.	
( )	**( )**	**( )**	10. Develop appropriate roles for community-based organizations and businesses in parental involvement activities, including providing information about opportunities for organizations and businesses to work with parents and schools, and encouraging the formation of partnerships between elementary, middle, and secondary schools and local businesses that include a role for parents.	
( )	**( )**	**( )**	11. Conduct other activities, as appropriate and feasible, such as parent resource centers and opportunities for parents to learn about child development and child rearing issues beginning at the birth of a child, that are designed to help parents become full partners in the education of their children.	
( )	**( )**	**( )**	12. Involve parents in an ongoing and end of year assessment to evaluate the effectiveness of the parental involvement initiatives as a measure	

All Rights Reserved

Met Not Met NA	Indicator	Notes
	of performance evaluations of the school.	
( ) ( ) ( )	13. To the extent practicable, provide full opportunities for the participation of Limited English Proficiency (LEP) parents, parents of migratory children, and parents with disabilities including providing school profiles and information related to school and parent programs, meetings, and other activities in a language and format such parents understand.	
( ) ( ) ( ) OPTIONAL	14. Involve parents in the development of training for teachers, principals, educators to improve effectiveness.	
( ) ( ) ( ) OPTIONAL	15. Train parents to enhance the involvement of other parents.	
( ) ( ) ( ) OPTIONAL	16. Adopt and implement model approaches to improving parental involvement.	
( ) ( ) ( )	17. Provide other reasonable support for parental involvement activities as parents may request.	
( ) ( ) ( )	18. Involve parents in the joint development of the school-parent compact that outlines how parents will be responsible for supporting student learning.	
( ) ( ) ( )	19. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student performance standards.	
( ) ( ) ( )	20. Explain the ways in which each parent will be responsible for supporting their children's learning,	

All Rights Reserved

Met Not Met NA	Indicator	Notes
	such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.	
( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	21. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — a. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. b. Frequent reports to parents on their children's progress. c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.	

Comments: _____

_____

_____

_____

_____ _____

Signature of School Principal Date

_____ _____

Signature of LEA Coordinator Date

All Rights Reserved

FY13 Checklist for LEA Parental Involvement Policy
Sample Template

Title I Section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA) requires that each LEA receiving Title I, Part A, funds develop jointly with , agree on with, and distribute to parents of participating children a written parental involvement policy.

LEA: _____

LEA should give additional attention to the following areas:

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
( )	**( )**	**( )**	1. Develop jointly with, agree on with, and distribute to parents of participating children a written parental involvement policy and incorporated into a Local Education Agency (LEA) Plan developed under Section 1116. The policy should reflect a revision date of (month/ date/ year) as well as school year date (school year example 2012-2013)	
( )	**( )**	**( )**	2. Involve parents in the process of school review and improvement under Section 1116, SWP, SIP, LEA CLIP, and FLP	
( )	**( )**	**( )**	3. LEAs with Title I allocations greater than $500,000 must reserve at least one percent of its allocation for parental involvement; including promoting family literacy and parenting skills and distribute ninety-five percent of the one percent must be distributed among the Title I schools.	
( )	**( )**	**( )**	4. Involve parents in the	

All Rights Reserved

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
			decision regarding how funds are allotted for parental involvement activities.	
( )	**( )**	**( )**	5. Provide the coordination, technical assistance and the other support necessary to assist participating schools in planning and implementing effective parental involvement programs.	
( )	**( )**	**( )**	6. Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs, such as Head Start, Even Start, Title I, Part B; Migrant, Title I, part C; Homeless, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, PIRC and State-run preschool programs.	
( ) **( )**	**( )** **( )**	**( )** **( )**	7. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy: a. To determine the effectiveness of the policy in increasing the participation of parents. b. To identify barriers to greater participation by parents, giving particular attention to parents who are economically	

All Rights Reserved

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
			disadvantaged, disabled, have limited English proficiency, have limited literacy or of any racial or ethnic minority.	
( )	**( )**	**( )**	8. Use the findings of the evaluations in designing strategies for school improvement and revising, if necessary, an LEA Parental Involvement Policy and the School Parental Involvement Policies.	
			9. Provide assistance to participating parents in such areas as understanding the:	
( )	**( )**	**( )**	a. National Education Goals.	
( )	**( )**	**( )**	b. State's content standards and student performance standards.	
( )	**( )**	**( )**	c. School improvement & TA Plan, and CLIP	
( )	**( )**	**( )**	d. Components of a schoolwide program if applicable.	
( )	**( )**	**( )**	e. Components of a targeted assistance school program if applicable.	
( )	**( )**	**( )**	f. State and local assessments.	
( )	**( )**	**( )**	g. Ways parents can monitor their children's progress and work with educators to improve the performance of their children.	
( )	**( )**	**( )**	h. Ways parents can participate in decisions	

All Rights Reserved

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
( )	**( )**	**( )**	relating to the education of their children.	
Met	*Not Met*	*NA*	*Indicator*	*Documentation*
( ) **( )**	**( )** **( )**	**( )** **( )**	10. Provide materials and training such as: a. Coordinating necessary literacy training and using technology from other sources to help parents work with their children to improve their children's achievement. b. Training to help parents work with their children to improve their children's achievement.	
( )	**( )**	**( )**	11. Educate teachers, pupil services personnel, principals 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 home and school.	

All Rights Reserved

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
( )	**( )**	**( )**	12. Develop appropriate roles for community-based organizations and businesses in parental involvement activities, including providing information about opportunities for organizations and businesses to work with parents and schools, and encouraging the formation of partnerships between elementary, middle, and secondary schools and local businesses that include a role for parents.	
( )	( )	( )	13. Establish a districtwide parent advisory council to provide advice on all matters related to parental involvement. Involve all Title l parents.	
( )	**( )**	**( )**	14. Arrange districtwide meetings at a variety of times and may provide with funds provided under Title I, transportation or child care as such services relate to parental involvement.	
( )	**( )**	**( )**	15. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.	
( )	**( )**	**( )**	16. Adopt and implement model approaches to improving parental involvement.	

All Rights Reserved

Met	*Not Met*	*NA*	*Indicator*	*Documentation*
( )	**( )**	**( )**	17. Conduct other activities, as appropriate and feasible, such as parent resource centers and opportunities for parents to learn about child development and child rearing issues beginning at the birth of a child, that are designed to help parents become full partners in the education of their children.	
( )	**( )**	**( )**	18. Collect all unsatisfactory parent comments regarding an LEA Plan under Section 1112 and submit with LEA Plan when submit to the SEA.	
( )	**( )**	**( )**	19. Provide such other reasonable support for parental involvement activities as parents may request.	
( )	**( )**	**( )**	20. To the extent practicable, provide full opportunities for the participation of LEP parents, parents of migratory children, and parents with disabilities including providing school profiles and information related to school and parent programs, meetings, and other activities in a language and format such parents understand.	

All Rights Reserved

	21. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — a. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. b. Frequent reports to parents on their children's progress. c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.	

Comments: _____

_____

_____

_____ _____

Signature of LEA Coordinator Date

All Rights Reserved

Sample Elementary Parental Involvement Policy
Danielsville Elementary School
School Year
(xx-xx-xxxx)

Statement of Purpose:

The involvement of parents and community members is critical to the success of education. Ongoing efforts will be made to solicit input from parents and community members and to seek their involvement. Members of the school, the community, and parents were involved in the development the Parental involvement Plan.

Based on the needs identified by parent and staff surveys conducted at the beginning the school year the following strategies were outlined:

I. District parent/community involvement plan and school - The Parent Compact is distributed to parents and students at the beginning of the school year or as new students are enrolled in the school. Both English and Spanish versions of the compact are available. In addition, all students receive a student handbook, which includes the code of conduct, procedures, and calendar of events. During the first week of school, teachers review this information with students. Also, parents are asked to sign that they have read the handbook and discussed its content with their children.

II. Information about school policies and involvement opportunities are communicated through direct parent contact by the following staff:
    a. Student Code of Conduct Committee.
    b. School Counselor.
    c. PTO Council.
    d. School Council.

III. Annual and regular meetings of parents will be convened to discuss the schoolwide program, including their rights to be involved in the school plan.
    a. All parents are invited to attend parent meetings and are given copies of the school plan.
    b. Parents and community members are asked to serve on committees such as the School Council, the School Improvement Committee, and the PTO Council. (This will be ongoing).
    c. Parent meetings are held during the school day and outside school hours. Specific dates and times are included in the plan.

IV. Parents will be provided information on school performance, student's individual assessments, and school curriculum.
    a. Information on school performance is sent home with students annually. Additional copies are available in the office.

All Rights Reserved

b. The results of norm-referenced and standardized tests are sent home with students who have participated in these tests. The Parent Connect Web site provides parents with the results of classroom assignments and tests via the Internet.
c. Information about the school curriculum is conveyed to parents through parent/teacher meetings, letters to parents, the school's monthly calendar and the quarterly newsletter.

V. Parents and community members will be given timely responses to their concerns and suggestions.
   a. All concerns or suggestions submitted in writing or verbally are responded to in a timely manner. Information from parent surveys have resulted in action steps in our plan.

VI. School – Parent Compact (see attached)
   a. The parent compact was developed by community representatives from the school district. All stakeholders are asked to participate and to sign the compact to show their support.

VII. Building capacity for parent/community involvement
   a. Refer to the district's plan for parent and community involvement.

All Rights Reserved

Sample Parental/Family Involvement Plan

Based on National PTA's National Standards for Parent/Family Involvement Programs
Standard of Area of Focus: Standard III: Student Learning
Objective: For parents to play a more integral role in assisting student learning at home

What steps will be taken?	Who will be involved?	What materials/ resources or training do we need?	When will it be done?	How will we measure our success?
Offer a workshop on how parents can support learning and homework at home. Create learning kits that guide families to explore an academic area together.	1. 2 PTA members 2. 2-3 Teachers Curriculum Coordinator	1. Teachers and parents to volunteer time to plan the workshop: a. Location. b. Speaker. c. Handouts and workshop evaluation forms. d. Type of eating/number needed. f. Possible audiovisual equipment, flip charts, and markers, overhead projector, microphone, podium, TV/VCR. g. Child care. h. Translator. i. Refreshments. Planning time for teachers to create kits and parent/child activities. Kit contents: list of activities, assignment completion forms that student and parents sign, videos, books, learning toys/games, writing supplies etc.	October 20, 7:00 p.m. One kit will be taken home per quarter.	1. Results of workshops evaluations. 2. Increase in completed homework assignments turned in by students. Improved performance of homework and test by students. Presentations in class. Completion of forms signed by parents and students.

Drafted on _____ Adopted on _____ Revised on _____

National; PTA: National standards for Parents /Family Involvement Programs: Am Implementation Guide for School Communities, 2004.

All Rights Reserved

SAMPLE MIDDLE SCHOOL PARENTAL INVOLVEMENT POLICY

Thomas County Middle School
Sample Middle School Parental Involvement Policy
20xx – 20xx
Revision date xx-xx-xxxx

1. The goal of the Title I parental involvement program is to increase student achievement.

2. Parents of students enrolled at Thomas County Middle School are invited to a parent meeting at the beginning of each school year. Parents are given an explanation of the Title I schoolwide program including the legal requirements and an overview of the school's curriculum. The Thomas County Middle School staff emphasizes the importance of parents being involved in their child's education and the need for them to become involved in the decision-making process.

3. Parent meetings are offered throughout the year on various topics using flexible times. Parents are notified of the meetings by the school newsletters, newspaper articles, community public service announcements, postcards, and/or telephone calls. Parents are surveyed throughout the year regarding preference of meeting times and topics in order to assist with scheduling workshops for the next school year. Childcare and transportation are available for some evening workshops. Home visits are made throughout the year when requested by the school and/or parents.

4. The Title I Parental involvement Coordinator involves parents in the planning, review, and improvement of programs. Thomas County Middle School has a parental involvement advisory board which meets a minimum of twice each year. The advisory board reviews surveys in the spring and uses the results to improve the parental involvement program. Ideas and suggestions are researched and discussed with the teachers and administration. Teachers and administrators are encouraged to review and respond to parent suggestions.

5. Throughout the year, parents receive written and/or verbal information concerning:

- School programs. Information is discussed in the fall. The teachers and the Parental involvement Coordinator remind parents of the various school programs.
- Results of the annual school review (including school performance profiles). School administrators are responsible for reporting this information to parents of the school. This may be done through the newspaper or through others means of correspondence.
- Opportunities to volunteer in the school.
- Individual student assessment results and interpretation of those results. The school is responsible for disseminating test information to parents. Individual conferences are scheduled on an as-needed basis.
- A description and explanation of the school curriculum. Thomas County Middle School provides each parent with a student handbook at the beginning of the school year. An explanation of the school curriculum is included.

All Rights Reserved

- Assessments used to measure student progress and proficiency. The classroom teachers and the school administration explain the school's assessments and proficiency levels
- to parents and students. Report cards include a detailed explanation of promotion requirements. Teachers and staff offer detailed explanations, when requested.
- Opportunities for parents to formulate suggestions, share experiences with other parents and participate, as appropriate, in decisions relating to the education of their children. Opportunities are made available throughout the school year at the parent meetings and/or workshops. Parents are encouraged to share ideas and participate in discussions.
- Responses to parent suggestions. The Parental involvement Coordinator and other staff members evaluate each parent workshop. Parents are encouraged to make suggestions for improvement. The Parental involvement Coordinator shares responses with the advisory board. When necessary, immediate action is taken on certain suggestions after consulting with the Title I coordinator and school administrators.

6. Through evaluation forms gathered at parent meetings and from discussions with parents and staff, the Parental involvement Coordinator collects all unsatisfactory parent comments and presents them to the parental involvement advisory board to use in planning for the next school year.

7. Parents receive assistance in understanding the areas of:

- State's content standards and student performance standards. The classroom teachers explain the state's content standards (QCC/GPS objectives) within the classroom setting. The school staff explains the QCC/GPS to the parent, if requested. Parents receive information on the student performance standards in the report cards and through discussion with the classroom teacher, if requested.
- Benchmark tests, CRCT, Middle Grades Writing Assessment (5th and 8th grades), and Iowa Test of Basic Skills.
- School improvement and corrective action process, if applicable.
- Components of a schoolwide program, if applicable. Parents receive an explanation of the schoolwide program at the fall parent meeting. A more detailed explanation is done during the year, if requested.
- State and local assessments are explained to parents throughout the year.
- Requirements of Title I, Part A are explained to parents in the fall of each school year.
- Ways to monitor their child's progress and suggestions on how to improve the academic performance of their child is ongoing for the parents.
- Ways to participate in decisions affecting their child are explained to parents in an ongoing fashion. Parents are encouraged to become involved in their child's education.

8. The Parental involvement Coordinator helps parents improve their child's achievement by providing materials and training throughout the year. Parents are:

- Provided relevant workshops and information.
- Provided materials housed in the parent resource center.
- Encouraged to attend school meetings.
- Encouraged to attend parent-teacher conferences.
- Informed of the availability of programs such as literacy training.

All Rights Reserved

9. The Parental involvement Coordinator provides assistance and information to teachers, pupil services personnel, principals and other staff members concerning the value and importance of parent contributions. The coordinator provides assistance in how to reach out to, communicate with, and work with parents as equal partners. The Parental involvement Coordinator implements and coordinates parent programs and builds ties between the home and school. These are accomplished by:

- Scheduling workshops to accommodate special needs.
- Attending meetings and conferences.
- Communicating strategies and related information through the parent handbook, newsletters, memos, etc.

10. The Parental involvement Coordinator works with community-based organizations and businesses. Information about opportunities for organizations and businesses to work with parents and schools and encouraging the formation of partnerships are targeted. Businesses are encouraged to allow the employees who are the parents of the Thomas County Middle School students to visit the school on the dates set-aside as teacher workdays or as needed by the school. Business representatives are encouraged to become involved in the school, such as visiting classrooms and attending parent meetings as guest speakers and resource people. Providing motivation and encouragement to students as well as providing career and business information are the focus.

11. The Parental involvement Coordinator is responsible for the parent resource center in the school. The center houses resources for parents and students, such as books and games. In addition, the center has materials to assist parents in understanding child development and child rearing issues.

12. Information about school programs and meetings is sent to parents in the language used in the homes.

13. To the extent possible, the Parental involvement Coordinator provides opportunities for the participation of ELL parents and parents with disabilities. Parents are provided information about programs in a language they understand.

14. The Parental involvement Coordinator meets with the teachers and school administrators and stresses the school's responsibility in providing an enriched curriculum and quality instruction that meets the needs of all students. Ensuring that all students meet the state's content and performance standards is emphasized.

15. The Parental involvement Coordinator works with the teachers, parents, and students in the development of the Thomas County Middle School parent compact. She conveys to the parents their areas of responsibility as stated in the Thomas County Middle School parent compact. Some areas may include:

- Monitoring attendance.
- Checking for completion of homework.
- Attending parent meetings.

All Rights Reserved

- Supporting school activities.
- Attending to the physical and medical needs of their child.

The compact stresses the importance of communication between teachers and parents. Parents, students and teachers sign the compact indicating the role each has in the education process.

16. Additional communication is provided through:

- Parent-teacher conferences.
- Progress reports.
- School programs and meetings.
- Opportunities to volunteer and participate in classroom activities.
- Student Support Team meetings.

17. The Parental involvement Coordinator assists the school staff in transition activities for students and parents.

All Rights Reserved

Campbell Middle School
Sample Middle School Parental Involvement Policy
20xx-20xx

Research indicates that students who are academically successful tend to receive consistent support from the adults in their home. Middle school is a time when youth need our caring and supportive guidance as much as ever. Campbell Middle School encourages parents to be involved in this stage of their child's education.

In order to meet the needs of our parents, students, and staff, the following activities and strategies have been planned:

- Parents will receive a copy of the Cobb County Parental involvement Policy under Title I in conjunction with Performing Arts information which will be distributed to all students on a staggered basis by grade level.

- Title I Orientation and Open House (August 29): At this meeting, parents will receive an orientation to the Title I schoolwide program and the parents will be informed of their school's participation under Title I. Parents will receive an overview of the upcoming *PASSport to Success* parent workshop series which will begin the week following Conference Week. Parents will also follow their child's class schedule and receive curriculum information from teachers.

In addition to Title I Orientation and Open House, the following meetings and programs are offered at flexible times to meet the needs of the parents at Campbell Middle School.

- Parent Information and Resource Center (PIRC): Parental Information and Resource Centers are one of the key program areas within *Communities in Schools of Georgia*. PIRCs help parents become actively involved in their children's education through numerous early childhood programs, and they receive funding from the U.S. Department of Education. PIRCs collaborate with schools, social service agencies, and others to enhance their service. This is a collaborative effort with *Communities in Schools of Marietta/Cobb County, Inc*.

- Hispanic/Latino Parent Forums: These forums are held with assistance from the *International Welcome Center* for the Cobb County Public School District. The forums help to alleviate language barriers which prevent Latino families from being fully involved in their child's education at the middle school level and beyond.

All Rights Reserved

- iParent Registration and Training (October 16-20): The Cobb County School District is offering iParent as a means to further enhance communication with parents and to further promote educational excellence. iParent allows parents to view their own child's school records anywhere, anytime via the Internet. iParent is available to every parent or guardian of a student enrolled in the Cobb County School District. During Conference Week 2006, parents will receive their initial login information and training on how to access an LEA.
- Eighth Grade Parent Night (September 21): This meeting will be held with parents of eighth grade students to continue our efforts to make sure that all families are informed of the following: *A special reminder for parents/guardians of eighth grade students. Please do not forget that eighth grade students who do not meet minimum state requirements on the Georgia Criterion-Referenced Competency Test (CRCT) will not advance to the next grade level.* Additionally, the meeting agenda will include a discussion of the ITBS, MGWA, and CRCT and the importance of testing. Information will also be shared concerning Magnet Schools, promotion requirements, and the Anti-Bullying Initiative.
- Special Education Parent Night (January 18): This event will be held to foster positive communication with parents of our special education students. This event was created in response to this subgroup of students on the previous year's CRCT testing. Parents will receive answers to key questions such as: 1) Why should my child attend the After School Enrichment Program?, 2) How does *the Elementary and Secondary Education Act of 1965* (ESEA) affect my child?, 3) How can I help my child with homework?, 4) What are the 8 Keys to Success?, and 4) Why should my child adhere to Uniform Dress guidelines?
- Future Fair (Spring 2007): Based on the overwhelming response after last year's event, this event will be held again this school year. The Future Fair is cosponsored by the Campbell Middle PTSA, regional colleges and universities, and armed services personnel. The event provides students and their parents with an opportunity to explore various secondary options.
- *PASSport to Success* (**P**arents **A**ssuring **S**tudent **S**uccess) Parenting Workshops: Campbell Middle School in conjunction with *Communities in Schools of Marietta/Cobb County, Inc*. will host a series of workshops designed to assist parents in helping their children succeed in school. Each session in the series meets once a week for four (4) weeks. Certificates will be awarded upon completion of all sessions. Participants receive ***free*** registration, workshop materials, childcare services, and lite dinner.
- A subscription to the brochure series *Helping Your Child Succeed in School* will be secured in English and Spanish. Brochures will be available free of charge in the Guidance Office.
- Campbell Middle School will employ a half-time Hispanic parent liaison. The Parent Facilitator will assist with communication efforts with our growing Hispanic population as well as other parents who desire assistance.

All Rights Reserved

- Translation services via TALK LEA: The TalkLEA allows CMS to communicate in multiple languages *simultaneously*. It is the *only* simultaneous language translation LEA that allows everyone to hear the same message at the same time, no matter what language they speak! Using this technology, PTSA and other meetings are translated to our growing Hispanic/Latino population.
- The Guidance Department has secured services from *First Steps* and *Next Steps*. *First Steps* will assist parents of newborns with support, education and referrals to community resources for up to six months. *Next Steps Child and Adolescent Services* will offer comprehensive and individualized treatment for students with emotional, behavioral, and substance abuse problems. *Next Steps* will primarily work with students who have continuous behavior infractions, their families, and others to determine supports necessary to foster individual responsibility and improved personal relationships.
- Advancement Via Individual Determination (AVID) will begin this year at CMS. A major component of this program is parental involvement. AVID parent nights will be held throughout the year to discuss topics such as: Why start preparing for college in Middle School, What are Financing Options for College, etc.
- International Welcome Center (IWC): This resource is designed to facilitate communication between refugee/immigrant parents and their local schools. This resource provides interpretation and translation services of school issues for refugee/immigrant families. The IWC offers translators and interpreters in the following languages: Spanish, Portuguese, Vietnamese, Korean, French, French Creole, Russian, Hindi, Chinese, among other languages. This service is free and accessible through the local school.
- Parent Volunteer Program: This program allows parents to register for various volunteer opportunities in the school. The program was created in a response to research which indicated that the most powerful predictor of a student's achievement in school is not income or social status, but the extent to which the student's family is able to: (1) create a home environment that encourages learning; (2) express high, but not unrealistic expectations, for achievement; and (3) become involved in their child's education at the school and in the community.

Campbell Middle School uses the following communication methods to provide parents with timely information about Title I programs and the academic progress of students. Information about school and parent programs, meetings, and other activities are sent to parents in a format and to the extent practical, in a language the parents can understand.

- Dial Out LEA: As in previous years, we are fortunate to have an automated phone LEA that will call each household with general school announcements. An LEA will also call when a student is absent from school. The messages are sent in English and Spanish.

All Rights Reserved

Campbell Middle School Web Page: The CMS web page serves as another tool to inform parents of upcoming events and links to educational resources for students and parents. The CMS web page can be viewed in English and Spanish.

- Agenda Books: Each student receives an agenda book to help parents know what assignments are due. The agenda book provides teachers and parents with a means of daily communication about academic and behavior issues. Furthermore, the agenda book serves as foundation of the schoolwide discipline plan.
- Communication Labels: These preprinted labels can be placed in student agendas to remind families about upcoming events. (i.e., report cards, picture days, etc.)
- Conference Week (October 16-20): During conference week parents will have the opportunity to meet with one of their child's teachers to receive an overview of their progress in all areas.
- Good News Postcards: These post cards are available for any teacher to send home to report news worth sharing about a student to his/her family. Postage will be paid by the school.
- Letters and Flyers: All parents eligible to receive Supplemental Education Services will receive notification by mail. Flyers will also be utilized to inform parents of upcoming school events and to solicit involvement.
- Campbell Middle School Newsletter: The newsletter is offered in print and via the web to inform parents of previous achievements and upcoming events.
- Homework Hotline: Homework Hotline is a voice mailbox student and parents can telephone each evening to find out what the homework assignments are for that day. Students should write their assignments in their agenda, but if they forget the assignment, they can call the hotline to check what it is. Throughout the year, teams may also include important information on upcoming school events such as dances, school pictures, field trips, etc.
- Parent Welcome Telephone Calls: Homeroom teachers must make a telephone contact with all regular education students. Special education teachers must make contact with the parents of the students in their caseload. ESOL/IEL teachers must make telephone contact with their students. These telephone calls are very important as they establish a positive form of communication with parents. All calls should be completed by August 22, 2006.

Each year, a survey is sent to parents. The data is collected and submitted to our local education agency (LEA). Comments are used to re-examine the School Improvement Plan. In addition, parents on the local school advisory team will review the parents' comments and assist in addressing the suggestions and concerns of the survey.

All Rights Reserved

Sample High School Parental Involvement Plan
Meadowcreek High School
20xx-20xx
Revision Date (xx-xx-xxxx)

The Meadowcreek High School community recognizes the importance of parental involvement to reach individual student goals for successful completion of high school requirements for graduation. In an effort to facilitate this involvement a plan has been formulated and it is outlined in this report. Educational research clearly shows that parents who are actively involved in their child's learning at home help their children become more successful learners in and out of school (Riley). In our efforts to improve student achievement, Meadowcreek High School has established objectives and will implement strategies to increase parent and community involvement within our school, ESEA Act of 1965 Section 1118-1-16.

Meadowcreek High School has an open door policy that encourages parents to visit the school. Our parental involvement meetings are designed to provide parents with resources and materials needed to become more effective and actively involved in their children's education. We will continue to provide our parents and community with various forms of communication; including translations, such as: the parent/student handbook, newsletters, flyers, PTA information and phone calls, etc., ESEA Act of 1965 Section 1118-1-16.

Two formal evening meetings will be conducted yearly to include parents in the planning process for the school program and revision of the school-parent compact. In addition an initial meeting will inform parents of the school's Title I Plan, its requirements and their right to be involved in the program. Monthly meetings will also be conducted in the mornings to inform parents of their student's progress and plan for interventions when needed. Meadowcreek H. S. will assist parents in the understanding of the State's academic content standards. Information on State and local assessments used to measure student progress and the proficiency levels the students are expected to meet is shared with parents. Title I funds will be provided for transportation, childcare and home visits as needed. ESEA Act of 1965 Section 1118-1 and 2.

Parents will be involved in the planning, review, and improvement of programs for Title I in an organized ongoing and timely way. A written notice will be given to all parents of the students identified as needing program services. A parent newsletter will be mailed twice a year highlighting the student's achievements and interpreting assessment results to monitor the progression of the school program. The school will also describe the curriculum and the assessments used by the school LEA to measure student progress in meeting the State's student achievement standards. ESEA Act of 1965 Section 1118-4 and 16.

The school community will include a Parent Center strategically located to facilitate parent and community involvement in the school program. The Parent Center will also provide

All Rights Reserved

parents with information, materials, resources, and training in order to help their children with their academic success. Literacy and technology training will be provided, as appropriate, to foster parental involvement and increased student achievement. Through regular meetings the center will provide the opportunity to volunteer and participate in the decision making process by offering suggestions and receiving timely feedback to their suggestions. ESEA Act of 1965 Section 1118- 10-12 and 3.

Workshops will be conducted to train parents in ways they can contribute to their child's progress. Ideas will be shared for monitoring attendance and television viewing, completing homework, and opportunities provided for volunteering at MHS. Efforts will be made to provide a supportive and effective learning environment by collaborating with the ESOL Department and other pertinent departments to facilitate the translation of pertinent information for parents where English is not their first language. Parents and students with disabilities will also be accommodated with collaboration of the Special Education Department at the school and county levels. An annual survey will be sent to parents of Title I students; the data will be collected and submitted including all unsatisfactory comments regarding the school plan to an LEA. ESEA Act of 1965 Section 1118-8-10, 13 and 15.

In order to build ties between home and school, parents will assist in the professional development activities of teachers and school staff in the utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners. Meadowcreek H. S. will implement and coordinate parent programs in order to build ties between home and school. In addition, formal compacts between parents, school, and students will be employed to specify everyone's contributing role in reaching the individual student's goals. Parent teacher conferences will be held at least annually to relate individual student's achievement to compact. Parents will be informed of their student's academic progress every three weeks, and a formal progress report will be mailed home every six weeks. Parents will also be encouraged to participate in their student's class, observe classroom activities, and given the opportunity to suggest other activities that would provide additional parental support. ESEA Act of 1965 Section 1118-16-7.

All Rights Reserved

Parental Involvement and Equity
Framework Components

1. **Student/Family Learning**

How do you assist parents in fostering learning at home?
How do you help parents and students understand the curriculum, performance standards, and testing measures?

2. **Communication**

What type communication tools do you use to establish opportunities for parents and educators to share information?
What mediums do you use to meet the needs of working parents, single parents, and families with different backgrounds?

3. **Parenting**

What opportunities do you offer to help parents feel confident in their role as the student's most influential teacher?

4. **Positive and Equitable School Culture**

How does the school create a culture that is open, helpful, and inviting to parents, families, and communities?

5. **Parent Decision Making/ Advocacy**

What opportunities are offered to encourage parents to provide advice, make recommendations, and provide assistance in school decisions and advocacy that affect students and families?

6. **Community Resources**

What partnerships have been established with the community that benefits families and students?

7. **Equity in Human Resources**

How does your school seek to find personnel and curriculum to reflect demographics of school population?

All Rights Reserved

Parental Involvement and Equity
Checklist for Quality

Component 1 – Student/Family Learning

Education is student and parent centered and inclusive of the voices and experiences of our students/families.

	Indicator	Consistently Evident	Not Evident	Evidence	Strategies to Implement
1.	Opportunities for seeking and encouraging parent participation in decision-making that affects students.				
2.	Inform parents of the expectations for students in each subject at each grade level.				
3.	Provide information through a variety of ways how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers.				
4.	Regularly assign interactive homework that will require student to discuss and interact with their parents about what they are learning in class.				
5.	Sponsor workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments.				
6.	Involve parents in setting student goals each year at all grade levels and/or in planning for post-secondary education and careers.				
7.	Provide opportunities for staff				

All Rights Reserved

	members to learn and share successful approaches to engaging parents in their child's education.				
8.	Provide opportunities for parents to understand the curriculum, the performance standards and testing measures and what are they for.				

Component 2 – Communication

Communication among home, school and community occurs often, is open, ongoing, and meaningful.

	Indicator	Consistently Evident	Not Evident	Evidence	Strategies to Implement
1.	Use a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium.				
2.	Establish opportunities for parents and educators to share "parenting" information such as student strengths and learning preferences.				
3.	Provide information regarding course expectations and offerings, student placement, school activities, student services, and optional programs.				
4.	Provide/deliver report cards and regular progress reports to parents. Provide support services and follow up conferences as needed.				
5.	Disseminate information on school reforms, policies, discipline procedures, assessment tools, and school goals, and seek parents' input that involves them in any related decision-making process.				
6.	Conduct formal conferences with parents at least twice a year, with				

All Rights Reserved

	follow up as needed. These should accommodate the varied schedules of parents, language barriers, and the need for childcare.				
7.	Encourage immediate contact between parents and teachers when concerns arise.				
8.	Distribute student work for parental comment and review on a regular basis.				
9.	Translate communication to assist non-English speaking parents.				
10.	Communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.				
11.	Provide opportunities for parents to communicate with principals and other administrative staff.				
12.	Promote informal activities at which parents, staff, and community members can interact.				
13	Use non-traditional outlets of communication, i.e., meetings in community centers/homes within neighborhoods.				
14.	Use non-traditional forms of communication, i.e., TV channels, radio, churches, district videos, partners in education.				
15.	Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family.				

Component 3 – Parenting

Parenting skills are promoted and supported.

	Indicator	Consistently Evident	Not Evident	Evidence	Strategies to Implement
1.	Communicate the importance of positive relationships between parents and their children.				
2.	Create activities that reinforce positive relationships between				

All Rights Reserved

	parents and children.				
3.	Link parents to programs and resources within the community that provide support services to families.				
4.	Reach out to all families, not just those who attend parent meetings.				
5.	Establish policies that support and respect family responsibilities. Recognize the variety of parenting traditions and practices within the community's cultural and religious diversity when establishing policies about family responsibilities.				
6.	Provide accessible parent/family information and resources to support parents and families with training, resources, and other services.				
7.	Staff members demonstrate respect for families and the family's primary role in the rearing of children to become responsible adults.				
8.	Provide structured training to parents and staff that results in acquiring/increasing knowledge and skills needed to enhance student achievement (emphasis on diversity, parenting skills, and effective human relations skills).				
9.	Consistently communicate the Family Engagement vision to all stakeholders (parents, students, staff, and community).				
10.	Ensure that staff roles in engaging parents are clearly stated and understood.				
11.	Collect data to document, track and evaluate the effectiveness of parenting programs, services, training, etc.				
12.	Involve parents as full partners in providing program services and in developing policies,				

All Rights Reserved

	curriculum, parent conferences, planning, implementation and evaluation.				
13.	Opportunities exist for parents to develop positive relationships with program staff.				
14.	Design programs/services to support needs and goals identified by parents.				
15.	Provide written procedures describing what programs/services will be offered, how programs will be implemented, who is responsible, and when these services will occur.				

Component 4 – Positive and Equitable School Culture

School cultures are open, helpful and inviting.

	Indicator	Consistently Evident	Not Evident	Evidence	Strategies to Implement
1.	Ensure that office staff greetings, signage near the entrances and any other interaction with parents create a climate in which parents feel valued and welcome.				
2.	Survey parents regarding their interests, talents and availability, then coordinate the parent resources with those that exist within the school and among the faculty.				
3.	Ensure that parents who are unable to volunteer in school building are given the options for helping in other ways, at home or place of employment.				
4.	Organize an easily accessible program for utilizing parent volunteers, providing ample training on volunteer procedures and school protocol.				
5.	Develop an LEA for contacting all parents to assist as the year				

All Rights Reserved

	progresses.				
6.	Design opportunities for those with limited time and resources to participate by addressing child care, transportation, work schedule needs, and so forth.				
7.	Show appreciation for parents' participation and value their diverse contributions.				
8.	Educate and assist staff members in creating an inviting climate and effectively utilizing volunteer resources.				
9.	Provide volunteer opportunities for parents and ensure that the volunteer activities are meaningful and built on volunteer interests and abilities.				
10.	Provide office staff and other non-teaching staff with training regarding family engagement and effective communication with parents.				

Component 5 – Parent Decision Making / Advocacy

Parents are encouraged to provide advice, make recommendations and provide assistance in school decisions and advocacy that affect children and families.

	Indicator	Consistently Evident	Not Evident	Evidence	Strategies to Implement
1.	Provide understandable, accessible, and well-publicized processes for influencing decisions, raising issues or concerns, appealing decisions, and resolving problems.				
2.	Encourage the formation of PTAs or other parent groups to identify and respond to issues of interest to parents.				
3.	Include parents on all decision-making and advisory committees and ensure adequate training for such areas as policy, curriculum, budget, school reform initiatives,				

All Rights Reserved

	safety, and personnel. Where a site governance body exists, give equal representation to parents.				
4.	Provide parents with current information regarding school policies, practices, and both student and school performance data.				
5.	Enable parents to participate as partners when setting school goals, developing or evaluating programs and policies or responding to performance data.				
6.	Encourage and facilitate active parent participation decisions that affect students, such as student placement, course selection and individual personalized education plans.				
7.	Treat parent concerns with respect and demonstrate genuine interest in developing solutions.				
8.	Promote parent participation on school district, state, and national committees and issues.				
9.	Provide training for staff and parents on collaborative parenting and shared decision making.				
10.	Provide notification and information to parents regarding activities and meetings in a timely manner.				
11.	Provide opportunities for staff and parents to have training opportunities together.				

All Rights Reserved

Component 6 – Community Resources

Community resources are used to strengthen schools, families, and students learning.

	Indicator	Frequently Evident	Not Evident	Evidence	Strategies to Implement
1.	Distribute information to our families, information regarding cultural, recreational, academic, health, social, and other resources that serve families within the community.				
2.	Develop partnerships with local businesses and service groups to advance student learning and assist schools and families.				
3.	Encourage employers to adopt policies and practices that promote and support adult participation in children's education.				
4.	Foster student participation in community service.				
5.	Involve community members in schools as volunteers.				
6.	Disseminate information to the school community, including those without school-age children, regarding school programs and performance.				
7.	Collaborate with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in that support education.				
8.	Inform staff members of the resources available in the community and strategies for utilizing those resources.				

All Rights Reserved

Component 7 – Equity in Human Resources

Our school utilizes the life experiences and community memberships of children, family, and staff to support individual student growth and overall school goals.

	Indicator	Frequently Evident	Not Evident	Evidence	Strategies to Implement
1.	Our school based interview team reflects our diverse community and participates in interview process training.				
2.	School has LEA, comprehensive, mandatory, and ongoing professional learning focus on diversity within the curriculum, assessment, and instruction.				
3.	Staff members new to profession/school district are offered a mentor.				
4.	Opportunities for participation in school improvement planning are provided to a diverse population (i.e. staff members, parents, business representatives, community members, and students as appropriate).				
5.	Staff members are provided with professional learning that examines verbal and nonverbal patterns of intercultural group interactions and instruction in cross-cultural communication.				
6.	Staff members are provided with professional learning that supports their explorations of perceptions and feelings about various cultural groups, including their own.				
7.	Our school provides professional learning in a wide variety of formats including dinner dialogue, peer observation, home visits, field experience, smaller learning communities, etc.				

All Rights Reserved

Revised/Revision Date xx-xx-20xx

FY13 SCHOOL/PARENT COMPACT CHECKLIST
2012-2013

Met	Not Met	NA		Notes
( )	( )	( )	1. Involve parents in the joint development of the school-parent compact that outlines how parents will be responsible for supporting student learning and academic achievement.	
( )	( )	( )	2. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student performance standards.	
( )	( )	( )	3. Explain the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching, volunteering in their child's classroom, participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.	
( ) ( ) ( )	( ) ( ) ( )	( ) ( ) ( )	4. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — a. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. b. Frequent reports to parents on their children's progress. c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.	
( )	( )	( )	5. Distribute a copy of parent-school compact to parents for revision and review.	

All Rights Reserved

Sample Middle School/Parent Compact
Russell Middle School 20xx–20xx

xx-xx-xxxx

SCHOOL MISSION: The mission of Russell Middle School is to provide an educational environment conducive to learning and responsive to the uniqueness of the middle school learner, enabling every child to have successful experience towards becoming responsive, productive, caring citizens and lifelong learners.

TEACHER AGREEMENT – I believe that each child can be successful. I will:

- Believe that each child can learn as I come to class prepared to teach.
- Show respect for each student and his/her family.
- Enforce school and classroom rules fairly.
- Demonstrate professional behavior and a positive attitude.
- Come to class prepared to teach.
- Seek ways to involve parents in the school program.
- Schedule parent conferences on various dates and times of the day.

Teacher Signature _____Date_____

STUDENT AGREEMENT – I believe that I can be successful. I will:

- Attend school regularly and on time.
- Show respect for myself, my school and other people.
- Believe that I can and will learn as obeying the school rules.
- Always try to do my best in my work and in my behavior.
- Work cooperatively with my classmates, teachers and other school staff.
- Complete as classroom and homework assignments.

Student Signature _____Date_____

PARENT/GUARDIAN AGREEMENT – I believe that my child can be successful. I will:

- See that my child is punctual and attends school regularly and on time.
- Communicate with my child's teachers on a regular basis.
- Support the school in developing positive behaviors.
- Provide a home environment that encourages my child to learn.
- Stay aware of what my child is learning.

Parent/Guardian Signature _____ Date _____

All Rights Reserved

ADMINISTRATIVE TEAM AGREEMENT:

I believe Russell Middle School will continue to be successful. I will:

- Provide an environment that allows for positive communication between the teacher, parent and student.
- Support the teachers in providing high quality instruction.
- Provide a safe and orderly school learning environment conducive to learning.
- Encourage students, their families and staff to keep this compact.

Principal _____ Assistant Principal _____ Date _____

All Rights Reserved

Union County Elementary School's 2011-2012

PRINCIPAL / TEACHER / PARENT / STUDENT COMPACT

PRINCIPAL AGREEMENT:

I support the role of parents in their child's learning. I also support this form of parent involvement. Therefore, I shall strive to do the following:

- Provide an environment that allows for positive communication between the teacher, parent, and student.
- Have high expectations for staff, students, and myself.
- Communicate and work with families to support students' learning.

Principal's Signature | Asst. Principal's Signature | Date

TEACHER AGREEMENT:

It is important that all students achieve. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Teach appropriate skills and concepts to your child.
- Provide homework assignments for your child.
- Provide information regularly about your child's progress.
- Use special activities in the classroom to make learning enjoyable.

Teacher's Signature | Date

PARENT/GUARDIAN AGREEMENT:

I realize that my child's school years are very important. I also understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Make sure that my child gets enough rest, eats nutritious meals, and ensure they are ready to learn each day.
- Attend the parental involvement meetings and conferences.
- Make sure my child attends school every day and is on time.
- Make sure my child has his/her school supplies.
- Make sure the school has correct, up-to-date information – address, phone numbers, emergency numbers.
- Establish a time for my child to do homework; review it carefully each night; sign and return papers to my child's teacher.
- Work with the teachers and school staff to support and challenge my child.
- Encourage positive feeling about school.

In addition, I have received a copy of the 2011-2012 Parent Involvement Policy.

Parent's/Guardian's Signature | Date

STUDENT AGREEMENT:

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly and on time every day unless I am ill.
- Come to school prepared with necessary supplies.
- Complete and return all homework assignments.
- Ask for help from teacher and parent
- Schedule time to study each day
- Follow rules for student conduct
- Respect others and myself

Student's Signature | Date

All Rights Reserved

Key Title I, Part A Parent Notice Requirements for LEAs/Title I Schools under Georgia's ESEA Flexibility Waiver
FY13 Parental Notice Requirements

Key Title I, Part A and Georgia's ESEA Flexibility Waiver FY13 Parental Notice Requirements	When	By whom		
		SEAs	LEAs	Schools
Annual report cards (SEAs and LEAs disseminate to parents, schools, and the public, an annual report card with aggregate information, including student achievement (disaggregated by category), graduation rates, performance of LEAs, teacher qualifications, and other required information). *[Section 1111(h)(1) and (2), ESEA.]* Guidance, B-5 (SEA) and C-7 (LEA).	Annually	✓	✓	
Individual student assessment reports (SEAs, in consultation with LEAs, provide to parents, teachers, and principals of students in <u>all</u> schools individual student interpretive, descriptive, and diagnostic reports, which allow specific academic needs to be understood and addressed, and include information on the student's achievement on academic assessments aligned with State academic achievement standards*). [Section 1111(b)(3)(C)(xii), ESEA.]*	As soon as practicable after the assessment is given	✓		
Progress review (SEAs disseminate to parents, LEAs, teachers and other staff, students, and the community the results of the SEA's yearly progress review of each LEA (including progress in carrying out parental involvement responsibilities); LEAs disseminate to parents, teachers, principals, schools, and the community the results of the LEA's yearly progress review of each school). *[Section 1116(a)(1)(C), (c)(1)(B) and (c)(6), ESEA.]* Guidance, B-7 (SEA) and C-20 (LEA)	Annually	✓	✓	

All Rights Reserved

Key Title I, Part A and Georgia's ESEA Flexibility Waiver FY13 Parental Notice Requirements	When	By whom		
		SEAs	LEAs	Schools
Reward Title I Schools-- recognizes and/or rewards for highest performing and highest progress Title I schools, will be identified annually. **Reward Highest Performing-** 5 percent of all Title I schools **Reward High Progress-** 10 percent of all Title I schools	Annually	✓	✓	✓
Priority Title I Schools LEAs notify parents' of children enrolled that the school has been identified as a Priority School and why. Include information regarding test data and what test data the school's identification was based; including the 3 ways the school was identified. Priority Title I Schools are 5 percent of lowest achieving Title I schools. Inform parents about the Flexible Learning Program, eligible students can participate in the program and how parents can be involved in the planning of the FLP program. Priority Schools will be served for 3 years.	Annually	✓	✓	✓
Focus Title I Schools LEAs notify parents' of children enrolled that the school has been identified as a Focus Title I School and why. Include information regarding test data and what test data the school's identification was based and 2 ways school was identified. Focus Title I schools are 10 percent of Title I schools. Inform parents about the Flexible Learning Program and how eligible students can participate in the program and how parents can be involved in the planning of the FLP program. Focus Schools will be served for 3 years	Annually	✓	✓ (LEA policy)	✓ (School policy)
Alert Title I Schools Title I schools that fall into one of the three categories (Graduation Alert Schools, Subgroup Alert Schools, or Subject Alert Schools) using ESEA disaggregated subgroups or subject performance on both statewide assessments	Annually	✓	✓	✓

All Rights Reserved

Key Title I, Part A and Georgia's ESEA Flexibility Waiver FY13 Parental Notice Requirements	When	By whom		
		SEAs	LEAs	Schools
and graduation rate. Title I Alert Schools will be identified annually.				
Written parental involvement policies (LEAs notify parents of Title I, Part A children of district-level written parental involvement policy; schools notify parents and community of school's written parental involvement policy). *[Section 1118(a)(2) and (b)(1), ESEA.]* Guidance, C-3 and C–4 (LEA), and D-1 (school).	Annually	✓	✓ (LEA policy)	✓ (School policy)
Written SEA complaint procedures (LEAs disseminate free of charge to parents of students, and to appropriate private school officials or representatives, 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 programs*). [34 CFR Section 200.11(d).]*	Determined by SEA		✓	
Parents' right to know – teacher and paraprofessional qualifications (LEAs inform parents of Title I, Part A students that parents may request, and the LEA then will provide, certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child*). [Section 1111(h)(6)(A), ESEA.]* Guidance, C-6.	Annually, at beginning of school year		✓	
Parents' right to know – student achievement (schools provide individual parent information on the level of achievement of the parent's child in each of the State academic assessments). *[Section 1111(h)(6)(B)(i), ESEA.]* Guidance, D-10. NOTE: This requirement may be covered by the SEA's individual student assessment report indicated above.	Determined by LEA.			✓
Parents' right to know - non-highly qualified teachers (schools provide to each individual parent timely notice that the	Timely			✓

All Rights Reserved

Key Title I, Part A and Georgia's ESEA Flexibility Waiver FY13 Parental Notice Requirements	When	By whom		
		SEAs	LEAs	Schools
parent's child has been assigned, or taught for 4 or more consecutive weeks by, a teacher who is not highly qualified). *[Section 1111(h)(6)(B)(ii), ESEA.]* Guidance, D-3.				
Title I, Part A, Annual Meeting (schools invite parents to an informational meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved). *[Section 1118(c)(1) and (2), ESEA.]* Guidance, D-5.	Annually			✓
Title I, Part A, Information (schools provide to parents of participating children specific information about Title I, Part A programs, and opportunity to request regular meetings). *[Section 1118(c)(4), ESEA.]* Guidance, D-6.	Annually Timely			✓
Limited English proficient students - general (LEAs implement effective outreach to inform parents of limited English proficient children of how those parents can be involved in their children's education and active participants in helping their children attain English proficiency, high achievement levels in core academic subjects, and meet State standards, including notice of opportunities for and holding regular meetings). *[Section 1112(g)(4), ESEA]* Guidance, C-9.	Regular (meetings)		✓	
Limited English proficient students - language instruction educational programs (LEAs inform parents of limited English proficient children identified for participation or participating in a Title I, Part A-funded language instruction educational program under Title III of the ESEA, of: reasons for the identification, level of English proficiency, methods of instruction, how the program will help the child, and other information; LEAs inform parents of a child with a disability how the language instruction educational program meets the objectives of the child's individualized educational	Annually, no later than 30 days after the beginning of school year for children identified before beginning of year; otherwise within first 2 weeks of child being placed in language instruction		✓	

All Rights Reserved

Key Title I, Part A and Georgia's ESEA Flexibility Waiver FY13 Parental Notice Requirements	When	By whom		
		SEAs	LEAs	Schools
program (IEP)). *[Section 1112(g)(1)(A) and (3), ESEA.]* Guidance, C-9 and C-10.	program.			
Limited English proficient students - insufficient language instruction educational programs (eligible entity using Title I, Part A funds for a language instruction educational program under Title III of the ESEA provides separate notice to parents of a child identified for participation in, or participating in, the program to inform them that the program has not made progress on the annual measurable achievement objectives). *[Section 1112(g)(1)(B), ESEA.]*	No later than 30 days after the failure occurs		✓ (or other eligible entity)	
Students with the most significant cognitive disabilities (a State that measures the achievement of students with the most significant cognitive disabilities based on alternate achievement standards must ensure that parents are informed that their child's achievement will be based on these alternate standards. The SEA must also ensure that parents are informed of the actual achievement levels of these students, particularly in the case of an LEA that exceeds the 1% cap on counting proficient scores for AYP). *[Section 1111(b)(3), ESEA, and 34 CFR Section 200.6(a)(2)(iii)(A)(2), 200.13(c)(4)(v)]*	Determined by SEA	✓		

***This table includes Key Title I, Part A, statutory and regulatory requirements for notice or information given or disseminated to parents of students participating in Title I, Part A programs who have been identified as Reward, Priority, Focus and Alert Schools under Georgia's ESEA Flexibility Waiver. It is not intended to be an exhaustive list, and does not include consultation, collaboration, technical assistance, training, or other types of requirements. Except where otherwise indicated, the terms LEAs and schools refer to local educational agencies (LEAs) and schools with programs funded under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA).**

All Rights Reserved

Georgia Parental Information and Resource Center

GEORGIA PIRC OPPORTUNITIES FOR LEARNING AND ENGAGEMENT

www.georgiapirc.net

PARENT RESOURCES

Reading to Your Child

These are resources designed to improve family reading habits and promote increased reading time with children. Visit the GA PIRC website to access resources and materials that describe strategies to help improve reading habits.

Starting Kindergarten

These are resources that will help parents and children overcome anxiety over entering an unfamiliar environment with new friends and new teachers. Contact the GA Parents as Teachers Network, a GA PIRC Partner, to obtain resources for parents on transitioning to the classroom setting.

Homework Help

These are resources and tips on how parents can use existing resources and new resources to help their child overcome homework challenges. Visit the GA PIRC website to access information to address homework help.

Parent-Teacher Conferences

This is information that will help determine the "who, what, why" of a parent-teacher conference. Who participates? What typically happens and what should happen during the meeting? Who is responsible for scheduling and conducting the conference? A document providing this information can be downloaded from the GA PIRC website.

PTAs and PTOs

What is the difference between a PTA and PTO? How can you best work with the parent group at your school? What is the role of the parental involvement group at your school? The GA PIRC website provides an explanation of each group.

Transition to Middle School

The transition from elementary school to middle school can be challenging to both the parent and the child. Resources are available that address emotion management as well as what to expect with new academic requirements. A PowerPoint presentation on transition to middle school for parents has been prepared by GA PIRC. Please visit the website for more information.

Helping Your Child Succeed in High School

Information is available that addresses goal setting, decision-making and outside influences as well as learning about necessary testing necessary to graduate high school. Contact the GA PIRC for notification of workshops and training that help parents be better prepared to address high school academic and non-academic success.

All Rights Reserved

100 Tips for Parents

Easy to understand tips make it easier for parents to help with academic success. A document with 100 tips for parents can be downloaded from the GA PIRC website.

OPPORTUNITIES FOR LEARNING AND ENGAGEMENT

Georgia Parental Information and Resource Center www.georgiapirc.net
Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA)
Resources are available that explain parents' rights and responsibilities under ESEA in addition to helping parents understand the reasoning behind ESEA legislation. Resources are also available for these key ESEA components: (1) **School Report Card**, (2) **Standards** and (3) **Parent-School Compact.**

SCHOOL ENGAGEMENT
Family-School Planning
Research-based strategies exist to help increase collaboration and communication between schools, parents/community that will result in improved student achievement. The GA PIRC can provide these resources and supporting materials.

Action Team Partnership
This is a well-tested strategy, based on the National Network of Partnership Schools (NNPS) model, to assist school systems strengthen district-level and school-based programs of family and community involvement. The GA PIRC website provides information on how to implement an Action Team Partnership.

Welcoming Environment for Parents
What does a welcoming environment look like and how can schools team with parents to create a welcoming environment for parents? The GA PIRC can conduct a workshop that addresses the types of environments that encourage family, school, and community partnerships.

Georgia Testing
Parents should know how to access and interpret information on required state testing for grade promotion and high school graduation. The GA PIRC website provides information and resources that help explain Georgia testing to parents. Resources are provided that can be downloaded.

Lateefah Raheem ~ lraheem@CISgeorgia.org ~ 404-897-2952 ~ 404-599-6421
600 West Peachtree Street, Suite 1200, Atlanta, GA 30308

All Rights Reserved

GEORGIA PIRC
[Centro de Recursos e Información para los Padres de Familia en Georgia (PIRC)]
LAS OPORTUNIDADES PARA EL APRENDIZAJE Y EL COMPROMISO DE LA PARTICIPACIÓN
Centro de Recursos e Información para los Padres de Familia en Georgia
www.georgiapirc.net
LOS RECURSOS PARA LOS PADRES DE FAMILIA

Leerle a sus hijos
Estos son recursos que se han diseñado con el fin de mejorar los hábitos de lectura en familia y promover el aumento de tiempo que se le dedica a esto junto con sus hijos. Visite el sitio web del GA PIRC para acceder a los recursos y materiales que describen las distintas estrategias para mejorar los hábitos de lectura.

Desde el comienzo en kindergarten
Estos son recursos que les ayudan a los padres y a los niños a dominar la ansiedad que sienten al enfrentarse con un ambiente desconocido, nuevos compañeros y maestros. Comuníquese con la GA Parents as Teachers Network, [La Red de Georgia de Padres como Maestros] que están asociados con el GA PIRC, para obtener información sobre los recursos que existen para padres que se encuentran en la transición del proceso de cambio a un nuevo salón de clases.

La ayuda con la tarea
Estos son recursos que le proporcionan ideas a los padres para que puedan utilizar las tácticas existentes y otras nuevas para ayudarle a su hijo a dominar los retos que se le presentan al hacer su tarea. Visite el sito web del GA PIRC para tener acceso a la información con respecto a la ayuda con la tarea (homework help).

Las conferencias de padres y maestros
Esta información le ayudará a determinar el "quién, qué, por qué" de la conferencia de padres y maestos. ¿Quién participa? ¿Qué sucede por lo general en éstas y qué es lo que debe suceder durante la junta? ¿Quién tiene la obligación de hacer la cita y conducir la conferencia? Un documento que proporciona esta información puede bajarse del sitio web del GA PIRC.

PTAs y PTOs
¿En qué consiste la diferencia entre PTA y PTO? ¿Cómo puede usted lograr los mejores resultados en su labor con el grupo de padres de familia de la escuela que le corresponde? ¿Cuál es el papel que juega el grupo de padres de familia que están involucrados en su escuela? El sito web del GA PIRC proporciona una explicación de cada grupo.

La transición a la escuela secundaria (middle school)
La transición de la escuela primaria a la escuela secundaria pude ser un reto tanto para los padres de familia como para el niño. Existen recursos que tocan temas como el de control de las emociones así como también otros referentes a las expectativas en cuanto a los nuevos requisitos académicos. El GA PIRC ha preparado para los padres de familia una presentación en **GEORGIA PIRC [Centro de Recursos e Información para los Padres de Familia en Georgia (PIRC)] LAS**

All Rights Reserved

OPORTUNIDADES PARA EL APRENDIZAJE Y EL COMPROMISO DE LA PARTICIPACIÓN
Centro de Recursos e Información para los Padres de Familia en Georgia www.georgiapirc.net
"PowerPoint" que trata sobre la transición a la escuela secundaria. Por favor sírvase visitar el sitio web para obtener más información.

Cómo ayudar a su hijo a tener éxito en la escuela preparatoria (high school)
Existe información referente a temas como son el de fijarse objetivos, saber tomar decisiones y sobre influencias externas, así como también trata sobre el aprendizaje y los examines obligatorios para poderse graduar de la escuela preparatoria. Comuníquese con el GA PIRC para que se le avise sobre talleres y capacitación que se le imparte a los padres de familia para que éstos estén mejor preparados a tratar con temas relativos a cuestiones académicas y de otro tipo de la escuela preparatoria.

100 consejos prácticos para los padres de familia.
Los consejos prácticos son sencillos de comprender y ayudan a los padres de familia a lograr el éxito académico de sus hijos. Un documento con 100 consejos prácticos puede bajarse del sitio web del GA PIRC.

Título I, Parte A de la Ley de Educación Primaria y Secundaria de 1965
(ESEA, por su sigla en inglés)
Existen recursos que explican los derechos y las responsabilidades de los padres de familia que están contenidos bajo la (ESEA) y además de ayudan a los padres de familia a comprender las razones por las cuales se creó esta legislación. Existen también recursos disponibles para estos componentes clave de la ESEA: (1) **La Boleta de Calificaciones Escolares**, (2) **Las Opciones de las Escuelas Públicas**, (3) **Los Servicios Adicionales de la Educación**, (4) **Los Estándares** y (5) **La Coalición entre Padres-Escuela.** Visite el sito web del GA PIRC para tener acceso a estos recursos los cuales incluyen folletos que pueden bajarse en línea y presentaciones en Power Point.

EL COMPROMISO DE LA PARTICIPACIÓN ESCOLAR La planeación familia-escuela
Las estrategias basadas en la investigación existen con el fin de ayudar a incrementar la colaboración y la comunicación entre las escuelas, los padres de familia / la comunidad y a su vez contribuyen en el mejoramiento académico del estudiante. El sito web del GA PIRC proporciona estos recursos y materiales de apoyo.

La asociación en equipo de acción
Esta es una estrategia comprobada, basándose en el modelo de la National Network of Partnership Schools [La Red Nacional de Socios Escolares (NNPS, por su sigla en inglés), utilizada para ayudar a fortalecer los sistemas escolares a nivel distrital y los programas ubicados

GEORGIA PIRC
[Centro de Recursos e Información para los Padres de Familia en Georgia (PIRC)]
LAS OPORTUNIDADES PARA EL APRENDIZAJE Y EL COMPROMISO DE LA PARTICIPACIÓN
Centro de Recursos e Información para los Padres de Familia en Georgia
www.georgiapirc.net
en las escuelas que involucran a las familias y la comunidad. El sito web del GA PIRC

All Rights Reserved

proporciona información sobre cómo implementar Una Asociación en Equipo de Acción.

Un ambiente acogedor para los padres de familia
¿Qué aspecto debe tener un ambiente acogedor y cómo las personas de las escuelas en equipo con los padres pueden crear un ambiente acogedor para los padres de familia? El GA PIRC puede dirigir un taller que indique los tipos de ambientes que motivan a las asociaciones entre familia, escuela y comunidad.

Los examenes en Georgia
Los padres de familia deben saber cómo tener acceso e interpretar la información sobre los exámenes que son un requisito estatal para que el estudiante pueda pasar al siguiente grado y para poderse graduar de la escuela preparatoria (high school). El sito web del GA PIRC proporciona información y recursos que ayudan a explicarle a los padres de familia cuáles son los exámenes en Georgia. Se le proporcionan ahí recursos que pueden bajarse por el Internet.

Cree un blog sobre esto… Por favor visite el blog del GA PIRC en el sitio web para dialogar sobre las estrategias del compromiso de participación, las prácticas más efectivas y la investigación sobre el tema.

POR FAVOR COMUNÍQUESE CON EL CENTRO DE RECURSOS E INFORMACIÓN PARA LOS PADRES DE FAMILIA EN GEORGIA PARA OBTENER MÁS DATOS.

All Rights Reserved

APPENDIX C – SAMPLE NOTIFICATION LETTERS

Appendix C - Sample Notification Letters Under ESEA 330

- Sample Flexible Learning Program (FLP) Information Parent Template.....332
- Sample Public School Choice Information Parent Template.....334
- Sample Intradistrict Transfer Parent Notification Letter.....335
- House Bill 251 Public School Choice Framework.....337
- House Bill 251 Public School Framework Q&A 340
- House Bill 251 Public School Choice Model Transfer Request Form.....343
- House Bill 251 School District–Parent Annual Choice Notification Letter 345
- House Bill 251 District List of Schools Space for Public Choice.....346
- Flexible Learning Plan (FLP) Template Instructions.....348
- Model Notification of Rights Under the Protection of Pupil Rights Amendment (FERPA).....355
- Model Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA) 357

All Rights Reserved

- District Parental Involvement Policy/Plan Meeting Sample Invitation to Participate Letter 359
- Sample Guidance Template Non-Highly Qualified Teacher 371
- Sample Parent Right-to-Know Letter.....372
- Military Recruitment Provisions 373
- Sample Parent Opt-Out Form.....374
- Access to Student Information by Military or College Recruiters Form 375
- Access to Student Information by Military or College Recruiters Spanish Form 376
- Notice to Obtain Written Parental Consent for Military or College Recruiters Form 378
- Notice to Obtain Written Parental Consent for Military or College Recruiters Spanish Form 380

All Rights Reserved

Sample FY13

Flexible Learning Program (FLP) Information Parent Template
District/School Name
District/School Address
District/School Contact Phone Number
District /School Email Address
Date

Dear Parent(s)/Guardian(s):

The Georgia Department of Education (GaDOE) submitted to the U. S. Department of Education (US ED) an application requesting flexibility through waivers of ten Elementary and Secondary Education Act of 1965 (ESEA) requirements and their associated, regulatory, administrative and reporting requirements. On February 9, 2012, Georgia's Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Waiver was approved by the US ED. Two of the ten requested waivers directly affected Supplemental Educational Services (SES) and Public School Choice (Choice). The waiver allows local educational agencies (LEAs) greater flexibility in designing a flexible learning program tailored to the needs of their school and will have the capacity to serve more students in need for additional academic support.

Beginning with the 2012-2013 school year, the GaDOE will transition from needs improvement (NI) distinctions based on adequate yearly progress (AYP) reports to Reward, Priority, Focus and Alert Schools distinctions based on ESEA Flexibility Waiver formulas. Title I schools will now implement specific programs and interventions based on Reward, Priority, Focus, and Alert Schools status. In addition, the GaDOE ESEA flexibility waiver outlines Georgia's new Single Statewide Accountability System, the College and Career Readiness Performance Index (CCRPI). The CCRPI will serve as a comprehensive report card for all schools in Georgia.

Title I schools not making adequate yearly progress (AYP) will transition from AYP to ESEA flexibility waiver formulas and may be identified as a Priority School or Focus School. Priority Schools and Focus Schools will be required to implement and develop flexible learning programs (FLP) beginning June 2012; if they meet one of the criteria set forth in the ESEA waiver as described below.

Please note: Priority Schools and Focus Schools will be identified and served with support interventions for 3 years.

Reward Schools-Title I Schools-Highest Performing percent of Title I Schools and Highest Progress Schools 10 percent of Title I Schools

- Reward Schools' designations will replace Distinguished Schools and Distinguished Districts designations. Reward Schools will be identified **annually**. There are two ways a Title I school may be identified as a Rewards School. A Title I school may be classified as either a Highest-Performing school or a High-Progress School.

All Rights Reserved

Priority Schools-Title I Students Eligibility—5 percent of Title I Schools –Lowest Achieving Schools

- Priority Schools will be identified **every three years and the identified school will be served for 3 years through a Flexible Learning Program (FLP) support interventions**. These Title I schools are among the lowest five percent of Title I schools in the state based on the achievement of the All Students group in terms of proficiency on the statewide assessments and has demonstrated a lack of progress on those assessments over a number of years in the All Students group; are a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or a Tier I or Tier II school under the School Improvement Grants (SIG) program that is using SIG funds to implement a school intervention model years.

Focus Schools-Title I Student Eligibility-- 10 percent of Title I Schools

- Focus Schools will be identified **every three years and the identified school will be served for 3 years through Flexible Learning Program (FLP) support interventions**. These schools are Title I participating high school with a graduation rate less than 60 percent over two years; or Title I school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups, or at the high school level, has the largest within-school gaps in graduation rates (within-school-gaps Focus School).

Title I Alert Schools Based on 9 ESEA Subgroups-- (does not include Priority Schools or Focus Schools).

- Title I, Alert Schools will be identified **annually**. These schools are both Title I and non-Title I schools that fall into one of the three following categories using ESEA disaggregated subgroups or subject performance on both statewide assessments and graduation rate: Graduation Alert, Subgroup Alert or Subject Alert.

If you have additional questions or concerns please contact: (district contact name)

_____, (position) _____, (phone number) _____, or (email address)

_____.

Thank you,

District Name/Representative

All Rights Reserved

Sample FY13

Public School Choice Information Parent Template Needs to be Sent no later than May 30, 2012

District/School Name

District/School Address

District/School Contact Phone Number

District /School Email Address

Date:

Dear Parent(s)/Guardian(s):

This letter is to inform you that as of May 2012, there will no longer be a Public School Choice (Choice) transfer option under the Elementary and Secondary Education Act of 1965 (ESEA) as reauthorized under the No Child Left Behind Act of 2001 (NCLB), and local educational agencies (LEAs) will no longer be required to implement Choice or pay for Choice transportation as implemented under the NCLB. The Georgia Department of Education (GaDOE), submitted to the United States Department of Education (US ED), a flexibility waiver requesting flexibility through ten ESEA requirements and their associated, regulatory, administrative and reporting requirements. One of the ten requested waivers directly affects the Public School Choice (Choice) transportation under ESEA.

Under Georgia's Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Waiver that was approved on February 9, 2012; Title I Schools no longer have to provide Public School Choice under the No Child Left Behind of 2001 (NCLB) but rather has reverted to **Georgia's Intradistrict Transfer Option**.

Any student that has previously transferred to another school by exercising the ESEA Choice must be allowed to attend that school until they complete the school's highest grade; however, **the LEA is no longer required to pay** for the students' transportation cost during the duration of the student's attendance at their current Choice school. The LEA may continue to pay for Choice transportation for students ***only if the LEA chooses to do so.***

However, parents will still have the Choice transfer under Georgia's, INTRADISTRICT TRANSFERS Option. The Georgia INTRADISTRICT TRANSFERS Option allows parents' of students enrolled in a public elementary or secondary school to enroll in a school other than the assigned school that is located within the school district, if classroom space is available after the assigned students of that district have been enrolled. In addition, under the Georgia INTRADISTRICT TRANSFERS Option, transportation ***will not*** be paid for by the district. The parent shall assume the responsibility and cost of transportation of the student to and from the school.

If you have additional questions or concerns regarding Georgia's INTRADISTRICT TRANSFERS Option, please contact: (district contact name) _____, (position) _____, (phone number) _____, or (email address) _____.

Thank you,

District Name

All Rights Reserved

INTRADISTRICT TRANSFERS O.C.G.A. 20-2-2131. Enrollment of students in school to which not originally assigned; procedure; annual notification; exception.

Parent notification should be dated no later than July 1st of the upcoming school year.
Notification may be in a letter, electronic means, or by such reasonable means in a timely manner of the options available to parents.

Date: xx-xx-xxxx

Dear Parent(s)/Guardian(s):

This notification is to inform you that ***(NAME OF SCHOOL)*** has been identified as a PRIORITY/FOCUS TITLE I SCHOOL. Under Georgia's Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Waiver that was approved on February 9, 2012; Priority and Focus Title I Schools no longer have to provide Public School Choice under the No Child Left Behind of 2001 (NCLB) but rather has reverted to Georgia's Intradistrict Transfer Option.

Paragraph below is for Districts only using Intradistrict Transfer Option

The Intradistrict Transfer allows a parent/guardian the option to request a transfer from their child's assigned school, to a school of the parent's choice within the school zone/district in which their child resides. However, the Intradistrict Transfer may be granted to your child only if, the school to which the request for transfer has classroom space available; after all the assigned students have been enrolled. The Intradistrict Transfer option does not require the District to pay for transportation to the transfer school; therefore, ***(NAME OF DISTRICT);*** will not be paying for transportation for your child if the Intradistrict Transfer option is granted.

Only after the assigned students have been enrolled, may students be allowed to exercise the **Intradistrict Transfer** option. In addition, if the school has classroom space available, the parent/guardian will be responsible for transportation for the child to and from **(*NAME OF SCHOOL).***

Paragraph below is for Districts using a combination of Intradistrict Transfer Option and No Child Left Behind of 2001 (NCLB)

The Intradistrict Transfer option allows a parent/guardian the option to request a transfer from their child's assigned school, to a school of the parent's choice within the school zone/district in which their child resides. However, the Intradistrict transfer may be granted to your child only if, the school to which the request for transfer has classroom space available after all the assigned students have been enrolled. The Intradistrict Transfer option does not require the District to pay for transportation to the transfer school and ***(NAME OF DISTRICT)*** **WILL NOT PAY** for transportation for your child if the Intradistrict Transfer option is granted.

Only after the assigned students have been enrolled, may students be allowed to exercise the **Intradistrict Transfer** option. In addition, if the school has classroom space available, the parent/guardian will be responsible for transportation for the child to and from school.

All Rights Reserved

In addition, Georgia's Flexibility Waiver allows the District to continue to pay for transportation and/or provide parent reimbursement and ***(NAME OF DISTRICT*)**has opted to **PAY FOR TRANSPORTAITON AND/OR PROVIDE PARENT REIMBURSEMENT** for those students who elected to utilize public school choice (Choice) under NCLB.

You will be notified by (type of notification/or **US Mail, Email**) of ***(NAME OF DISTRICT*)** decision regarding your transfer request. If the request is granted, notification will include the **(*NAME OF SCHOOL),*** your child will attend.

If you have additional questions or concerns, please contact (insert district contact name) _____, (contact's position) _____, (phone number) _____ or email me at (email address) _____.

Thank you,

District/School Administrator's Signature

All Rights Reserved

Georgia Department of Education
House Bill 251 (2009)
Public School Choice Framework

Under a new law signed by Governor Perdue, parents of K-12 public school students in Georgia now have the option to enroll their child in any school within the local school district in which they now reside. The new law requires, among other things, that each school district establish a universal, streamlined process to manage such transfers by July 1, 2009.

This framework and the attached documents are provided to districts to help implement this process and to assist districts in determining whether current permissive school choice policies may satisfy the statutory requirements.

A. House Bill 251

The law itself has three distinct features:

- ¾ A parent/guardian can elect to send a child to another public school in the same school district as long as there is classroom space available at the school after its assigned students have been enrolled;

- ¾ If a parent elects to exercise this choice option, the parent assumes all costs associated with transporting the child to and from the selected school; and

- ¾ A student who transfers to another school pursuant to this law may, at his or her election, continue to attend such school until the student completes all grades of the school.

Note:

- Local school districts should create a prioritized list for student transfers consistent with Federal and State laws.

  Students eligible for transfer under the unsafe school choice option (USCO) and students in Needs Improvement (NI) schools that must offer public school choice under No Child Left Behind, must get first priority for available seats at those schools in the district that are not in needs improvement.

  If a parent requests a transfer to a school that does not have the services required by the current Individualized Education Plan (IEP) or Individualized Accommodation Plan (IAP), nothing in this framework requires the school to develop those services as long as they are available within the local school district.

Existing Georgia law already creates certain enrollment preferences. For instance, twins are given a statutory right to be enrolled in schools with their siblings, consistent with local policies. HB 251 should be construed in light of this and other existing law. As a result, districts may determine enrollment priorities, provided they do so in accordance with the provision of the HB 251.

- Any student transferring under this law shall be subject to the eligibility requirements of the Georgia High School Association.

All Rights Reserved

- Some local school districts may have court-approved desegregation orders that address transfers. Depending upon the terms of the agreement, the desegregation order may take precedent over this law. Therefore, if there is a conflict between the Federal desegregation order and State law, the Federal desegregation order applies.

B. LEA Responsibilities

- By July 1, 2009, a district must establish a universal, streamlined process available to all students to implement the new transfer requirements.
    - Such local process shall include an explicit deadline for parents who want to submit transfer requests.
    - The deadlines set forth pursuant to this local process should give parents at least fourteen (14) days to apply for a school choice transfer.

- Annual notification – By July 1 of each year, districts shall notify parents regarding which schools have available space and which of these schools parents may choose to request a transfer for their children. Notification may be by letter, electronic means, or by other reasonable means.
    - A district may have a single enrollment period each year, provided it complies with the July 1 notification period. At its election, a district may also decide to accept students throughout the school year as additional space becomes available.

- This process does not apply to certain categories of schools:
    - Does not apply to charter schools, including all schools within charter systems that meet the definition of a charter school.
    - Does not apply to newly opened schools for a period of four years from the date a school opens. (e.g., those schools with available classroom space that opened in 2006-2007 would not have to offer or be available for public school transfers under this law until the 2010-2011 school year.)
    - Does not apply to schools with existing Investing in Educational Excellence (IE2) partnership contracts, provided the contracts grant a waiver of this law or is amended to allow such waiver.
    - Does not apply to districts with only one school at each level (i.e., one, primary school, one elementary school, one middle school, one high school, or one combination school).

All Rights Reserved

C. Defining Capacity at the School Level

- The term "available classroom space" is not defined in the statute. In defining available classroom space, the Department recommends using the same definition of capacity already established with the implementation of the Georgia Special Needs Scholarship (GSNS) program two years ago. Under those terms, a school district is allowed to deny a parental request for transfer based on a lack of capacity for the following reasons:
  1) Capacity of the school building based on established health and safety provisions and
  2) Class-size capacity by grade and subject, based on State law and rule.

In addition, a local school district may deny a transfer based on a lack of capacity in order to ensure students for whom Federal law provides a selected space (e.g., for students transferring from needs improvement school or unsafe schools under No Child Left Behind; for students with disabilities whose Individualized Educational Plan (IEP) or Individualized Accommodation Plan (IAP) calls for placement at a particular school).

- A local school district should define available classroom space in its local process. It may define such space as permanent classroom space or it may include portable classroom space. Nothing contained in this framework, however, shall require a school to create space by using existing portable classrooms or locating additional portable classrooms on the school's property.

D. Apportioning Available Seats

- In the event a particular school has available space and the number of transfer requests exceeds the remaining available capacity, it is recommended that the school conduct a random lottery that provides each interested student with an equal chance to be admitted.
- The law allows a student who transfers to continue to attend that school until the student completes all grades of the receiving school. A transferring student who completes all grades available at the receiving school does not automatically receive enrollment preference to the feeder school. The local school district has discretion to determine the appropriate school for enrollment.

All Rights Reserved

Georgia Department of Education
House Bill 251 (2009)
Public School Choice Framework
Questions & Answers

Q. What are a school district's responsibilities under HB-251?

A. By July 1, 2009, a district must establish and adopt a universal, streamlined process available to all students to implement the new transfer requirements. A district must annual notify parents by July 1 of each year regarding which schools have available space and which of these schools parents may choose to request a transfer for their children. A district may notify parents by letter, electronic means (e-mail or website), or by other reasonable means (e.g., local newspaper). A local process shall include an explicit deadline for parents who want to submit transfer requests. Parents should be provided at least fourteen (14) days in which to apply. A district may have a single enrollment period each year, provided it complies with the July 1 notification period. At its election, a district may also decide to accept students throughout the school year as additional space becomes available.
• The district notification may be in the form of a letter, electronic means, or by other reasonable means.

Q. How is available classroom space defined?

A. A local school district is tasked with defining available classroom space. A local school district may define available classroom space as permanent classroom space and may determine if portable classroom space is or is not included in its definition. Districts will want to consider factors such as projected enrollment, maximum class size, available teachers, etc.

Q. Are districts required to develop greater available classroom space at specific schools due to demands for transfers under HB-251.

A. Nothing in the Georgia Department of Education model framework requires local school districts to secure additional space.

Q. Do districts need to prioritize available classroom space?

A. Yes. Local school districts must prioritize student transfers consistent with Federal and state laws. Students eligible for transfer under the unsafe school choice option (USCO) or Public School Choice under No Child Left Behind must get first priority for available seats at those schools in the district that are not in needs improvement.

All Rights Reserved

Q. How should a district apportion a limited number of available seats?

A. In the event a particular school has available space and the district determines that the number of transfer requests exceeds the remaining available classroom space, a district should conduct a random lottery that provides each interested student with an equal chance to have their transfer request met.

Q. Can a district deny a transfer request under HB-251?

A. Yes. A district can deny a transfer request for any of the following reasons:
• Available classroom space of the school building based on established health and safety provisions;
• Class-size by grade and subject, based on state law and rule;
• For students with disabilities (SWD) whose Individualized Educational Plan (IEP) or Individualized Accommodation Plan (IAP) specifies services only offered at a specific school(s) in the district; and
• To ensure students eligible for public school choice or unsafe school choice under federal law receives first priority for available seats.

Q. Are there exemptions to the provisions in HB-251?

A. Yes. The exemptions are listed below.
• The law does not apply to charter schools, including all schools within charter systems that meet the definition of a charter school.
• The law does not apply to newly opened schools for a period of four years from the school's opening date. For example, schools that opened in 2006-2007 school year would not be available for public school transfers under this law until the 2010-2011 school year.
• The law does not apply to schools with existing Investing in Educational Excellence (IE2) partnership contracts as long as the contract grants a waiver of this law.
• The law does not apply to districts with only one school at each level (i.e., one, primary, one elementary school, one middle school, and one high school or one combination school).

Q. Are magnet schools included in the charter exemption? These magnets use a selective enrollment processes that encourage attendance, good behavior and parental involvement.

A. HB 251 does not address transfers and magnet schools. There are no requirements to change enrollment criteria. However, enrollment criteria based on attendance, good behavior, and parental involvement does not appear to be common enrollment criteria. Enrollment criteria for magnet schools are typically based on prerequisites such as student achievement (e.g., math and science magnets) and/or students' talents (e.g., music, performing arts magnets). Please consult with your local school board attorney on how to best implement HB 251 in magnet schools.

All Rights Reserved

Q. What must be implemented if the district is under court-approved desegregation order?

A. You should review your desegregation orders to determine if the orders address intra-district school transfers. If there is a conflict between the transfer provision(s) of the desegregation orders and the new state law, then the federal desegregation orders apply. You are encouraged to consult your local school board attorney if you have further questions about these issues.

Q. How does this new choice law interact with existing state laws?

A. Existing Georgia law already creates certain enrollment preferences. For instance, twins are given a statutory right to be enrolled in schools with their siblings, consistent with local policies. HB 251 should be construed in light of this and other existing law. As a result, districts may determine enrollment priorities, provided they do so in accordance with the provision of the HB 251.

Q. How are student athletes treated if they transfer under HB-251?

A. Any student transferring under this law shall be subject to the eligibility requirements of the Georgia High School Association. School districts should clearly communicate with parents regarding student athletic eligibility before transfer decisions are finalized.

All Rights Reserved

Georgia Department of Education
House Bill 251 (2009)
Public School Choice Framework

Public School Model Transfer Request Form

Parents: please complete this form and mail it to [Name of District Contact] and [mailing address].

Under a 2009 state law (O.C.G.A. § 20-2-2131), parents may request a transfer to another public school within their local school district. If you want to request a transfer, please complete the information below.

Parent Transfer Request Form (Parents Must Complete)

Student Information

Date_____Student's Name_____

Grade _____Birth Date _____Age_____

Name of Custodial Parent or Guardian requesting transfer_____
Home Address_____
Street City State ZIP
Phone_____E-Mail (if available)_____

[District Name] School the student is zoned to attend in 2009-2010 _____
Name of School

- -

Parent Request for School Transfer

I_____am requesting a transfer for _____
Name of Parent/Guardian Student's Legal Name

to attend one of the following other schools in the district. I fully understand that my child may only receive my first choice of schools if space is available at the time this request is approved by the local school district.

Parent/Guardian Ranked List of Schools for Transfer (where more than one school is available).

1) _____

2) _____

3) _____

_____ _____
Parent/Guardian Signature Date

All Rights Reserved

Georgia Department of Education
House Bill 251 (2009)
Public School Choice Framework

FOR SCHOOL SYSTEM USE ONLY

The [School District Name] has received this parental request from the parent/guardian/other on the following date: [Time and Date Stamp]

District Decision

☐ After consideration, **the transfer request for** _____ _ _ _ _ _ _ _ _ _ _
Student's Name **GTID**

to _____ **was approved on** _____.
School Name **Date**

☐ After consideration**, the transfer request is denied based on [To be determined by the local school district]**

_____ _____
Name School System Official **Job Title**
(Please print)

_____
Representative's Signature **Date**

Please make three copies of this form:

- **One for the parent** •**One for the school** •**One for the district to keep on file**

All Rights Reserved

Georgia Department of Education
House Bill 251 (2009)
Public School Choice Framework

Sample School District-Parent Annual Choice Notification Letter

[School System Letterhead]

[Date]

[Parent Name Here]
[Address]
[City, State, Zip]

RE: Public School Choice for [School Year]

Dear [Parent Name Here]:

As the parent or guardian of a student currently enrolled in our school district, we are writing to notify you that under a new state law you may request to transfer your child to another public school in the [School District Name] for the upcoming 2009-2010 school year.

Parent Responsibilities

As a parent or guardian, you can request to have your child transferred to another public school within your school district of residence as long as the school district has determined that there is available classroom space at the school after all assigned students have been enrolled. Please keep in mind that if you choose to transfer your child to another school in the district, the law requires you to assume all costs and responsibilities related to the transportation of your child to and from the school as long as your child remains at that school.

For your convenience, the district's list of schools with available classroom space for the upcoming school year is attached. In order to process your request, you will need to complete and submit the attached "Transfer Request Form." Requests for transfers will not be accepted after the close of business on [Date].

Transfer requests will be reviewed and approved or denied on the basis of a lottery in the event a particular school has available space and the number of transfer requests exceeds the remaining available capacity. Once available classroom space is reached at a school, no more transfers will be accepted at that school. Since it is possible that you may not receive your first choice, you may indicate more than one choice on the enclosed Transfer Request Form.

If you have questions regarding this, please contact [Name of District Contact], [email address], and [direct phone number].

Sincerely,

[Superintendent's Name]

All Rights Reserved

Georgia Department of Education
House Bill 251 (2009)
Public School Choice Framework

[District Name] List of Schools with Space for Public Choice

Elementary School(s) with capacity (by grade)

Grade	[Insert Name of School]
K	
1	
2	
3	
4	
5	

Grade	[Insert Name of School]
K	
1	
2	
3	
4	
5	

Grade	[Insert Name of School]
K	
1	
2	
3	
4	
5	

Middle & High School(s)

Grade	[Insert Name of School]
6	
7	
8	
9	
10	
11	
12	

All Rights Reserved

Georgia Department of Education
House Bill 251 (2009)
Public School Choice Framework

Grade	[Insert Name of School]
6	
7	
8	
9	
10	
11	
12	

All Rights Reserved

Georgia Department of Education
Title I, Part A
FY13 Flexible Learning Program (FLP) Plan

Flexible Learning Program (FLP) Template Instructions

1. Please fill in the required information for each Priority, Focus, or Alert School that will be offering an FLP plan.
2. All components of the Title I, Part A Flexible Learning Program must be addressed and completed.
3. Please attach a PDF copy of the sign-in sheets for the FLP planning committee meetings to the Attachments tab in the Consolidated Application. Please name the file FLP Planning Sign-in Sheets.

All Rights Reserved

Georgia Department of Education
Title I, Part A
FY13 Flexible Learning Program (FLP) Plan

LEA FLP Set-aside: $_____

Is the set-aside amount five (5) percent of the LEA's Title I, Part A allocation? (Y/N) $_____

Is the LEA setting aside more than the (5) percent? (Y/N)

If yes, please enter the amount budgeted for additional FLP funding. $_____

Do equitable services to eligible private school students apply? (Y/N)

Is the LEA providing NCLB CHOICE transportation? (Y/N)

If yes, please enter the amount budgeted for NCLB CHOICE transportation. $_____

Note: All Priority Schools must set-aside 10 percent of the school's Title I, Part A allocation for professional learning.

LEA FLP Set-aside: $_____		Is the set-aside amount five (5) percent of the LEA's Title I, Part A allocation? (Y/N) $_____	
Is the LEA setting aside more than the (5) percent? (Y/N)		If yes, please enter the amount budgeted for additional FLP funding. $_____	

All Rights Reserved

Georgia Department of Education
Title I, Part A
FY13 Flexible Learning Program (FLP) Plan

Flexible Learning Program (FLP) Budget Projections for Consolidated Application

5% Required Set-Aside $_____

Custom Set-Aside for FLP above the Required 5% $_____

NCLB Choice Transportation $_____

School Name	Title I, Part A School Allocation	Personnel Costs	Contracted Services Cost	Supplies and Materials Cost	Evaluation Costs	FLP Transportation Costs	Professional Learning Costs for FLP Instructional Staff for Focus Schools (Title I Alert Schools, if applicable)*	Other Expenses
Drop Down List: LEA Schools								

***NOTE: The Professional Learning Costs for FLP Instructional Staff for Focus Schools (Title I Alert Schools, if applicable)** are those cost that an LEA will budget from the required minimum 5% set-aside for FLP to provide professional learning for instructional staff in the LEA's FLP. An LEA may create a custom set-aside for this professional learning, or require each Title I school participating in the FLP to use a portion of the school's Title I, Part A allocation to provide this professional learning to the individual school's staff that will be providing instruction in the LEA's FLP program. Priority Schools **will not** utilize the funding from this set-aside to provide professional learning to staff that will be providing instruction in the LEA's FLP program. Priority Schools will **utilize the 10 percent required set-aside of the school's Title I, Part A allocation** to provide this professional learning to the individual school's staff who will be providing instruction in the LEA's FLP program.

All Rights Reserved

Georgia Department of Education
Title I, Part A
FY13 Flexible Learning Program (FLP) Plan

Priority Schools Required Professional Learning

(This table must be completed for each of the LEA's Priority Schools.)

All non-SIG Priority Schools **must** set-aside 10 percent of **the school's Title I, Part A allocation** for professional learning. Priority Schools **must** utilize the required 10 percent set-aside of the school's Title I, Part A allocation to provide professional learning to staff that will be providing instruction in the Priority School's FLP program. Priority Schools **will not** utilize funding from the Professional Learning Costs for FLP Instructional Staff for Focus Schools (Title I Alert Schools, if applicable).

Name of Priority School	School Allocation	10% required Set-aside of School Allocation	List of Professional Learning Activities for FLP instructors with Estimated Costs that will be charged to the 10% required Set-aside of the School's Title I, Part A Allocation
Drop Down List: LEA Schools			

All Rights Reserved

Georgia Department of Education
Title I, Part A
FY13 Flexible Learning Program (FLP) Plan

FLP Components

School:	Drop Down List: LEA Schools

1. Using school level disaggregated data, identify and explain the areas of need that will be addressed by the FLP offered at each school:
   - Core content area(s)
   - Subgroup(s)
   - Graduation rate(s)

   Note: The LEA must identify the measurable performance goals and outcomes to be met.

Response:

2. Describe the multiple educationally related selection criteria by core content area served with the weighting that will be applied to the criteria per school to determine the rank order list of eligible students by greatest academic need.

Response:

3. Describe the scientifically research based strategies that the LEA will implement to ensure that supplemental academic intervention time is designed to support students meeting academic performance goals.

Response:

4. Describe the program delivery model that the LEA/school will implement. The description must address the delivery schedule (when, where, how), hours of service, student/instructor ratios, progress monitoring, plans to address program modifications when applicable, transportation services, etc. Is the LEA/school and its' FLP program in compliance with Title I laws and regulations?

Response:

All Rights Reserved

5. Describe the professional development (PD) that the LEA will provide for the FLP instructional staff/contractor to ensure that: • Instruction is tailored to the needs of participating students • Instructional strategies are effective in helping at-risk students achieve success
Response:

6. Describe the procedures the LEA will implement to ensure that the instructional goals of the FLP students are aligned with the Common Core Georgia Performance Standards.
Response:

7. Describe the procedures that the LEA will implement to maximize the enrollment and attendance of the students with the greatest need for the FLP?
Response:

8. Describe the procedures the LEA/school will use to monitor the implementation of the program and the tracking of all required data (assessment, program cost, etc.). The procedures must include the person(s) responsible for monitoring the implementation of the FLP plan in the LEA's schools.
Response:

9. Describe the internal controls that the LEA will implement to promote efficiency, assure the fidelity of the implementation of the LEA's FLP program, and to safeguard assets and/or avoid fraud, waste, and abuse.
Response:

All Rights Reserved

10. LEAs are required to evaluate outcomes of their FLP interventions. Describe the LEA's evaluation plan. The evaluation plan must address program goals, program effectiveness, measurement instruments, administration, and include an analysis for each school implementing FLP program implemented in the LEA:

Response:

A. List and describe the effectiveness target(s) or overall quantifiable goal(s) of the program. (What are the measureable outcomes that the intervention is designed to improve?

B. List and describe the assessment instrument(s) that will be used to measure each program target/goal.

C. Include a plan/procedure(s) for administering assessment instruments and for collecting and maintaining data. (A timeline for assessments must be provided. *How will the LEA/school maintain student assessment information to ensure confidentiality?)*

D. Include the LEA's/school's data analysis plan. (*How will the LEA/school determine program effectiveness based on the program goals and measurement instruments listed above?*

E. Include a description of the procedures that the LEA/school will implement to collect, analyze, and report participant feedback.

F. Describe the LEA's/school's plan for informing parents/guardians of participating students' progress toward the student's academic goals.

G. Describe the LEA's/school's plan for informing stakeholders regarding results of the program evaluation, effectiveness of the program, and ongoing program improvement(s).

All Rights Reserved

Model Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are: (1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district

All Rights Reserved

to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.]

All Rights Reserved

Model Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

• *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education.

1. Political affiliations or beliefs of the student or student's parent.
2. Mental or psychological problems of the student or student's family.
3. Sex behavior or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of others with whom respondents have close family relationships.
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
7. Religious practices, affiliations, or beliefs of the student or parents.
8. Income, other than as required by law to determine program eligibility.

•*Receive notice and an opportunity to opt a student out of*

1. Any other protected information survey, regardless of funding.
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law.
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

•*Inspect*, upon request and before administration or use

1. Protected information surveys of students.
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes.
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

[School District will/has develop[ed] and adopt[ed]] policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. **[School District]** will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. **[School District]** will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. **[School District]** will make this notification to

All Rights Reserved

parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by U.S. Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

All Rights Reserved

FY13 District Parental Involvement Policy/Plan Meeting
Sample Invitation to Participate Letter

Dear Parent/Guardian:

We believe that your involvement with your child's education is essential to their academic and future success. To honor our commitment to provide the best possible educational experience for your child and work with you in that effort, we would like to invite you to help us develop or revise our district's *Parental involvement Policy/Plan./*We have planned to hold meetings that will be dedicated to this important collaboration. The first meeting is scheduled for _____ (time, *date)* at the following location: _____ (location). There may be more meetings before the completion of this project.

The *Parental involvement Policy/Plan* will be developed with you to integrate all the parental involvement strategies, activities and services for programs that may be offered at our schools such as those for students who are limited English proficient, disabled, migratory, homeless, economically disadvantaged or in need of additional academic assistance.

Together with you, we will develop a written policy guide that will be distributed to parents of students participating in a Title I program. We will also make this written policy available to other interested parents in the district. With your continued support and input, we will conduct an annual evaluation of the effectiveness of our *Parental involvement Policy.* The purpose of this annual evaluation is to determine:

• How this Policy/Plan has contributed to the academic progress of our students.
• The identification of our strengths and areas for improvement and the removal of any barriers that may prevent parents from fully participating as a partner in their child's education. We invite you to join with us by investing your time and energies in the future success of all of our students. If you are interested in participating, please complete the 'Parent Participation Form" as the first step of your commitment. We would appreciate hearing from you by_____ *(date).*

Sincerely,

_____ _____

Name Title

_____ _____

Telephone Number Email Address

ESEA-F1 (Rev. 03/03/2011 US)

All Rights Reserved

Reunio **los padres** n del distrito sobre la poli tica

Invitación a participar

Estimado padre/madre o apoderado:

Creemos que la participación de los padres en la educación de sus hijos es fundamental para el éxito académico y futuro de los estudiantes. A fi n de cumplir con nue compromiso de entregarle la mejor experiencia educativa posible a su hijo/a y trabajar junto a usted para lograr esta meta, lo invitamos a ayudarnos a formular o revisar nuestra *Poli os padres participación de l*

Hemos planificado sostener reuniones dedicadas a esta importante colaboración. La primera reunio *time, date)* n, está programada para el ____ el siguiente lugar:_____ *(location)***.** Puede que se realicen más reuniones para completar este proyecto.
La *Poli del participacio* que formulamos junto a usted también integrará todas las estrategias, actividades y **servicios** de participacio n de los padres de los programas que puedan ofrecerse en nuestras escuelas tales como **aqudilos** para estudiantes con aptitu d limitada en inglés, desventajas econo micas o que necesiten ayuda académi
Junto con usted, formularemos una gui e poli tica escrita que se distr padres de los estudiantes que participen en los programas del Ti tulo I. También te acceso a esta poli tica escrita a todos
Con su permanente apoyo y opiniones, realizaremos una evaluación anual de la eficacia de nuestra *Poli* *El propo de participación de los padres* **anual** de esta evaluacio es determinar*:*

- cómo esta poli tica contribuye al progres
- nuestras fortidezas y las a reas en que debemos mejorar, y
- la eliminacio n de cualquier barrera q plenamente como so cios en la educacio n de sus hijos.

Lo invitamos a unirse a nosotros y a invertir su tiempo y energi tos en el fu todos nuestros estudiantes. Si está interesado en participar, por favor llene el "Formulario de participacio n de los padres" saber de usted antes del _____(date).
Atentamente,

_____ _____
Nombre Ti tulo

_____ _____
Nu mero telefo nico Direccio n de casa
electro nico

O1ESEA-F1 (Rev. 03/03 US) © 2003 TransACT Communications, Inc.

All Rights Reserved

FY13 District Parental Involvement Policy Meeting

Parent Participation Form

Meeting Date: _____ Time :_____

Meeting Location: _____

The district _____can ____cannot provide child care for this meeting.
The district _____can ____cannot provide transportation for this meeting.

By _____ (*date)*, please return this completed form to:
District/Georgia Department of Education

Attn: _____

Address: _____

Pa***rent/Guardian: Please complete the section below*** *and* ***return the*** *entire* ***form to school.***
Name of Student: _____Date: _____

Name of Parent: _____ School: _____

My interest in participating in the District Parental involvement Policy Meeting is:

_____I can attend the meeting.
_____I can attend the meeting, but I have transportation difficulties. If the district can provide transportation (see above if district can/cannot provide transportation), I am requesting transportation assistance.
_____I can attend the meeting, but I have child care responsibilities. If the district can provide child care (see above if district can/cannot provide child care), I am requesting child care assistance.
_____I cannot attend the meeting.

Please provide the following information:
Phone: _____ Address: _____
Number of non-school aged children: _____
Thank you for your interest and commitment to ensure your child's academic success.

OOESEA-F1 (Rev. 03/03 US) © 2003 TransACT Communications, Inc.

All Rights Reserved

Georgia Department of Education
Formulario de participación de los padres

Reunio ☐n del distrito s

Fecha de la reunio ☐n: _____ Hora:
Lugar de la reunio ☐n: _____
El distrito ___puede___no puede proporcionar cuidado i ☐nfantil para esta reunio
El disrito___puede___no puede proporcionar transporte para esta reunio ☐n
Antes de esta fecha _____(date), por favor devuelva el formulario rellenado a:
Distrito: _____
Atencio ☐n: _____
Direccio ☐n: _____

Padrelmadre/apoderado: For favor llene ía siguiente seccio el formulario *aía escuela.*

Nombre del estudiante: _____Fecha: _____
Nombre de padre/madre: _____Escuela: _____
Mi interés por participar en la reunio ☐☐ n del distrito sobre la pol
participación de los padres es:

_____Puedo asistir a la reunio ☐n.
_____Puedo asistir a la reunio ☐n, pero tengo pr
proporcionar transporte (vea arriba si el distrito puede o no proporcionar transporte),
solicito ayuda de transporte.
_____Puedo asistir a la reunio ☐n, pero debo cuidar a uno o más
puede proporcionar cuidado infanti ☐l (vea arriba si el disr
cuidado infanti ☐l), solicito ayuda de cuidado infanti☐.
_____No puedo asistir a la reunio ☐n.

Por favor proporcione la siguiente informacio ☐n:

Tele ☐fono: _____
Direccio ☐n: _____
Cantidad de menores no ☐ en edad escolar: ____

Gracias por su interés y compromiso por asegurar el éxito académico de su hijo/a.

O1ESEA-F1 (Rev. 03/03 US) © 2003 TransACT Communications, Inc.

All Rights Reserved

School Parental Involvement Policy Meeting
FY13 Sample Invitation to Participate Letter

Dear Parent/Guardian:

We believe that your involvement with your child's education is essential to their academic and future success. To honor our commitment to provide the best possible educational experience for your child and work with you in that effort, we would like to invite you to help us develop or revise our school's *Parental involvement Policy*.

We have planned to hold meetings that will be dedicated to this important collaboration. The first meeting is scheduled for _____(time, *date)* at the following location: _____(location). There may be more meetings for us to complete this project.

The *Parental involvement Policy* that we develop with you will also integrate all the parental involvement strategies, activities and services for programs that may be offered at our school such as those for students who are limited English proficient, disabled, migratory, homeless, economically disadvantaged or in need of additional academic assistance.

Together with you, we will develop a written policy guide that will be distributed to parents of students participating in a Title I program. We will also make this written policy available to other interested parents. With your continuing support and input, we will conduct an annual evaluation of the effectiveness of our *Parental involvement Policy.* The purpose of this annual evaluation is to determine:

- How this policy has contributed to the academic progress of our students.
- The identification of our strengths and areas for improvement.
- The removal of any barriers that may prevent parents from fully participating as a partner in their child's education.

We invite you to join us by investing your time and energies in the future success of all our students. If you are interested in participating, please complete the "Parent Participation Form" as the first step of your commitment. We would appreciate hearing from you by_____ *(date).*

Sincerely,

_____

Name Title

Telephone number:_____ email address: _____

O1ESEA-F1 (Rev. 03/03 US) © 2003 TransACT Communications, Inc

All Rights Reserved

Georgia Department of Education

Reunio **n de la escuel**

padres

Invitación a participar

Estimado *padre/madre* o apoderado:

Creemos que la participación de los padres en la educación de sus hijos es fundamental para el éxito acade mico y futuro de los es compromiso de entregarle la mejor experiencia educativa posible a su *hijo/a* y trabajar junto a usted para lograr esta meta, lo invitamos a ayudarnos a formular o revisar nuestra *Poli tica de participación de los padres.*

Hemos planificado sostener reuniones dedicadas a esta importante colaboración. La primera reunio *(date)* está programada para e el siguiente lugar: _____*(location).* Puede que se realicen más reuniones para completar este proyecto.

La *Poli* *que formularemos juntos a usted* también integrará todas las estrategias, actividades y servicios de participación de los padres de los programas que puedan ofrecerse en nuestras escuelas tales como aque éllos para estudiantes con aptitu d limitada en desventajas económicas o que necesiten ayuda académica adiciona l.

Junto con usted, formularemos una gui a de poli ica escrita padres de los estudiantes que participen en los programas del Ti tulo I. También te acceso a esta poli que esté escrita para todos los demás padr interesados.

Con su permanente apoyo y opiniones, realizaremos una evaluación anual de la eficacia de nuestra *Pli* *El propo tica de participación de los padres.* sito de esta eval determinar:

- Cómo esta poli rogreso académico de los estudiantes.
- Nuestras fortalezas y las areas en que debemos mejorar.
- La eliminación de cualquier barrera que impida que los padres participen plenamente como socios en la educación de sus hijos.

.

All Rights Reserved

Lo invitamos a unirse a nosotros y a invertir su tiempo y energías en el éxito futuro de todos nuestros estudiantes. Si está interesado en participar, por favor llene el “Formulario de participación de los padres” como el primer paso de su compromiso.

Apreciaría recibir de usted antes del _____ (date).

Atentamente,

_____ _____

Nombre Título

_____ _____

Número telefónico Dirección de correo electrónico

 © 2003 TransACT Communications, Inc.

All Rights Reserved

School Parental Involvement Policy Meeting
FY13 Sample Parent Participation Form

Meeting Date: _____
Time: _____
Meeting Location: _____

The school _____can _____ cannot provide child care for this meeting.
The school _____can _____ cannot provide transportation for this meeting.
Please return this completed form to your child's teacher by
_____ *(date).*

Parent/Guardian: Please complete the section below and return the *entire form* ***to your child's teacher.***
Name of Student: _____Date:_____
Name of Parent: _____School: _____
My interest in participating in the School Parental involvement Policy Meeting is:

_____I can attend the meeting.

_____I can attend the meeting, but I have transportation difficulties. If the school can provide transportation (see above if school can/cannot provide transportation), I am requesting transportation assistance.

_____I can attend the meeting, but I have child care responsibilities. If the school can provide child care (see above if school can/cannot provide child care), I am requesting child care assistance.

_____I cannot attend the meeting.

Please provide the following information:

Phone: _____

Address:_____

Number of non-school aged children: _____

Thank you for your interest and commitment to ensure your child's academic success.

O1ESEA-F1 (Rev. 03/03 US) © 2003 TransACT Communications, Inc.

All Rights Reserved

FY 13 Sample Letter Template

LETTER TO PARENTS(S)/LEGAL GUARDIANS(S) NOTIFICATION OF A STUDENT ASSIGNED TO A NON HIGHLY QUALIFIED TEACHER FOR FOUR CONSECUTIVE WEEKS OR MORE

[xx-xx-xxxx]

Dear Parent(s)/Legal Guardian(s):

The Elementary and Secondary Education Assistance Act of 1965 (ESEA) requires schools to notify parents if the following circumstance occurs in the class room:

- When your child has been assigned to a teacher who does not meet the qualifications for highly qualified teacher, or
- When your child has been taught four consecutive weeks or more by a teacher who does not meet the highly qualified requirements.

We are notifying you that your child's second grade regular teacher, [***Insert Teacher's Name***], will be on a temporary leave beginning, [***Insert Date***] and will be away for twelve weeks. In his/her absence, we have hired [***Insert Teacher's Name***] to teach his/ her class. [***Insert Teacher's Name***] does not meet the definition of a highly qualified teacher under ESEA, but he/she has served as a substitute teacher in our school several times in the last three years. We are confident that [***Insert Teacher's Name]*** is capable of implementing lesson plans that [***Insert Teacher's Name***] regular teacher left for class instruction.

[***Insert Teacher's Name***] has a bachelor's degree in **[*Insert Name of Degree]*** *from* ***[Insert College/University and State]*** and has taught in a local school for more than five years. [***Insert Teacher's Name***] has attended new staff orientation and understands the school's policies and procedures and gets along well with students, teachers and staff. Along with the lead teacher, [***Insert Teacher's Name***], I closely monitor all classrooms staffed with substitute teachers.

However, if you have additional questions or concerns about your child's educational progress or substitute teacher, you may come to my office at [***Insert School's Name];*** call me immediately at [***Insert Telephone Number***] or email me at [***Insert Email Address***].

Sincerely

[***Insert Principal's Name***]

All Rights Reserved

FY13 Sample Guidance Template

LETTER TO PARENT(S)/LEGAL GUARDIAN(S) NOTIFICATION OF A STUDENT ASSIGNED TO A NON HIGHLY QUALIFIED TEACHER FOR FOUR CONSECECUTIVE WEEKS OR MORE

The notification letter of a student assigned to a non- highly qualified teacher for four consecutive weeks or more must include the following:

- must be on school letterhead
- must be dated with the month, day and year
- must have regular teacher's name, grade taught and the leave of absence beginning date
- must have substitute teacher's name
- must inform parent(s)/guardian(s) that the substitute teacher does not meet the definition of a highly qualified teacher under ESEA
- must include substitute teacher's current degree, degree name and college/university in which it was obtained
- must include a statement that the substitute teacher has attended staff orientation and understands school policies and procedures
- must include a statement regarding the monitoring of the substitute teacher's class room/performance by school administrators
- must give specific contact information, i.e. contact name, telephone number, email address, fax number
- must include the principal's signature

All Rights Reserved

FY13 Sample Parent Right-to-Know Letter Template
Place on School's Letterhead

Guidance C-6 is for Advising Parents of the Right to Know Information about a Teacher's Qualifications as Required by The Elementary and Secondary Education Assistance Act of 1965 (ESEA) [Section 1111(6) (A)]

[xx-xx-xxxx]

Dear Parent(s)/Legal Guardian(s

Your child attends [***Insert School Name*****],** which has been identified as a (***Reward***, ***Priority, Focus, Alert school)*** and receives Federal Title I funds to assist students in meeting state achievement standards. Beginning in the 2012-2013 school year, Title I schools will now move from an NCLB needs improvement (NI) status based on adequate yearly progress (AYP) to a Reward, Priority, and Focus schools status based on definitions provided by the US Department of Education.

At **[*Insert School Name***], we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact [***Insert Principal's Name*****]** at [***Insert School's Name*****]** at [***Insert Phone Number*****]** or email me at [***Insert E mail Address*****]**.

Sincerely,
[Insert School Principal Name]

All Rights Reserved

A Brief Summary of the Military Recruitment Provisions Contained in the Elementary and Secondary Education Act

Release of Student "Directory" Information

Under section 9528 of the Elementary and Secondary Education Act of 1965 (ESEA), local school districts are required to disclose the names, addresses, and telephone numbers of high school students upon request by military recruiters and institutions of higher learning, unless individual students 18 or older or their parents request that the information not be released.

ESEA also requires your school district to inform your students and their parents of their "opt-out" rights under this section, and your school district must comply with any request for non-disclosure received.

Section 9528 of ESEA does not require disclosure of any information that is not considered directory information under the Family Educational Rights & Privacy Act of 1974 (FERPA), or the Buckley Amendment, 20 USC 1 232g, and, in fact, mirrors the provisions of FERPA insofar as it requires a mechanism by which parents/students may withhold consent to the disclosure of directory information to military recruiters.

School Access to Military Recruiters

In addition, the school districts are obligated to provide military recruiters with the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students. ESEA §9528(a)(3).

All Rights Reserved

FY13 SAMPLE PARENT OPT-OUT FORM

Under current federal law all schools must, if requested, provide the names, addresses, and telephone numbers of high school students to U.S. military recruiters.

Under current federal law, you do not have to allow your child's information to be shared if you choose to opt-out.

Please initial below if you do not want your child's name, address, and telephone number disclosed to U.S. military recruiters.

_____DO NOT DISCLOSE my child's contact information without my prior permission.

Parent's
Name _____

Student's
Name_____

Parent's
Signature_____Date_____

All Rights Reserved

Georgia Department of Education Access to Student Information by Military or College Recruiters

School: _____Date:_____

Our district receives funds from the federal government under the *Elementary and Secondary Education Act of 1965.* These funds are used in a variety of ways to provide additional help to students in greatest academic need. The law also requires that districts receiving these funds must, upon request, provide to military recruiters, colleges and universities, access to the names, addresses and telephone listings of secondary students.

It is important for you to know that a secondary school student or his/her parent or guardian may request that the student's name, address, and telephone number be released by the district *without prior written parental consent.* If you would like to make such a request, please complete the following and return it to your child's school.

Parent/Guardian: Please complete this section and return the <u>entire</u> form to your child's school. Use a separate form for each child.

I am aware the district must provide access to military recruiters and colleges or universities of student names, addresses and telephone listings. I am aware the district will provide this information upon request, unless I require that such information not be given to the following groups *without prior written parental consent:*

Military Recruiters *(please check one):*
_____Do not release my secondary student's information to military recruiters at any time.

_____Do not release my secondary student's information to military recruiters until you have first obtained my *prior written parental consent* before doing so.

Colleges, Universities, or Institutions of Higher Learning *(please check one):*
_____ Do not release my secondary student's information to colleges, universities or other institutions of higher learning at any time.

_____ Do not release my secondary student's information to colleges, universities or institutions of higher learning until you have first obtained my *prior written parental consent* before doing so.

Name of Student: _____
Name of Parent/Guardian: _____
Parent Signature: _____Date: _____
Adult Student Signature: _____

All Rights Reserved

Military or College Recruiters
Georgia Department of Education
Acceso a informacio n del estudiante
por encargados de reclutamiento militar o universitario

Escuela: _____ Fecha: _____

Estimado *padrelmadrelapoderado y* estudiantes secundarios:

Nuestro distrito recibe fondos del gobiemo federal segu n la le y sobre igualdad oportunidades educativas del año 1965 *Elementary and Secondary Education.* Estos fondos se utilizan de diversas maneras para proporcionar ayuda adicional a los estudiantes con mayores necesidades académicas. La ley también exige que los distritos que reciben estos fondos proporcionen a los encargados de reclutamiento militar y universitario acceso a las listas con los nombres, las direcciones y los nu meros telefónicos de lo secundarios.

Es importante que uste sus padres o su apoderado legal pueden solicitar que el distrito divulgue su nombre, dirección y numero telefónico si un estudiante de educ *un consentimiento de los padres previo por escrito.* Si desea hacer esta solicitu d, por favor llene hijo/a

Padre/madre/apoderado: Por favor llene esta sección y devuelva <u>todo</u> el formulario a la escuela de su hijo/a. Use un formulario distinto para cada hijo/a.

_____

Estoy consciente de que la escuela debe permitir que los encargados de reclutamiento militar y universitario accedan a las listas con los nombres, las direcciones y los nu meros telefónicos de los estudiantes. Estoy consciente de que el distrito proporcionará esta información cuando dichos encargados la soliciten, a menos que yo exija que dicha informacio n a los siguientes grupos si n *un consentimiento de los padres previo por escrito:*

Encargados de reclutamiento militar *(rnarque una opcio n):*

_____En ningu n momento divulguen encargados de reclutamiento militar.
_____No divulguen información sobre mi estudiante secundario a encargados de reclutamiento militar si *consentimiento de los padres previo por escrito.*

All Rights Reserved

Universidades y demás instituciones de educacio superior *(marque una opcion):*

_____En ningén momento divulguen información sobre mi estudiante secundario a universidades y demás instituciones de educación superior.
_____ No divulguen información sobre mi estudiante secundario a universidades y demás instituciones de educación superior sin haber obtenido primero mi *consentimiento de los padres previo por escrito.*

Nombre del estudiante: _____ Nombre de padre/madre/apoderado: _____
Firma de padre/madre/apoderado: _____ Fecha:_____

Firma de estudiante adulto: _____Fecha: _____

All Rights Reserved

Georgia Department of Education
Notice to Obtain Written Parental Consent
for Military or College Recruiters

Name of Student: _____Date:_____

Name of Parent: _____School:_____

Dear Parent/Guardian:

The district has received a request by a military recruiter or college for secondary student information. You requested to be notified if such a request has been made so that you may provide us with your prior written parental consent to release such information.

The following group(s) have requested your secondary student's name, address and telephone:
_____Military Recruiter
*optional:*_____ *(branch of military service)*

_____College, University or an Institution of Higher Learning.
optional: _____*(name of college, university ,etc.)*
Complete the section below to provide us with *written parental consent* authorizing us to release this information or your decision to deny release of any of your child's information. Please return this form to your child's school as soon as possible.
Sincerely,

_____ _____
Name Title

Parent/Guardian: Please complete this section and return the entire form to your child's school. Use a separate form for each child.

Military Recruiters *(please check one):*

_____Do not release my secondary student's information to military recruiters at any time.

_____ I consent to the district releasing my secondary student's information to a military recruiter.

All Rights Reserved

Colleges, Universities, or Institutions of Higher Learning *(please check one):*

_____Do not release my secondary student's information to colleges, universities or other institutions of higher learning at any time.

_____ I consent to the district releasing my secondary student's information to colleges, universities or other institutions of higher learning.

Parent Signature: _____Date _____

Adult Student Signature: _____Date: _____

All Rights Reserved

Georgia Department of Education
Aviso para obtener consentimiento de los padres previo por escrito para encargados de reclutamiento militar o universitario

Notice to Obtain Written Parental Consent - Military/College Recruiters

Nombre del estudiante: _____ Fecha_____

Nombre de padre/madre: _____ Escuela_____
Estimado padre/madre/apoderado:

El distrito ha recibido una solicitud de parte de un encargado de reclutamiento militar o universitario para acceder a información de estudiantes secundarios. Usted solicitó que se le notificara de tal solicitu
padres previo por escrito para divulgar información.
El o los siguientes grupos han solicitado el nombre, la dirección y el nu telefónico de su hijo/a.

_____ Encargado de reclutamiento militar
*opcional:*_____ *(branch of military service)*

_____Universidad, instituto o institucio de educacio n superio
opcional: _____*(name of college, university, etc.)*

Llene la siguiente seccio ciones para proporcionarnos un *consentimiento de los padres previo por escrito* para autorizar que divulguemos esta informacio n o indicarnos que que divulguemos ninguna informacio n sobre su hijo/a. Por favor formulario a la escuela de su hijo/a lo antes posible.

Atentamente,

Nombre_____Ti tulo_____
_

Padre/madre/apoderado: For favor llene esta sección y devuelva todo el formulario a la escuela de su hjo/a. Use un formulario distinto para cada hjo/a.

Encargados de reclutamiento militar *(marque una opción):*

_____En ningu n momento divulguen encargados de reclutamiento militar.

All Rights Reserved

_____Doy mi consentimiento para que el distrito divulgue informacio n sobre mi estudiante secundario a un encargado de reclutamiento militar.

Universidades y demás instituciones de educación superior *(marque una opción):*

_____En ningu n momento divulgu universidades y demás instituciones de educacio n superior.
_____ Doy mi consentimiento para que el distrito divulgue informacio n sobre mi estudiante secundario a universidades y demás instituciones de educacio n superior.

Firma de padre/madre/apoderado: _____Fecha: _____

Firma de estudiante adulto: _____Fecha: _____

01ESEA-12 Rev. 03/03 US)

© 2003 TransACT Communications, Inc.

All Rights Reserved

APPENDIX D – SAMPLE PARENT SURVEY AND MEETING DOCUMENTS

Appendix D – Sample Parent Survey and Meeting Documents 379

- Sample Parental Involvement Survey 380
- Sample Parental Involvement Survey with Results 381
- Sample Parental Involvement Survey 383
- Survey of System Parental Involvement Activities. 384
- Sample Parent Survey 385
- Sample Parent Survey Spanish. 387
- Sample LEA Parental Involvement Planning Meeting Agendas 389
- Sample Title I Parent Information Meeting 390
- Sample Principal's Checklist for Parental Involvement 392
- Administrator's/Title I Meeting Agenda Rubric 394
- Title I Parental Involvement Resource Manual Required Documentation 397
- Annual Title I Meeting Schoolwide Template 402
- Title I Checklist 403
- Resources 408
- Glossary of Acronyms 411

All Rights Reserved

SPENCER ELEMENTARY CHILDREN'S ENGNEERING ACADEMY
PARENTAL INVOLVEMENT SURVEY
20xx-20xx

Dear Parent,

The Spencer Elementary Parental Involvement Coordinators need your help in planning programs and services that will serve you and your children. Please take a few minutes to fill out this survey and return to your child's teacher by Friday, November 9. 20--. Your input will enable us to develop activities that will serve our school and community.

1. **What do you consider the most pressing issue facing our community today?**

   ☐Alcohol and other drugs ☐Teenage pregnancy ☐AIDS
   ☐Crime ☐Homeless families ☐Housing
   ☐Other_____

2. **As a parent, what might Spencer Parental Involvement do to help you?**

   ☐Newsletter/regular information on topics of concern to parents ☐Meetings/group activities on topics of concern to parents
   ☐Clothing/uniform exchange ☐Community resource guide
   ☐Other_____

3. **What would prevent you from attending meetings, and events sponsored by the school?**

   ☐Don't have time ☐Need transportation ☐Need baby-sitting

4. **Meeting not at convenient times? If so, what would be most convenient?**

   ☐Mornings ☐Daytime in general ☐Late afternoons
   ☐Evenings ☐Saturday ___a.m. __p.m. ☐Lunch hour

5. **What parenting issues interest you?**

   ☐Teaching children decision making ☐Teaching a child responsibility ☐Helping a child become a good friend
   ☐Careers ☐Gangs ☐Vocational Education
   ☐Stress ☐Diet and Nutrition ☐Test taking
   ☐Math workshop ☐Reading workshop ☐Peer pressure
   ☐Pedestrian Safety ☐Community resources ☐College preparation
   ☐Fitness ☐Fire safety
   ☐Other_____

All Rights Reserved

Please return this form to your child's teacher. Thanks so very much!!

SPENCER ELEMENTARY CHILDREN'S ENGNEERING ACADEMY
PARENTAL INVOLVEMENT SURVEY
20xx-20xx

(Results)

Dear Parent,

The Spencer Elementary Parental Involvement Coordinators need your help in planning programs and services that will serve you and your children. Please take a few minutes to fill out this survey and return to your child's teacher by **Friday, November 9, 20--.**

Your input will enable us to develop activities that will serve our school and community.

6. **What do you consider the most pressing issue facing our community today?**

   Alcohol and other drugs (9) Teenage pregnancy (14) AIDS (9)
   Crime (20) Homeless families (6) Housing (5)
   Others
   Single Parent Homes (1)
   Poverty (1)

7. **As a parent, what might Spencer Parental Involvement do to help you?**

   Newsletter/regular information of on topics of concern to parents
   Meetings/group activities on topics (14) concern to parents(11)
   Clothing/uniform exchange(9)
   Community resource guide(8)
   Other_____

8. **What would prevent you from attending meetings, and events sponsored by the school?**

   Don't have time (8) Need transportation (7) Need baby-sitting (10)

9. **Meeting not at convenient times? If so, what would be most convenient?**

   Mornings (8) Daytime in general (4)
   Late afternoons (11)
   Evenings (3) Saturday (13) a.m (6) p.m. Lunch hour (2)

10. **What parenting issues interest you?**

    Teaching children decision making (16)
    Teaching a child responsibility (18)
    Helping a child become a good friend (13)
    Careers (9)
    Gangs(6)
    Vocational Education(5)
    Stress (13)
    Diet and Nutrition (4)
    Test taking(12)

All Rights Reserved

 Math workshop (11) Reading workshop (13) Peer pressure (16)
 Pedestrian Safety (16) Community resources ((7)
College preparation(6)
 Fitness (7) Fire safety (4)
 Other: (Write- ins) Single Parent Home (1) Sibling Rivalry and Competitiveness(1), Drug Abuse(1), Time Management(1)

Please return this form to your child's teacher. Thanks so very much!!

All Rights Reserved

COBB COUNTY SCHOOL DISTRICT
[Your School's Name]
2012-2013 Parental Involvement Survey

[Insert today's date]
Dear Parent(s) or Guardian (s),

Title I parents are to be involved in the decisions regarding how the 1% reserved funds will be used for parental involvement. Our school believes your input is crucial. Please complete and return to **[*name of person*]** at our school. This survey will be used to develop our school's **2012-2013 Parental Involvement Policy and Activities Action Plan**. Please check all that applies. Thank you.

[Feel free to add or change any area]

_____ CRCT Information Sessions

_____ Georgia Performance Standards

_____ Getting an Email Account

_____ Writing a Resume`

_____ English Classes

_____ Homework Help Information

_____ Middle/High School Information

_____ Health

_____ Cyber Bullying

_____ Grade Level Math Night

_____ Report Card Information

_____ GED Classes

_____ Becoming a Parent Leader

_____ Getting a Library Card

_____ Spanish Classes

_____ College Information

_____ Financial Support

_____ Anger Management

Others: _____

Check the kinds of resources and services you would like to see made available at the school.
___ Homework hotline ___ Email list service for parents' ___ Computer access

___ Grandparents Support Group Other: _____

Time of meetings (Check one): ____ AM ____PM

___Monday ___Tuesday ___Wednesday ___Thursday ___Friday ___Saturday

Will you need childcare? ___Yes ___No

Will you need transportation? ___Yes ___No

Parent Name: _____ Contact Number: _____

Email Address: _____

Children's Name & Teacher/Grade *(Optional, please use the back of this sheet, if needed)*:

All Rights Reserved

Telfair County Schools

Survey of System Parental Involvement Activities

20xx-20xx

Is this activity effective?

Activity	Yes	No
#1 Annual Title I Parent Conference: Purpose: To inform parents of the Title I Program and how it affects each school. To distribute and discuss parent survey results, parental involvement budgets, School Improvement/School-wide plans, and Parental involvement plans .		
Suggestions:		
#2 Parent Survey: Purpose: To gather data, comments, and program evaluations from all parents in the system. This information is used for school improvement, budget planning, and Parental involvement activity planning .		
Suggestions:		
#3 T.O.P.S. Parent Resource Center: Purpose: To provide parents with materials at home to support academic achievement.		
Suggestions:		
#4 Parent Planning Meeting: (8/16/xx) Purpose: To allow parents, teachers, & administrators to discuss current Parental involvement policy and activities, offering suggestions and revisions		
Suggestions:		
#5 Make-N-Take Parent Classes: Purpose: To share activities with parents that can be done at home to promote success in school.		
Suggestions:		
#6 Suggestion for New Activity for this School Year		

All Rights Reserved

Sample Parent Survey

Your response to this questionnaire is an important part of our ongoing evaluation of _____School. Thank you for taking the time to give us your valuable input. Please respond to the following statements by checking "Yes" or "No".

Section 1: Parental Involvement in Our Schools

1. There should be many school activities that involve students, parents, and teachers, such as reading enrichment programs, sports events, and recognition ceremonies to honor student achievement.
   □ Yes □ No

2. Parents should be encouraged to work in the school as volunteers.
   □ Yes □ No

3. Parents should supervise children's homework.
   □ Yes □ No

4. Parents should be able to schedule visits to the school during the day to understand the kinds of experiences their child is having in school.
   □ Yes □ No

5. There should be parent education classes run by PTA/PTO/School Council, in cooperation with resource personnel provided by the school, to teach parents how to help their children benefit from school.
   □ Yes □ No

6. Parents' primary connection with the school should be to sponsor activities such as potluck suppers, fund-raising activities, open houses, and the like.
   □ Yes □ No

7. Parents should initiate personal conferences with teachers when they feel it is necessary (outside of regularly scheduled parent-teacher conferences).
   □ Yes □ No

8. Parents should attend School Board meetings.
   □ Yes □ No

9. Parents should attend PTA/PTO meetings.
   □ Yes □ No

10. Parents should attend School council meetings.

All Rights Reserved

□ Yes □ No

Section 2: Parent/Teacher Conferences

1. I was provided with relevant information regarding my child's academic progress this year.
   □ Yes □ No

2. I was given the opportunity to ask questions regarding my child.
   □ Yes □ No

3. I was provided with information regarding the curriculum.
   □ Yes □ No

4. I believe my child is challenged to achieve his/her maximum potential.
   □ Yes □ No

5. The conference period provided me with an understanding of my child's strengths and
   area for improvement as a learner at school (academically and socially).
   □ Yes □ No

6. I am pleased with the instructional program

   _____

Comments: _____

_____

_____

_____

If you have any further questions or concerns, please contact:

_____ at_____
(Parent Liaison or Contact) (Telephone Number)

Samples in English and Spanish provided by Bre Sanders, Parent Advocate in Cobb County School LEA 2005. Translation by IWC 10/17/05 ACH.

All Rights Reserved

Encuesta Para Los Padres

Su contestación a este cuestionario es importante para la continua evaluación de la Escuela_____. Agradecemos que haya tomado tiempo para darnos su valiosa opinión. Por favor conteste las siguientes declaraciones marcando "Si" o "No".

Seccion 1: Participacion de los Padres en Nuestras Escuelas.

1. Las escuelas deben de tener muchas actividades en la cual los estudiantes, los padres y los maestros participen, tales como programas de enriquecimiento de la lectura, eventos deportivos y ceremonias de reconocimiento para rendir honor a los estudiantes por sus logros.
   ☐ Si ☐ No

2. Se debe exhorter a los padres a prestar servicios voluntarios en las escuelas.
   ☐ Si ☐ No

3. Los padres deben de supervisar las tares de sus hijos.
   ☐ Si ☐ No

4. Los padres deben de poder visitar la escuela durante el di[illegible]tesa para comprender lo[illegible] tipos de experiencias que sus hijos tienen en la escuela.
   ☐ Si ☐ No

5. El PTA, en colaboración con el personal de la escuela, debe auspiciar clases pare educar a los padres en como ayudar a sus hijos a beneficiarse de la escuela.
   ☐ Si ☐ No

6. La funcion primordial de los padres con la escuela debe ser de auspiciar actividades tales como cenas, recaudación de fondos, reuniones para familiarse con la escuela y conocer el personal escolar, etc.
   ☐ Si ☐ No

7. Los padres deben pedir conferencias con los maestros cuando lo crean necesario (en adición a las conferencias de padres y maestros regularmente programadas).
   ☐ Si ☐ No

8. Los padres deben de asistir a las reuniones de la junta escolar.
   ☐ Si ☐ No

9. Los padres deben de asistir a las reuniones de la Asociación de Padres y Madres (PTA).
   ☐ Si ☐ No

10. Los padres deben de asistir a las reuniones del Consejo Escolar.
    ☐ Si ☐ No

All Rights Reserved

Seccio *y Madres* *Conferencias de Padres*

1. Se me ofreció información pertinente al progreso académico de mi hijo/a durante este an o.
   ☐ Si ☐ ☐ No

2. Se me dio la oportunidad de hacer preguntas sobre mi hijo/a.
   ☐ Si ☐ ☐ No

3. Recibí información sobre el plan de estudios de la escuela primaria.
   ☐ Si ☐ ☐ No

4. Yo creo que mi hijo/a esta máximo retado para alcanzar su potencial.
   ☐ Si ☐ ☐ No

5. La conferencia me ofreció un mejor entendimiento sobre las fortalezas de mi hijo/a y las a te (académico y socialmente) en las que debe mejorar como estudian
   ☐ Si ☐ ☐ No

6. Estoy complacido con el programa de instrucción de _____

   _____.
   (Name of School)

Comentarios:
_____

_____

_____

_____

_____

Si tiene alguna otra pregunta o preocupación, favor de contactar a _____

_____ al _____
(Name of Parent Liaison) (Telephone number)

All Rights Reserved

LEA Parental Involvement Planning Meeting Agenda
Telfair County School System
August 16, 20xx

AGENDA

I. Welcome, Introduction, and Sign-In –
   a. Director of Federal Programs

II. Title I, ESEA, and Parents Right to Know Overview –
   a. Director of Federal Programs

III. Revision of Parental involvement Plan
   a. System Parental involvement Coordinator
   b. Parental involvement – *"The Most Important 5 percent"*
   c. Six Requirements for Building Capacity with Parental involvement
   d. Updates and changes to system Parental involvement Plan

IV. School Break-out Sessions
   a. Revise and Update Parental involvement Plan
   b. Revise and Update School Compacts

All Rights Reserved

Title I Annual Parent Information Meeting
Agenda-8-17-20xx

Welcome

Communication to Parents and Caregivers-Announce to parents how you publicized this meeting such as e-mail, phone calls, and flyers/brochures. Ask them if they have any ideas of how you can spread the word of parental involvement activities throughout the year.

Thank you (School) PI Recorder- Thank the person you have assigned to take notes at the meeting as they have been responsible for making sure all participants have signed-in, distributed the agenda including school name, date, times and location of the school.

The Benefits of Becoming a Title I School!

a. **What it means to be a Title I School?** (You can review Anthony's power point of what it means to transition from Title I Targeted Assistance to Schoolwide Program or use the Title I handout from the following website: http://www.dpi.state.nd.us/title1/parent/index.shtm#5
b. **What is (your school's) Title I Parental Involvement Policy?** This policy describes the means of carrying out the requirements of subsections © through (f), Section 1118 (b) (1). Because this should be jointly developed by educators and parents please allow parents to make suggestions, ask questions, and comment on what it should include. When it is revised, make sure that the revision date is included as well as all signatures.
c. **What is (your school's) Title I Parental Involvement Compact**? This is a written agreement between school and home that identifies and outlines the parental involvement activities and opportunities that the school's staff, parents, and students will use to build a partnership and the activities they will undertake in their shared responsibility to improve academic achievement and help children achieve to the state's high academic standards. It describes 1) the school's responsibility to provide students with high quality curriculum and instruction in a supportive and effective learning environment that enables students served under Title I, Part A to meet the state's academic achievement standards. 2) The ways in which parents will be responsible for supporting their children's *learning (e. g., monitoring attendance, completing homework.) 3) the*

All Rights Reserved

importance of communication between teachers and parents on an ongoing basis through such activities as, at a minimum: (1) annual parent-teacher conferences in elementary school, during which the compact is discussed as it relates to the individual child's achievement: (2) frequent reports to parents on their child's progress; and (3)reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

In summary, it **e**nsures that we are doing everything we can possibly do to improve academic performance though a variety of instructional strategies which provide academic and technical assistance. Please welcome parents to make suggestions, revisions, and additions. When it is revised, make sure that the revision date is included as well as all signatures. Send a Compact to every child in the school and have all signed copies in a folder titled Your School's **Title I Parental Involvement Compacts**.

d. **What is (your school's AYP status and what does this mean?-**Explain what this means for the parents and students.
e. **What are FLP funds?** (Flexible Learning Plan) (if applicable)
f. What are Highly-Qualified teachers and paraprofessionals and what does this mean for (your school)?
   What are our parental involvement resources? You will talk about how you will communicate all parental involvement activities sponsored by your school and the district activities for the year; explain what else is available to them including PIC, PIRC, the existence of our District Family Resource Center and (your school's) Parent Resource Center. Give brochures, offer tours, discuss hours open, with a list of resources available through the Parent Resource Center.
g. **How do we spend (your school's) Title I funds and what do you suggest is the most important resource for your children?** Offer parents the opportunity to make suggestions of how best these funds can be utilized. Take notes of their responses and make appropriate revisions to the budget, dating the revisions with the proper signatures.
h. **What did you tell us your wanted in our spring Title I Parenting Survey?** Discuss the results including a copy of the survey, the tabulations of results and how you plan the address, change, and adapt your activities and opportunities because of findings. Make notes of the revisions with dates and proper signatures.
i. **What are the changes in the law concerning ESEA and our transition to ESEA?** No Child Left Behind needs to be removed from your documents and changed to Elementary and Secondary Education Act.

All Rights Reserved

Lamar County Schools	Office of Teaching and Learning
MEMORANDUM	

Date: August 9, 20xx
To: All Principals & Assistant Principals
Cc: Dr. Bill Truby, Dr. Terry Mermann, Patti Hitson, Amy Banks
From: Norma J. Greenwood
RE: Principals' Checklist for Parental involvement

The following are some of the Parental involvement (PI) requirements of each school. These are the specific requirements Amy will gather and keep in her PI notebooks. In addition, Mrs. Hitson and I will handle other PI requirements. This checklist serves as a tool to help everyone plan ahead for what Amy will need when she comes by to see you each week. As always I include a disclaimer: These are the requirements as of today's date.

- Documentation of School's Title I Meeting:

Note: When you approve the PI plan, policy and compact it may be completed in the spring of each year so all info gets into your handbook and SIP. If so make sure you have it on an agenda. Then the Fall Title I meeting becomes just the distribution of information.

  - School agenda (Schoolwide Program definition, PI Plan –approval and/or distribution, PI Policy –approval and/or distribution, PI Compact - approval and/or distribution, FLP offered?)
  - Parent sign in, AND
  - Advertisements for it (letters, website –need it saved as PDF)

- Student handbook:
  - Does it include *Parents Right to Know* about teacher quality?
  - Does it include where the parent resource center is? If not include:
    - Evidence that the LEA and schools have informed parents about the existence of a parent resource center, where applicable (picture of sign on door, website – need it saved as PDF, etc.)

- Copy of school PI policy (this is best completed each spring for the next year's handbook and SIP)
  - with the revision date on cover page (may be in SIP),
  - agenda,
  - sign in sheet, AND
  - Documentation of how the PI policy was distributed

- Copy of PI Compact with student's signature, principal's signature, teacher's signature & parent signature and signing date (District just needs one copy but the Feds expect schools to keep all signed copies for at least a year for audit time.)

- Copy of Non-HQ letter to parents about teacher (1 @ LCES, 6 @ LCCHS)
- Copy of Non-HQ letter to parents about long term subs

- Samples of LEA/school communications to parents in multiple languages, as appropriate.

All Rights Reserved

- Evidence that LEA and schools have carried out the six requirements to build parents' capacity to be involved in school including using Title I funds to support literacy programs.
    - Meeting agenda with sign-in sheets of parental involvement activities
    - Newsletter articles
    - Letters to parents
    - Parenting classes
    - Other evidences that LEA and schools have carried out the six requirements to build parents' capacity to be involved in school.

All Rights Reserved

Lamar County Schools **Office of Teaching and Learning Agenda**
WHAT: Administrators/Title I Meeting WHEN: _____Why: This meeting is designed to evaluate where we are now; discuss where we want to be; and plan what we need to get there (Highlighted Items to be discussed) –Handouts available

Agenda Topic	Notes
WHY ARE WE HERE? UPDATES: • Update from latest conference/meeting • T-1 Monitoring Instrument –Sections:_____ • SES • Migrant/Homeless/ELL • Other:_____ • Other:_____	
PLAN: • SWP Checklist (Must highlight the SWP checklist items) • What items need changing • Other:_____ • Other:_____	
FUNDS: • Use of funds must align with needs –must be in SIP • Budget items • Amendment • Periodic Certification/Time logs • Non-HQ letters for teachers/long term subs needed? • Parents' Right To Know • Balancing funds with each other • Other:_____ • Other:_____	
Parental involvement: • Plan/Policy (this is best completed each spring for the next year's handbook and SIP) o with the revision date on cover page (may be in SIP), o agenda, o sign in sheet, AND o Documentation of how the PI policy was distributed o Include statement in plan: Any residential facilities in our school attendance	

All Rights Reserved

area are included in the parental involvement correspondence and activities. o ALL Communication to parents must have three ways parents can contact (i.e. school phone number, school fax, email address of contact person) • Compact • Checklist • PIRC (Parent Information & Resource Center) • PIC (State group meetings for Parental involvement Coordinators) • *AlertNow* –Do you have any records? • Annual Meeting to Include o School agenda (Schoolwide Program definition, PI Plan –approval and/or distribution, PI Policy –approval and/or distribution, PI Compact - approval and/or distribution PI Plan and FLP,) o Parent sign in, AND o Advertisements for it (letters, website –need it saved as PDF) • Student handbook: o Does it include *Parents Right to Know* about teacher quality? o Does it include where the parent resource center is? If not include: — Evidence that the LEA and schools have informed parents about the existence of a parent resource center, where applicable (picture of sign on door, website –need it saved as PDF, etc.) • Other:_____ _____ • Other:_____ _____	
CLOSURE REVIEW TIMELINE, CLARIFY CONFUSIONS, IDENTIFY NEEDS	

Administrators:

_____ Date: _____
_____ Date: _____
_____ Date: _____
_____ Date: _____
_____ Date: _____
_____ Date: _____
_____ Date: _____
_____ Date: _____
_____ Date: _____
_____ Date: _____
_____ Date: _____
_____ Date: _____
_____ Date: _____

Title I Director Signature: _____ Date: _____
PI Coordinator: _____ Date: _____
Homeless, ELL, Migrant, Immigrant Co: _____ Date: _____

All Rights Reserved

Lamar County Schools **Office of Teaching and Learning Agenda**

WHAT: Finance/Title I Meeting1 WHEN: _____

Why: This meeting is designed to evaluate where we are now; discuss where we want to be; and plan what re

(Highlighted Items to be discussed)

Agenda Topic	Notes
WHY ARE WE HERE? **1. Debriefing from Title I Conference** **2. Clip Narrative**	
3. Budgets: × **Title I, Part A Budget (set-asides /Fund 400-SWP)** × **SI/NI Budget** • **Salaries/Benefits for Title I Teachers** • **Title I Codes** • **School Allocations** • **Set-asides** • **Carry Over Allocation** • **Purchasing Procedures** • **Internal Controls-** • **Balance the draw downs each month** • **Monthly Expenditure Reports & Fund balances** • **Detail Reports** • **Purchase Orders, Invoices** • **Balance/Carry Over** • **Local School Budgets** • **Consolidated Application** • **Precipitous Decline** • **State Audit** • **Local Audit** • **Other:** **_____**	
4. Consultation/Training **5. Revising PPP/Local Policy** **6. Presentations/Planning** **7. State Reporting** **8. Split-Time Logs/Periodic Certifications** **Other: _____**	
CLOSURE REVIEW TIMELINE, CLARIFY CONFUSIONS, IDENTIFY NEEDS	

Title I Director Signature: _____ Date: _____

Director of Finance: _____ Date: _____

All Rights Reserved

Parental Involvement Resource Manual/Title I Required Documentation
Cartersville City Schools 20xx – 20xx

Due to CO PI Resource Manual Title I Required Doc. Tub	Place a Check in the Box After Documentation is Placed in the Title I Tub	
Parental Involvement Evaluation	A School operating a Schoolwide Program must: 1. Evaluate the Effectiveness of the implementation of, and results achieved by their Parental involvement Plan, using effectiveness data collected throughout the previous year. *(Parent Survey, Workshop Evaluations, PI Report Card)*	
	2. Determine whether the Parental involvement Program has been effective in increasing parent participation and knowledge.	
	3. Revise the plan based on the results of the evaluation, to ensure continuous improvement of parent knowledge and participation in the Parental involvement Program.	
	• Include the Evaluation of your 20xx-20xx Parental involvement Plan in your Resource Notebook/tub.	
Parental involvement Plan	• PI Plan is included in the Title I tub.	
	• Neglected/Delinquent Statement is included in the Parental involvement Plan template. This statement should remain in the plan and be highlighted.	
Parental involvement Plan in Spanish	• Include a copy of the PI Plan translated into Spanish and other languages, as necessary. You can use *Babel Fish*, WORD Translation, or a translator.	
Parental involvement Plan Checklist	• Include the PI Checklist, completed and signed by the Principals.	
PI Agenda/Sign in – Participation	Sign In Sheets/ Agenda Showing Parent Participation in the Planning Process	
	• Include copies of sign-in sheets showing parent participation in the evaluation, planning and review process for the development of your Parental involvement Plan and Parent Compact.	

All Rights Reserved

Evidence Parental involvement Plan Was Distributed to Parents	***Include a written statement*** of how you distributed the Parental involvement Plan to parents. **Documentation Needed:**	
	• ***Include the Newsletter*** where you put information telling parents that the Plan was sent home. The plan must be sent home with ALL students.	
	• ***Include the Agenda*** from your Annual Title I Meeting or a PTC meeting which states that you are distributing the Parental involvement Plan at the Meeting.	
	• ***Include the Newsletter*** where you tell parents a copy of your Parental involvement Plan is posted on the School's website and is also available in the office and Parent Resource Room.	
School / Parent Compact	➢ Template is included ➢ Should be between 3 parties (parent, child, and school). Two are not acceptable ➢ Printed on school letterhead per school ➢ Signed copies should be returned to the school	
	• Make sure the compact is dated with the current year.	
	• Should be sent home with ALL students.	
	• Include one SIGNED Compact in your Resource Notebook	
	• Store the signed copies with your Title I documentation at your school.	
School / Parent Compact Checklist	• Include the Compact Checklist , completed and signed by the Principal	
Parental Notifications and Communications	Samples of LEA/School Communications to parents in an understandable format, to the extent practicable. ➢ Title I Schoolwide Plans ➢ LEA/School Title I Parental involvement Plan ➢ School/Parent Compact ➢ Title I Annual Survey ➢ Parent program participation letters ➢ Reward, Priority, Focus or Alert Schools ➢ Parent training handouts and brochures ➢ Parent Newsletters, PIRC, PIC, and DOE communications ➢ Parent Institute materials & ESEA Helping Your Child in Parent Resource Rooms and	

All Rights Reserved

	School Office	
School Status	➢ Title I and CCS brochure ➢ System website ➢ Title I Annual Meetings ➢ Radio and Newspaper	
LEA Provides Technical Assistance to Develop PI Capacity	➢ Title I Parental involvement PowerPoint/Administrator Meeting ➢ Title I Parental involvement Resource Manuals ➢ Title I Required Documentation School Tubs ➢ District Curriculum and Leadership Meetings ➢ Local School Governance Meetings ➢ LEA and School Level Checklists ➢ PI School evaluations and Parent Report Cards ➢ Agendas, Meeting Notes, Communications to schools/emails ➢ Title I Annual Meetings, Parental involvement Plan/Compact planning and meetings with checklists ➢ DOE PIC emails, resources, newsletters, and materials to schools ➢ PIRC ➢ Be There @ Your School ➢ PI Cycle of Communication	
Title I Annual Meeting	➢ Invitation letter ➢ School Calendars ➢ Newsletter ➢ Agenda, Handouts, Presentation materials ➢ School Marque ➢ Back to School Flyer ➢ Blackboard Connect ➢ Bartow Collaborative and ASP's in Community	
Building Capacity 6 Requirements	➢ Cartersville City Schools Building Capacity Evidence Chart ➢ PI Cycle of Communication ➢ SummerHill, FPC, HA ➢ Parenting classes ➢ Workshop Surveys ➢ Transition Fairs ➢ Agendas/Sign-ins for PI Activities ➢ Literacy, CRCT, LEAPFROG, Reading, and Math Trainings ➢ Title I Folder 3.10 ➢ ASP's, SummerHill, and Black Community Leaders	
Parent Resource Centers & PIRC Services	➢ Student Handbook ➢ Locations and Materials available for parents ➢ Newsletters, class notes, flyers ➢ Title I Annual Meetings ➢ PIRC and PIC Materials and Information ➢ School Websites	

All Rights Reserved

	➢ Bartow Collaborative, Community Organizations, and ASP's ➢ Local School Governance Council Meetings	
	•	
Evaluation of SI Plan	A school operating a Schoolwide program must:	
	1. Annually evaluate the implementation of, and results achieved by the Schoolwide program, using data from the State's annual assessments and other indicators of academic achievement	
	2. Determine whether the Schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards.	
	3. Revise the plan based on the results of the evaluation, to ensure continuous improvement of students in the Schoolwide program.	
	• Include the Evaluation of your 2009-2010 School Improvement Plan in your Plans Notebook.	
School Improvement Plan in Spanish	• Include a copy of your SI Plan, translated into Spanish and other languages, as necessary. You can use *Babel Fish*, WORD Translation, or a translator.	
SI Agenda/Sign in – Participation	• Include copies of sign-in sheets showing parent participation in the evaluation, planning and review process for the development of your School Improvement Plan.	
Evidence School Improvement Plan Was Distributed to Parents	***Include a written statement*** of how you distributed the School Improvement Plan to parents. **Documentation Needed:**	
	• ***Include the Newsletter*** where you put information telling parents that the Plan was sent home with other paperwork on the first day of school. In a Schoolwide school the plan must be sent home with ALL students. In a Targeted Assistance school the plan must be sent home with the identified Title I students.	
	• ***Include the Agenda*** from your Annual Title I Meeting or a PTO meeting which states that you are distributing the School Improvement Plan at the Meeting.	
	• ***Include the Newsletter*** where you tell parents a copy of your Parental involvement Plan is posted on the School's website and is also available in the office and Parent Resource	

All Rights Reserved

	Room.	
Additional Evidence Sources	In this section of the notebook/tub, include data sources used to develop your School Improvement Plan other than the results provided by the DOE.	
	• Examples: - Other testing data - Formative assessment data - Climate surveys of parents/community/ staff - Staff and community needs assessment - Demographic data - Attendance data - Intervention data - Safety and discipline data	
Title II		
Principal's Attestation	• Include the completed Principal's Attestation stating that all of your teachers and paraprofessionals are HiQ.	
Non-HiQ Teachers	• Include the form provided in this section, completed with a list of names of your teachers who are not HiQ or the statement that all of your teachers are HiQ. The form should be signed by the principal.	
Non-HiQ Parent Letter	• Include a copy of ALL the letters sent to parents notifying them there child has a non-HiQ teacher. • If all teachers are HiQ, this section does not apply.	
Plan to Become HiQ	• Include a copy of the plan developed for each teacher who is not HiQ providing them an organized path for becoming HiQ • If all teachers are HiQ, this section does not apply.	
Retention Rate for Teachers and Administrators	• Information specific to your school is included in this section to help you write/revise your SIP.	

All Rights Reserved

Cobb County School District Template
(Add School, Date of Meeting)
Annual Title I Schoolwide Program
Parent Meeting Information

It is a required component of Parental Involvement Title I Part A to inform all constituents of the Title I School status.

What Does It Mean to be a Title I School?
Title I is a federally funded program which provides services to schools based on student economic needs. Title I is the largest Federal Assistance Program for our nation's schools. The goal is to provide a high-quality education for every child, so the program provides extra help to students who need it most.

Cobb County School District has Title I Schools. Every Title I School has made Assurances that consist of the following components:

1. A comprehensive needs assessment of the school.
2. Proven methods and strategies for student learning, teaching, and school management based on scientific research and effective practices.
3. As a parent, you have the right to inquire about your child's teacher and paraprofessional's qualifications. You may contact:
   (Insert contact staff's name and phone number here)
4. Instruction by highly qualified teachers *(Parents have the right to request information on the professional qualifications of their child's teacher and paraprofessionals providing services to their child*.)
5. High quality, ongoing, professional development based on scientifically based research for teachers, principals, and paraprofessionals.
6. Strategies to attract high-quality, highly qualified teachers to high need schools.
7. Strategies to increase parental involvement, such as family literacy services.
8. Plans for assisting preschool children in the transition from early childhood programs. Measures to include teachers in decisions regarding the use of academic assessments.
9. Activities to ensure that student having difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely, additional assistance.
10. Coordination and integration of federal, state, and local services and programs.

Example Programs Made Possible Through Title I at (Your School's Name)

- Parent Liaison
- Parent Resource Center
- Family Literacy Adult Program, if applicable
- Instructional Programs (Reading Recovery, FASTT Math & Go Solve)

(Insert any other information you would like your parents to know as a Title I Parent)

All Rights Reserved

Jefferson City Schools
Title I Checklist
20xx-20xx

School-level procedures to be completed by school-level Title I coordinator:

_____ 1. Distribute Title I documents at student registration/open house (school-parent compact, Parents' Right-to-Know, Home Language Survey, Migrant Education Program form, Student Residency Questionnaire/McKinney-Vento Form). **(by July 29, 20xx)**

_____ 2. Work with school-level administrators and counselors to develop student rosters and schedules. **(by August 12, 20xx)**

_____ 3. Send a copy of the student handbook to the system-level Title I director for Title I monitoring files. **(by August 5, 20xx)**

_____ 4. Inform parents, teachers, staff, and members of the community of the AYP status of the school. **(by August 12, 20xx)**

- Use appropriate language that parents can understand; have letter translated into appropriate languages (get with Candice Bowler if you don't know how to access TransAct)
- Various means of communication (e.g., letter, student handbook, website, newspaper, brochure, newsletter) – at least three methods

_____ 5. Review multiple selection criteria and ranking procedures for student eligibility. **(by August 19, 20xx)**

- Send multiple selection criteria and ranking procedures along with a list of students to system-level Title I director for Title I monitoring files
- Send updated list of students receiving Title I targeted assistance services by the last school day of each month to the system-level Title I director for Title I monitoring files

_____ 6. Revise school-parent compact. **(by August 12, 20xx)**

- Understand that the school-parent compact is an agreement between parents, school staff, and students, aligned to Title I policies – Targeted Assistance Plan and Parental Involvement Plan, to share the responsibility for improved student academic achievement

All Rights Reserved

- Be sure to include the school name at the top of the school-parent compact along with the revised date (month, day, and year) (Reviewed and Revised on -----)
- Include a date line and signature line for parents, students, and teachers (can include a signature line and date line for principal, but not required)
- Distribute school-parent compact at student registration/open house
- Devise a master list of students who have returned a completed school-parent compact; keep a copy for school records and send a copy to system-level Title I director
- Copies of completed school-parent compact must be kept on file in the school-level Title I coordinator's office; sample copies of completed school-parent compact must be sent to the system-level Title I director for Title I monitoring files

_____ 7. Meet with teachers to analyze student performance data and develop/revise action plans by content level and/or grade level. **(by August 26, 20xx)**

_____ 8. Meet with teachers to develop professional learning plans based on analysis of student performance data and action plans. **(by August 26, 20xx)**

_____ 9. Review school improvement and professional learning plans with parents, teachers, and community members during school-level committee and school council meetings. Keep copies of sign-in sheets, agendas, and comments from stakeholders on file at the school and send copies to system-level Title I director for Title I monitoring files. **(by September 30, 20xx)**

_____ 10. Review and revise the school-level Targeted Assistance Plan. **(by September 30, 20xx)**

- Required to have a school-level **and** system-level Targeted Assistance Plan
- Targeted Assistance Plan must be reviewed and revised annually by school-level Title I coordinator, Title I and other staff members, parents, and members of the community
- Send notification to parents, teachers, and community members to participate in the review and revision process; need to keep invitation, emails, sign-in sheets, agendas, and comments on file at school and send copy to system-level Title I director for Title I monitoring files
- Be sure to include the school name on the front cover of the Targeted Assistance Plan along with the revised date (month, day, and year) (Reviewed and Revised on -----)

_____ 11. Review and revise Parental Involvement Plan. **(by September 30, 20xx)**

All Rights Reserved

- Required to have a school-level **and** system-level parental involvement plan
- Parental Involvement Plan must be reviewed and revised annually by school-level Title I coordinator, Title I and other staff members, parents, and members of the community
- Send notification to parents, teachers, and community members to participate in the review and revision process; need to keep invitation, emails, sign-in sheets, agendas, and comments on file at school and send copy to system-level Title I director for Title I monitoring files
- Be sure to include the school name on the front cover of the Parental Involvement Plan along with the revised date (month, day, and year) (Reviewed and Revised on -----)

_____ 12. Obtain copies of daily schedules of Title I teachers and paraprofessionals; keep copy for school files; send copy to system-level Title I director for Title I monitoring files **(by September 30, 20xx)**

_____ 13. Devise a list of Title I personnel for system- and school-level Title I files. **(by September 30, 20xx)**

_____ 14. Plan and schedule Annual Title I Parent Meeting and other parental involvement activities. **(by September 30, 20xx)**

- Annual meeting must be held in August or September
- Develop PowerPoint to discuss components of Title I program including, but not limited to, use of Title I Funds/ARRA Funds, Targeted Assistance Plan, Parental Involvement Plan, School-Parent Compact, AYP status, Complaint Procedures and Fraud Administrative Guidelines– make sure parents know JA and JMS are Targeted Assistance Schools, not School-wide Programs, and PIRC versus PIC – keep a copy of PowerPoint, sign-in sheet, agenda, etc. for school files and send a copy to system-level Title I director for Title I monitoring files
- Schedule events regularly at various times of day to accommodate parents' schedules and to increase participation – send list of activities/events (include date, time, and description of event) to system-level Title I director for Title I monitoring files
- Develop a short feedback form or ticket out the door to elicit feedback from parents to use for planning future parental involvement activities
- Include revision date on front cover of parental involvement policy – month, day, and year

All Rights Reserved

- School- and system-level parental involvement policies must be made available to the community

_____ 15. Meet with school council to provide Title I program information. **(by September 30, 20xx)**

_____ 16. Work with system-level Title I director to complete the self-assessment monitoring checklist. **(March-April 20xx)**

_____ 17. Administer parent survey and work with system-level Title I director to analyze results and begin planning process for the upcoming year. **(April-May 20xx)**

_____ 18. Have appropriate Title I personnel submit completed and signed time logs or periodic certification forms by the last day of each month to the system-level Title I director. **(ongoing)**

_____ 19. Schedule monthly walk-through observations in Title I classrooms. **(ongoing)**

_____ 20. Work with Title I teachers to collect and analyze student achievement data through the use of benchmark assessments, common assessments, and probes to review progress of students who are receiving Title I services. Provide updated information on student progress to principal to share at quarterly AYP update meetings. **(ongoing)**

_____ 21. Send letters to parents of students who are being taught by teachers, paraprofessionals, and/or long-term substitutes who are not highly qualified. **(when applicable)**

- School must notify parents if their child is taught for four or more consecutive weeks by a teacher, paraprofessional, or long-term substitute who is not highly qualified
- Send letter to parents as soon as you know that someone without proper qualifications will be serving students
- Be sure to include contact information (e.g., name, phone number, email address, school address) **and** date in your letter
- Provide this information using multiple means (e.g., letter, student handbook) – at least three methods of communication
- Letters cannot be sent home in packets; must be sent home separately

_____ 22. Send ten-day parent conference notice to parents of students who are eligible for EIP/ Title I services (elementary grades only) **(based on school calendar)**

All Rights Reserved

IMPORTANT REMINDERS:

1. All Title I correspondence must be distributed using multiple means. The student handbook **cannot** be the sole source of correspondence/communication. Examples of means of communication include Annual Title I meeting, parent/teacher conferences, student handbook, school newsletter, webpage posting, information sent home by classroom teachers, parent portal, school marquee, front office displays – keep copies of documentation for Title I files – school and system-level. Multiple means should include at least three different ways/methods of communication.
2. All documents must be written in appropriate language that is easily understood by parents.
3. All Title I documents can be made available in the front office as another means of communication.
4. Make sure you always include contact information (e.g., name, phone number, email address, school address) on all correspondence to parents and provide multiple ways to respond and/or return information/forms (e.g., drop off at school, email, send with child, mail back to school)
5. Be sure to have a sign-in sheet and agenda for all meetings, activities, etc. and save copies of emails, invitations, brochures, surveys, etc. for documentation purposes.
6. Replace NCLB (No Child Left Behind) of 2001 with ESEA (Elementary and Secondary Education Act) of 1965 in all correspondence.
7. Revision date must be evident on all revised Title I documents (e.g., TA plan, parental involvement plan, school-parent compact).
8. Make sure all correspondence is available in multiple languages (TransACT).
9. Periodic forms must be signed two times per year (December and May) – these forms will be sent to appropriate individuals by Kim Navas, Financial Officer; time logs will be submitted at the end of each year.

All Rights Reserved

RESOURCES

U.S. Department of Education: www.ed.gov or call 1-800-USA-LEARN

Help with homework or school projects: http://free.ed.gov

More resources for homework or school projects with state education standards: www.smithsonianeducation.org/educators

Nutrition: Food Pyramid: www.mypyramid.gov/kids/index.html

Physical Fitness: President's Council on Physical Fitness and Sports, President's Challenge: http://fitness.gov/home_pres_chall.htm

Schools: http://nces.ed.gov/globallocator

Special Education: www.ed.gov/about/offices/list/osers/osep/index.html?src=mr

State education agencies: http://wdcrobcolp01.ed.gov/Programs/EROD

Title I: www.ed.gov/programs/titleiparta/parentinvguid.doc

Your Rights as a parent to see your children's education records. Request a change to the record, and have some control over who can see their records under the Family Educational Rights and Privacy Act:
www.ed.gov/policy/gen/guid/fpco/ferpa/parents.html

Early Childhood
Good Start, Grow Smart: www.nccic.org/pubs/goodstart

Head Start Programs: www.acf.hhs.gov/programs/hsb/hsweb/index.jsp

Healthy Start, Grow Smart: www.ed.gov/parents/earlychild/ready/healthystart

Ready to Learn TV: www.pbs.org/readytolearn

High School and Beyond
Advanced Placement: www.collegeboard.com/student/testing/ap/about.html

Academic Competitiveness Grants:
http://studentaid.ed.gov/PORTALSWebApp/students/english/AcademicGrants.jsp

College Opportunities Online Locator of two- and four-year colleges and universities: http://nces.ed.gov/ipeds/cool

All Rights Reserved

RESOURCES

Early College High School Initiative: www.earlycolleges.org

Federal Student Financial Aid: www.fafsa.ed.go

National Assessment of Educational Progress sample questions:
http://nces.ed.gov/nceskids/eyk/index.asp?flash=true

National SMART Grants:
www.studentaid.ed.gov/PORTALSWebApp/students/english/SmartGrants.jsp

Upward Bound/TRIO: www.ed.gov/programs/trioupbound/index.html

Parental Involvement
Engaging Parents in Education: Lessons from Five Parent Information and Resource Centers, free at www.edpubs.org
order number ED0036684

Giving Parents Options: Tips for Informing Parents and Implementing No Child Left Behind, free at www.edpubs.org,
order number ED003762P

Reading
Reading Is Fundamental: www.rif.org/readingplanet

Striving Readers: www.ed.gov/programs/strivingreaders/index.html

Intradistrict Transfer Option-House Bill 254
www.gadoe.org

Choosing a School for Your Child:
www.ed.gov/parents/schools/find/choose/choosing.pdf

Tutoring
Local resources for after-school, tutoring, or mentoring programs
Contact your libraries, neighborhood churches, sororities and fraternities, or organizations such as your local National Urban League chapter, 100 Black Men, YMCA and YWCA, Boy Scouts and Girl Scouts, for services such as computer access, literacy programs or educational activities.

Local resources for after-school, tutoring, or mentoring programs
Contact your libraries, neighborhood churches, sororities and fraternities, or organizations such as your local National Urban League chapter, 100 Black Men, YMCA and YWCA, Boy Scouts and Girl Scouts, for services such as computer access, literacy programs or educational activities.

All Rights Reserved

RESOURCES

Parental Involvement: Title I, Part A Non-Regulatory Guidance
www.nonregulatoryguidance.org

SEDL ADVANCING RESEARCH, IMPROVING EDUCATION
www.sedl.org

Georgia PTA Standards
www.gapta.org

All Rights Reserved

Glossary of Acronyms

PI	**Parental Involvement**
SEA	**State Education Agency**
LEA	**Local Education Agency**
FLP	**Flexible Learning Program**
SIP	**School Improvement Plan**
CCRPI	**College and Career Ready Performance Index**
Choice	**Intradistrict Transfer Option—House Bill 251**
CLIP	**Comprehensive LEA Improvement Plan**
ARRA	American Recovery and Reinvestment Act
PIRC	**Parental Involvement and Resource Center**
TA	**Targeted Assistance Programs**
SIG	**School Improvement Grant (1003a)**

All Rights Reserved