

Understanding Title I, Part A Section 1118 to Improve Parental Involvement

Parental Involvement Webinar Compliance Series

Thursday, January 29, 2015

Nathan Schult
Parent Engagement Program Manager
Georgia Department of Education
Office of School Improvement
Outreach Programs

Setting the Stage for Effective Family Engagement



Richard Woods,
Georgia's School Superintendent
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The Elementary and Secondary Education Act of 1965 (ESEA)

Title I, Part A: IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

- **Sec. 1118** Parental Involvement
- **Sec. 1112** Local educational agency plans
- **Sec. 1114** Schoolwide programs
- **Sec. 1115** Targeted assistance schools
- **Sec. 1116** Academic assessment and local educational agency and school improvement

Title I Parental Involvement



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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.

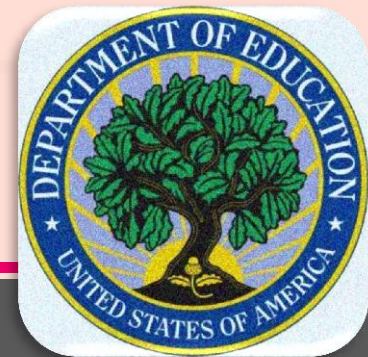
Title I Parental Involvement



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Title I, Part A provides for ***substantive parental involvement*** at ***every level of the program***, such as in the development and implementation of the ***State and local plan***, and in carrying out the ***LEA and school improvement provisions***. ***Section 1118*** contains the primary Title I, Part A requirements for SEAs, LEAs, and schools related to involving parents in their children's education. It is this section that identifies critical points in the process of improving teaching and learning where ***parents and the community can intervene and assist in school improvement***.

(Continued)



Title I Parental Involvement

Although section 1118 is extensive in scope and has many requirements for LEAs and schools, the *intent is not to be burdensome*. These provisions reflect *good practices in engaging families in helping to educate their children*, because *students do better* when *parents are actively involved* in the education process, both at *home and at school*.



How Do You See the Law?



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Obligation

Constraint

Regulation

Liability

Ominous



Yes
 No



How Do You See the Law?



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Achievement

Blueprint

Improvement

Opportunity

Empowerment



Purpose of the Law



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**Parental
Involvement**

**Parent & Family
Engagement**

**Letter of
the Law**



**Spirit of
the Law**



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Definition of Parent Involvement

Parent involvement is defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, to include and ensure:



What is Parental Involvement?



Parents play an integral role in assisting their child's learning



Parents are encouraged to be actively involved in their child's education at school



Parents are full partners in their child's education and are included, as appropriate, in decision making to assist in the education of the child



The carrying out of other activities, such as those described in Title I, Part A, Subpart 1, section 1118 of the ESEA

District Parental Involvement Policy



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Georgia's School Superintendent
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2014-21
Revised July 29, 20


555 Main Street, Yourtown, GA 123
achievcountrychools.c
(123) 456-78

7 Achieve County School District Parental Involvement Policy

9 What is Parental Involvement?

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.
- (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.



About the Parental Involvement Policy

In support of strengthening student academic achievement, the Achieve County School District (ACSD) has developed this parental involvement policy that establishes the district's expectations for parental involvement and parent partnerships and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe ACSD's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provide for substantive parental involvement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA) contains the primary Title I, Part A requirements for school and school systems to involve parents in their children's education. Consistent with Section 1118, the ACSD will work with its Title I schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118 (b) and each include, as a component, a school-parent compact consistent with Section 1118 (d) of the ESEA.



Georgia Department of Education LEA Parental Involvement Policy Traditional 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) (LEA 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 it 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 LEA's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required LEA parental involvement policy Components" below, they will have incorporated the information that Section 1118 (a)(2) requires be in the LEA parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parental involvement and strengthen student academic achievement.

PART I

GENERAL EXPECTATIONS (Template)

[NOTE: Each district, in its LEA parental involvement policy, must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.] There is no required format for these 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). These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

How is it developed? What are the requirements?

District Parental Involvement Policy



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Each LEA that receives Title I funds must develop jointly with, agree on, and distribute to parents of all students in the Title I programs a written parental involvement policy.

The District Parental Involvement Policy must be...	Revised and updated each year
	Developed jointly with parents of eligible Title I students
	Agreed upon with parents of eligible Title I students
	Distributed to all parents of eligible Title I students

Section 1118 (a)(2)

District Parental Involvement Policy



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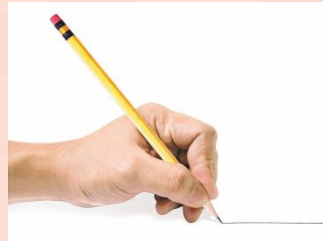
Section 1118 (a)(2)(A)
describe how the LEA will –

involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

Show evidence that the plan was developed jointly with parents of eligible Title I students



Describe how parents of eligible Title I students will be included in the joint development of the Comprehensive LEA Improvement Plan (CLIP) and Schoolwide Plans



Parents must be able to provide their input in the plan, not just approve a plan given to them by the District

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Sec. 1118 (a)(2)(B) *describe how the LEA will –*

provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities that improve student academic achievement and school performance;

School
Parental
Involvement
Policies and
Compacts

Effective
parental
involvement
practices

Materials
and
resources

Professional
learning

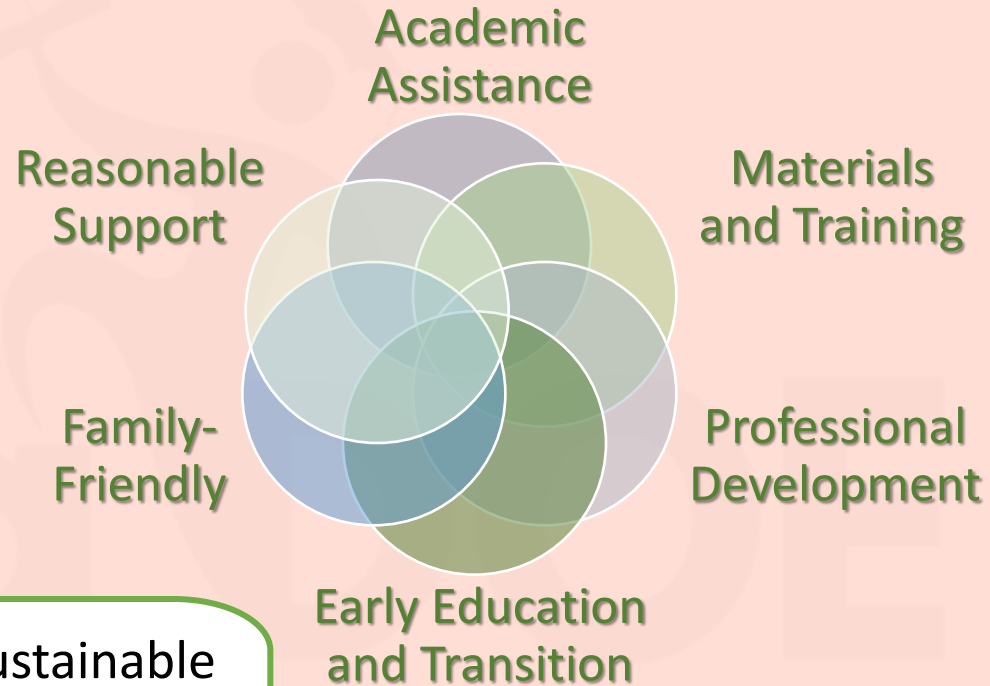
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Section 1118 (a)(2)(C)
describe how the LEA will –

- *build the schools' and parents' capacity for strong parental involvement as described in subsection (e);*



Building Capacity - Creating a sustainable infrastructure necessary to meet the needs of parents to ensure academic achievement and student success

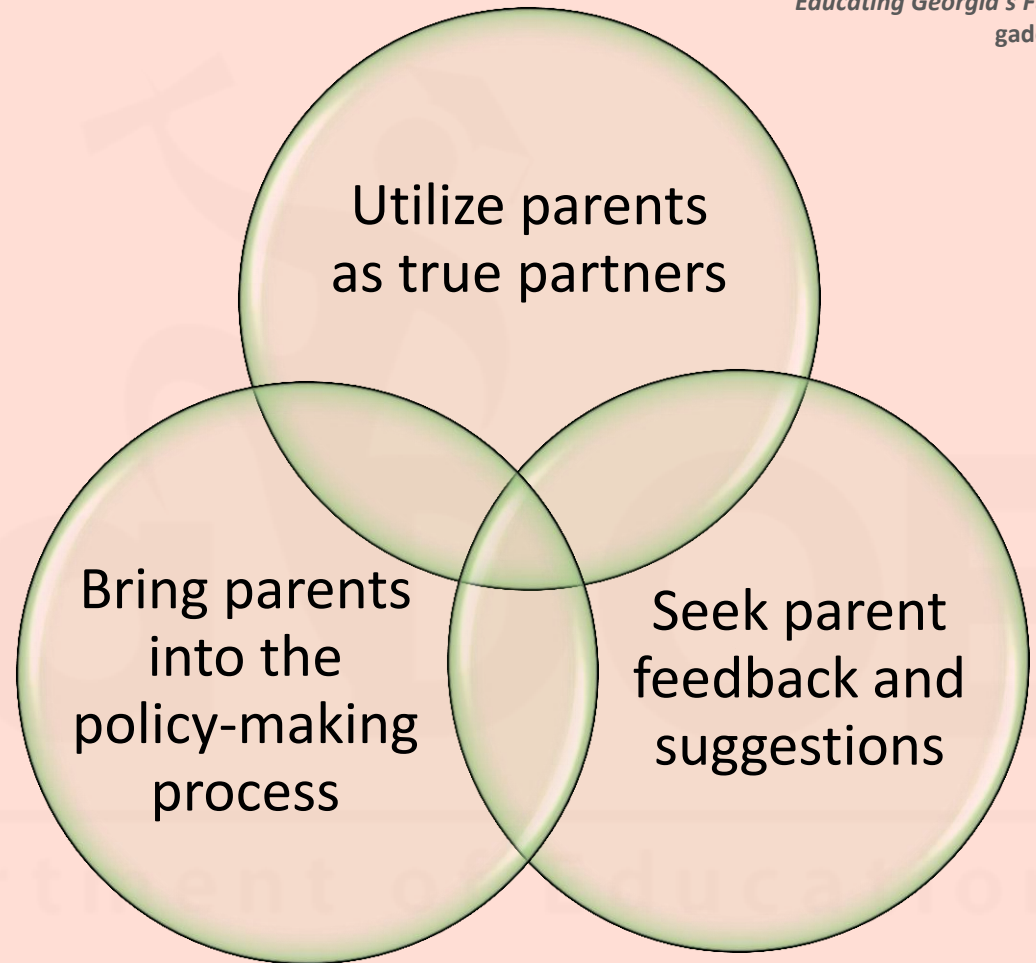
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Section 1118 (a)(2)(F)
*describe how the LEA
will –*

- *involve parents in the activities of the schools served under this part.*



Additional Resources



Webinar

Checklist

Rubrics

PowerPoint

Strategies

**Georgia Department of Education
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 it is incorporated into the LEA's plan submitted to the State educational agency (SEA).

**Georgia Department of Education
LEA Level Parental Involvement Policy
(Checklist with Examples 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.

**Developing an Effective LEA
Parental Involvement Policy**

Parental Involvement Webinar Compliance Series

Nathan Schult
Parent Engagement Program Manager
Georgia Department of Education
Office of School Improvement
Outreach Programs

2014 - 2015
Revised July 29, 2014
355 Main Street, Yourtown, GA 12345
achievecountyschools.org
(123) 456-7890

**7 Achieve County School District
Parental Involvement Policy**

Parental Involvement Policy

In support of strengthening student academic achievement, the Achieve County School District (ACSD) has developed this Parental Involvement Policy that establishes the District's expectations for parental involvement and guides the strategies and resources that strengthen school and parent partnerships in the District's Title I schools. This plan will describe ACSD's commitment to engage families in the education of their children and to build the capacity in the Title I schools to implement family engagement strategies and activities designed to achieve the District and student academic achievement goals.

What is Parent Involvement?

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;
- (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

Parental Involvement

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive parental involvement at every level of the program, such as in the development and implementation of the District and school plan, and in carrying out the District and school improvement provisions. Section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA) contains the primary Title I, Part A requirements for schools and school systems to involve parents in their children's education. Consistent with section 1118, the ACSD will work with its Title I schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

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section 1118(a)(2)
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Annual Title I Evaluation



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School Superintendent
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Summary of Evaluation Tools

There are three evaluation tools that can be considered by Local Educational Agencies (LEAs) to complete the annual evaluation of the content and effectiveness of the Title I Parental Involvement Programs and Policy. Remember that using multiple methods will result in a better analysis of your Title I Parental Involvement Programs and Policy. Refer to the chart below for a summary of the evaluation tools.

Evaluation Tool	Focus Group	Surveys	Open Discussion Forum
Target Audience	Title I Parents	Title I Parents	Title I Parents
Description	Focus groups are small groups of parents who come together in a confidential setting for structured evaluation to gather data on parental involvement policy and programs.	Surveys, which can be administered in multiple ways, are a commonly used method for collecting parent feedback in an anonymous format about parental involvement policy and programs.	Open Discussion Forums are similar to town hall meetings, by providing large groups of parents the opportunity to provide feedback on parental involvement policy and programs.
Time Consumption	Focus groups are the most time consuming because multiple meetings will need to be administered to ensure all parents have the opportunity to participate and provide feedback. <i>(Most Time Consuming)</i>	Surveys are easy to administer but can consume large amounts of time during the data collection process. <i>(Less Time Consuming)</i>	Open Discussion Forums are the least time consuming because they capture large amounts of parent input in a limited time period. <i>(Least Time Consuming)</i>
Advantages	<ul style="list-style-type: none"> Allows you to observe and hear parent expressions firsthand. Fosters an open and safe environment that encourages parents to interact among themselves. People are willing to talk longer face-to-face versus filling out a form or talking on the phone. Schools/Districts can implement a focus group without the need for excessive costs. 	<ul style="list-style-type: none"> Allows parents and families to respond at their leisure rather than in the moment they are contacted or while in a group setting. Commonly viewed as less intrusive and more private than other evaluation methods. One of the most effective ways to give all parents an opportunity to be part of the evaluation process. You will get more accurate answers to sensitive questions because it's confidential. 	<ul style="list-style-type: none"> Cost-effective method to gain massive input when striving to evaluate the school's policy and plan in a short amount of time. Allows for a large audience or group of parents to participate. Multiple meetings can be held to accommodate various schedules. Provides the opportunity to get direct feedback.



Elementary School Title I Parent Involvement Survey Template

This template is one of four different surveys developed by the 2013 State Superintendent's Parent Advisory Council with assistance from the Georgia Department of Education's (Department) Parent Engagement Program. Local educational agencies (LEAs) and schools may use this template to guide them in meeting the compliance requirements of Section 1118 (a)(2)(E). Each sample survey provided by the Department may contain questions that are more or less suitable to address the needs of different LEAs and/or schools; therefore, it is highly encouraged that LEAs and schools review all surveys and select the best questions to guide the development of a survey that is suited to individual objectives and needs.

Dear Parent/Guardian,
_____ school is a Title I school, and as the parent/guardian of a child attending a Title I school you are an important part of the Title I team. Your input is vital in the planning and implementation of the parental involvement program and activities in our school. The focus of all Title I programs is to help eligible students meet the same high academic achievement standards expected of all children, regardless of their socioeconomic status and background. The following survey is confidential and will be used to assist us with future planning for parental involvement activities and events at _____ school. We appreciate your feedback and thank you for taking the time to complete this survey.

All surveys may be returned to (faculty/staff member) in the (location), mailed to (school name and address), or completed online at (website).

School Planning

- How well do you feel your child's school provides parents with opportunities to share feedback and ideas regarding the school's parental involvement program and activities?
 - Not well
 - Minimally well
 - Quite well
 - Extremely well
- Did you attend a meeting this school year where the goals and activities of the Title I program were discussed with parents?
 - Yes
 - No
 - Unsure
- At the beginning of the school year, all parents were asked to sign a school-parent compact outlining the responsibilities of both the school and parents in providing the best academic experience for your child. Please explain how the school-parent compact impacted your child's education this school year?

- How would you like to see the parental involvement funds used at your child's school? (check all that apply)
 - Parent involvement coordinator
 - Parent workshops
 - Technology resources
 - Educational materials for parent use
 - Parent resource center
 - Other: _____
- What would help you participate more in decision making and the overall academic achievement in your child's school?
 - More encouragement from the school to get involved
 - More information on how to get involved
 - More opportunities to share my opinion about school issues to be addressed
 - More confidence in my abilities to help
 - More time in my schedule
 - Other (please explain) _____

What type of evaluation is required?
What is being evaluated?

Annual Evaluation



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Section 1118 (a)(2)(E) describes how the LEA will –

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, 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.



Additional Resources



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Surveys

Checklist for Effective Title I Parent Involvement Surveys

Consider the following do's and don'ts when writing and formatting your Title I parental involvement surveys:

Do	Don't
<input checked="" type="checkbox"/> Begin with a family-friendly introduction that explains the purpose	<input checked="" type="checkbox"/> Use jargon or complex phrases
<input checked="" type="checkbox"/> Begin with easy to answer questions	<input checked="" type="checkbox"/> Ask for an overall assessment before asking topic details
<input checked="" type="checkbox"/> Give clear instructions	<input checked="" type="checkbox"/> Insert unnecessary graphics or mix many font styles and sizes
<input checked="" type="checkbox"/> Keep question structure simple	<input checked="" type="checkbox"/> Frame questions in the negative
<input checked="" type="checkbox"/> Ask one question at a time	<input checked="" type="checkbox"/> Use abbreviations, contractions or symbols
<input checked="" type="checkbox"/> Maintain a parallel structure for all questions	<input checked="" type="checkbox"/> Mix different words for the same concept
<input checked="" type="checkbox"/> Define terms before asking the question	<input checked="" type="checkbox"/> Use "loaded" or "leading" words or phrases
<input checked="" type="checkbox"/> Ensure the response categories are both exhaustive and mutually responsive	<input checked="" type="checkbox"/> Bounce around between topics or time periods
<input checked="" type="checkbox"/> Label response categories with words rather than numbers	<input checked="" type="checkbox"/> Use emotionally charged words, stereotypes or prestige images
<input checked="" type="checkbox"/> Ask for a number of occurrences, rather than providing response categories such as often, seldom, or never	<input checked="" type="checkbox"/> Combine multiple response dimensions in the same question
<input checked="" type="checkbox"/> Use a mixture of open, closed, ranking, ordinal, matrix and rating type questions	<input checked="" type="checkbox"/> Give the impression that you are expecting a certain response
<input checked="" type="checkbox"/> Be explicit about the period of time being referenced by the questions	<input checked="" type="checkbox"/> Forget to provide instructions for returning the completed survey

PowerPoint

Webinar

Questions

Rubrics

10. How often does your child's school give you the opportunity to be involved in your child's learning?
 Not at all A little bit Some Quite a bit A tremendous amount

11. How satisfied are you with the way your child's school works with parents?
 Very dissatisfied Dissatisfied Satisfied Very satisfied

12. Have you been given the opportunity to participate in the planning and implementation of the parental involvement program at your child's school?
 ___ Yes ___ No

13. Would you like to participate in the planning and implementation of the parental involvement program at your child's school?
 ___ Yes ___ No

14. Did you participate in any of the following decision making opportunities requiring parent input and partnership?
 ___ School Title I program planning and evaluation ___ Development of school parental involvement plan
 ___ District Title I program planning and evaluation ___ Development of LEA parental involvement plan
 ___ Development of school-parent compact ___ Development of flexible learning program
 ___ School Parent Advisory Council/committees ___ Parent-Teacher conferences
 ___ District Parent Advisory Council/committees

15. Does your child's school consider parent suggestions when decisions are made about the school?
 ___ Yes ___ No

Section 1118 (a) (2) (E)
Local Educational Agency Parental Involvement Policy
 DISTRICT LEVEL SCHOOL LEVEL

LEA must 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 the existing 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 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.

Compliance Documentation

- Copy of LEA Parental Involvement Policy stating how the LEA will conduct an annual evaluation of the content and effectiveness of the LEA parental involvement policy
- Flyers, website announcements, message recordings, or other meeting advertisements letting all Title I parents know about their opportunities to be involved in the evaluation of the Title I parental involvement plan
- Meeting agendas, minutes, and sign-in sheets from evaluation meetings
- Copy of annual Title I Parental Involvement Survey with summary of results; or
- Parent feedback from LEA/school parent evaluation meetings (focus groups, open discussion forums, etc.)
- Receipts from postage used to mail surveys or phone call evaluation survey logs

Meets Compliance	Innovative Implementation	Exceptional Implementation
Survey families or collect other evaluation data annually to evaluate the content and effectiveness of the parental involvement policy	Invite parents to participate in the reviewing of the evaluation results and action planning	Provide all evaluation results to the school community, highlighting successes as well as how concerns will be addressed
Identify barriers to greater family participation, include effort to reach or diverse parents.	Expand the collection of evaluation feedback to include feedback from all members of the school community throughout the year— inclusive of teachers, students, administrators	Conduct various combinations of evaluation methods— surveys, focus groups, and interviews

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Annual Evaluation of Title I Parental Involvement Policy and Programs

Parental Involvement Webinar Compliance Series

Nathan Schult
 Parent Engagement Program Manager
 Georgia Department of Education
 Office of School Improvement
 Outreach Programs

Assessing the Findings of the Annual Title I Parent Involvement Evaluation

Guiding Questions to Assist in Designing Strategies for more Effective Parental Involvement and Revising the District and School Title I Parental Involvement Plan

After compiling and categorizing the results from your annual Title I parental involvement evaluation(s) consider the following questions to enhance your programming and to revise your evaluation for the LEA, Title I schools should also revise their plans yearly to ensure they are meeting their families' needs and that their school level plans remain in accordance with the LEA's revised plan.

1. Where did our Title I parental involvement evaluation responses show us excelling, meeting, or needing improvement? Are there certain data trends in responses?
2. What were our student achievement goals this year?
3. How did we work as partners with parents in meeting those goals?
4. How can we improve with actively involving parents in the activities of our schools?
5. Do we have any barriers to parental involvement that need to be addressed?
6. How are we doing with distributing our district and school parental involvement plans to all Title I parents?
7. How can we improve on training that is offered to parents: To help them work with their child at home? To help them to be active partners in LEA and school decision-making?
8. How can we improve on training that we offer school staff/teachers to help them to work more effectively with parents?
9. How can we improve building parent capacity?
10. Based on these evaluation findings, what changes do we want to make to our parental involvement plan for next year?

Parental Involvement Funds



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Title I, Part A
Districtwide Parent Activity Project Assurance Form

To comply with federal guidelines, districts that receive an allocation of more than \$500,000 must reserve 1 percent of their total allocation. 25 percent of the 1 percent must be allocated directly to participating Title I schools.

An exception may be made to this provision if participating Title I principals agree to pool all or part of their parental involvement allocation for a district-level parental involvement activity/project.

Districts with schools exercising this flexibility must provide supporting documentation on the Attachments tab of the consolidated application budget.

The following Title I principals have agreed without coercion to pool all or part of their parental involvement allocation for a district-level parental involvement activity/project.

Title I School	Title I Principal	Signature of Title I Principal	Amount Toward Districtwide Activity/Project

LEA _____ Date _____
Title I Director's Signature _____

Spending Plan at Achieve Elementary School
Parent Involvement Spending Plan — Allocation: **\$11,600**

Amount	Category	Detailed Budget Description
\$2,050	Food	Food for Muffins for Moms
		Food for Family Literacy Night
		Food for Technology Night
	Conferences	Food for End-of-Year Graduation
\$2,300		School PTA President will attend State PTA two-day conference in Atlanta, GA to gain ideas to increase parent involvement at AES (Registration, food, travel, and hotel expenses)
	Family Nights	School PIC and two Title I parent leaders will attend Title I Family Engagement Conference in Athens, GA to gain ideas to increase parent involvement and build parent capacity at AES. (Registration, food, travel, and hotel expenses)
\$500		Stipend for teacher to plan and implement Family Literacy Night
	Parent Materials	Childcare
		Transportation
		Interpreter
	Equipment	DI for end-of-year family night
		Parent involvement printed materials, pamphlets, DVDs, newsletters and booklets from the National Family Organization
	Field Trips	Laptop computer for Parent Resource Room
		Printer for laptop computer
	Gifts/Incentives	PTA operations software
		Pay parent expenses (admission, transportation, and food) to chaperone student field trip to the Science Center
	School PIC	Door prizes for Technology Night
		10% of salary to pay school instructional coach to organize, plan, and implement Title I parent involvement activities throughout the year
	Communications	Travel reimbursement for school PIC to conduct home visits for attendance issues and donation pick-ups
		Copying parent letters and flyers, postage

Title I Parent Involvement Expenditure Sheet Review Handout
Title I, Part A Parent Involvement School Expenditures

Title I School	Grant Name
LEA	
LEA Title I Coordinator	
GaDOE Title I Area Specialist	
	Grant Period
	Approved School Parent Involvement Budget Amount

Enhanced Fiscal Parent Involvement Components

1. Compare Title I Parent Involvement expenditures at the school level to the approved budget for that category/object.	Y: Yes N: No	Comments
a. Do actual expenditures correspond to the approved school budget?		
b. Determine percentage of funds spent to date from its total allocation.		
If funds have not been expended at the rate expected, how does the grantee plan to meet the program objectives? Review school level parent involvement funds, sample specific expenditures and support/background information from the LEA/school		
Are expenditures tied to the Title I parent involvement budget?		
Are expenditures properly documented in terms of SANE, purchase orders with appropriate departments, and approval from the LEA Title I office?		
Are expenditures supplemental, reasonable, necessary, allowable, and allocable in accordance with OMB Circular A-87 and/or A-133?		

*This expenditure sheet review handout has been adapted from a Title I Case Study, Maryland Department of Education, Division of Student, Family, and School Support, Family Support Branch, 2012.

What are the requirements?
What is allowed?



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Reservation of Funds

Each LEA receiving over \$500,000 in Title I monies shall reserve not less than one percent of Title I funds for parental involvement activities, including promoting family literacy and parenting.

At least 95 percent of the funds reserved must be distributed to Title I schools.

Sec. 1118 (a)(3)(A) and (C)



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Reservation of Funds

True or False?

The parents who participate on the school improvement team can be the only source of parent input into the spending of the parent involvement funds.

Georgia Department of Education

Reservation of Funds



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Section 1118 (a)(3)(B) –

- *Parents of children receiving Title I services shall be involved in the decisions regarding how reserved funds are allotted for parental involvement activities.*

Parents must be able to provide their input into how parental involvement funds are spent, not just approve the involvement budget developed by the LEA.

Schools traditionally expend the majority of funds; therefore, parents should have the opportunity to also provide input at the school level.

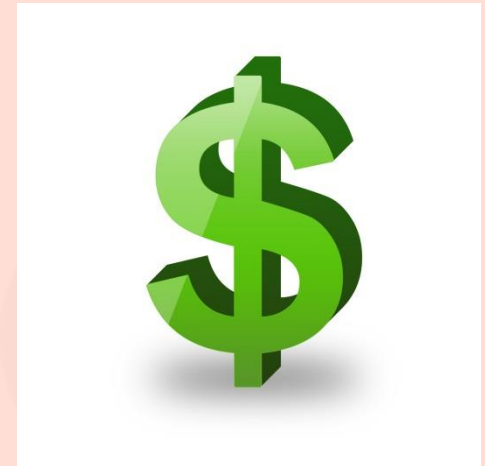
General Funding Guidelines for Parental Involvement Expenditures



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Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

All parental involvement expenditures must adhere to these **Title I funding principals**:

- Supplement not Supplant
- Reasonable and Necessary
- Allowable and Allocable



Remember, federal expenditures must also be made in accordance with state and local laws.

Georgia Department of Education

Allowable Expenditures

- \$ Meetings, Workshops and Conferences**
- \$ Parent Capacity and Skills Building**
- \$ Equipment, Supplies and Parent Resources**
- \$ Light Refreshments**
- \$ Transportation**
- \$ Childcare**
- \$ Communications**
- \$ Staffing and Partnerships**



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Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org



This list simply provides examples of allowable expenditures and is not all inclusive.

What is Never Allowable



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Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org



- ~~\$ Award programs~~
- ~~\$ Gifted programs~~
- ~~\$ Entertainment~~
- ~~\$ Parties~~
- ~~\$ Cash prizes~~
- ~~\$ Incentives~~
- ~~\$ Gifts~~
- ~~\$ Tokens~~
- ~~\$ Never pay a parent to attend a school event~~

Additional Resources



Richard Woods,
Georgia School Superintendent
"Educating Georgia's Future"
gaDOE.org

Webinar

PowerPoint

Elementary and Secondary Education Act (ESEA), Title I, Part A Section 1118 (a)(3)(B) Parent Input into the 1% Parent Involvement Set-Aside

Parents of children receiving Title I services shall be involved in the decision-making process regarding how the 1% Parent Involvement Set-Aside funds are allocated. Parent Involvement are allotted for parental involvement activities.

Compliance Documentation

- Evidence that all parents of children receiving Title I services have had an opportunity to be involved in the decision-making process regarding how the 1% Parent Involvement Set-Aside funds are allocated, as well as the development of programs for parental involvement activities.
- Detailed meeting agendas and sign-in sheets from meetings where the 1% Parent Involvement Set-Aside funds are spent.
- Title I parental involvement survey questions and responses about how the 1% Parent Involvement Set-Aside funds are spent.
- Handouts or comment cards advertising and/or soliciting parental involvement.
- Flyers, Website announcements, social media, message recording showing that all parents of children receiving Title I services had an opportunity to be involved in the decision-making process regarding how the 1% Parent Involvement Set-Aside funds are spent.
- Pictures, PowerPoint presentations, videos or handouts used to show how the 1% Parent Involvement Set-Aside funds are spent.

Meets Compliance	Innovative Implementations
<ul style="list-style-type: none"> Include all parents of children receiving Title I services in the opportunity to be involved in making decisions regarding how funds are allotted, as well as the development of programs for parental involvement activities. Ensure all parents of children receiving Title I services are informed of when they have opportunities to be involved and their right to be involved in the budgeting and use of parental involvement funding. 	<ul style="list-style-type: none"> Actively promote and dedicate time at various parent meetings to explain the parental involvement budget, the reasoning for where funds are spent, and ask/guide parents through engaging questions that they would or would not like in the meeting to capture meaningful feedback. Consider all parent ideas or suggestions regarding the parental involvement budget and take time to explain all parents and families why their requests for the parental involvement budget can or cannot be incorporated. Provide various times, places, and ways for parents to provide meaningful feedback.



Parental Involvement Budget Survey
Achieve Elementary School
Georgia School District
April 15, 2014

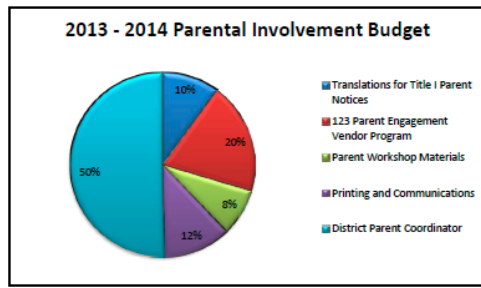
Dear Parents,

We value your input! As a parent of a child who receives Title I services in our school, you have the right to give input into how the school district budgets and spends its Title I Parental Involvement money. Over the last few weeks our school held various meetings with parents to revise our school's parental involvement policy for next school year. We hope you had the chance to participate in one of these meetings. In the meetings we discussed the following:

SAMPLE – This is an example tool for school/district personnel to use in gathering input from parents on how Title I Parental involvement money should be spent. Ideally, the parental involvement budget and the parental involvement policy should be revised together as the policy drives the budget.

- Parents stated that they like having a District Parent Coordinator who is a liaison for them and provides parent engagement opportunities at the school.
- Parents have asked for a place at the school where they could meet and learn how to better support their child's learning.
- Parents asked for more resources on how to help their child at home.
- Parents would like to have a workshop on helping their child with math.
- Parents did not find the 123 Vendor Program helpful to their child's learning. Many parents did not participate in the program and those that did found it hard to use.

We have \$30,000 in the Title I Parental Involvement budget. Last year we spent the money this way:



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"Educating Georgia's Future"
gaDOE.org

Title I Parental Involvement Expenditures: A Case Study for Success

Parental Involvement Webinar Compliance Series

Nathan Schult
Parent Engagement Program Manager
Georgia Department of Education
Office of School Improvement
Outreach Programs

Expenditure Sheet

Rubrics

Handouts

School Parental Involvement Policy

Oak Elementary School Parental Involvement Policy and Plan for Shared Student Success 2014-2015 School Year

7



Oak Elementary School
Dr. John Smiley, Principal
123 Tree Street
(123) 456-7890

www.sampleschoolwebsite.com
Plan Revised May 31, 2014

What is Title I?

Oak Elementary is identified as a Title I school as part of the Elementary and Secondary Education Act of 1965 (ESEA). Title I is designed to support State and local school reform efforts tied to challenging state academic standards in reinforce and enhance efforts to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support parental involvement. All Title I schools must jointly develop with all parents a written parental involvement policy.

All Title I schools must jointly develop with all parents a written parental involvement policy.



School Plan for Shared Student Achievement

1A



what is it?

This is a plan that describes how Oak Elementary will provide opportunities to improve parent engagement to support student learning. Oak Elementary values the contributions and involvement of parents to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that Oak Elementary will support parent engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

how is it revised?

Oak Elementary School invited all parents to attend our annual School Forum last spring to review and revise this parental involvement policy, as well as the schoolwide plan, our school-parent compact and the parental involvement budget. Additionally, parent input and comments regarding this plan are welcome during the school year through an online form. The plan is posted on our school Web site for parents to view and submit feedback throughout the year. All parent feedback received during the year will be used to revise the plan for the next school year. We also distribute an annual survey online and by mail to ask parents for their suggestions on the plan and the use of funds for parental involvement. Parents can also give feedback during several parent meetings and activities during the school year including our annual Community Cares event.


who is it for?

All students participating in the Title I, Part A program, and their families, are encouraged and invited to fully participate in the opportunities described in this plan. Oak Elementary will provide full opportunity for the participation of parents with limited English, parents with disabilities and parents of migratory children.

where is it available?

At the beginning of the year, the plan is included in the student handbook that is given to all students. As a reminder, we will mail the plan to all parents in August before the scheduled Open House event. The plan will also be posted on the school Web site. Parents can also retrieve a copy of the plan in the Parent Resource Center.

- 1B
- 2C
- 2B
- 1A
- 4A



Georgia Department of Education School Parental Involvement Policy Traditional Template

NOTE: Schools, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. Schools are not required to follow this sample template or framework, but if they establish the school's expectations for parental involvement and include all of the components listed under "PART II: Description of How School Will Implement Required School Parental Involvement Policy Components," they will have incorporated the information that Section 1118 (b) (1) of the Elementary and Secondary Education Act of 1965 (ESEA) requires to be in the school parental involvement policy. Schools, 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

(School Year) School Parental Involvement Policy
Revised: (M/D/Y)

School: _____ District/LEA: _____

support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to parents of participating children a written parental involvement policy, agreed on by such parents, that contains information required by section 1118 (b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

The school will adhere to the following as required by law:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and

How is it developed?
What are the requirements?

School Parental Involvement Policy



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Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

True or False?

Parents need to be made aware of the school level parent involvement plan but it does not need to be distributed.

Georgia Department of Education

School Parental Involvement Policy



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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) – (f)

Section 1118 (b)(1)



School Parental Involvement Policy



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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.

Section 1118 (b)(1)

School Parental Involvement Policy



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Sec. 1118 (c)(3) *Each school served under this part shall –*

involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A programs, including the planning, review, and improvement of the school parental involvement policy

School-level Parent Involvement Policy

- School-Parent Compact

- Schoolwide Title I Program Plan

- School Improvement Plan

- CLIP

- Parental Involvement Budget

- Flexible Learning Program

The school parental involvement policy must state that parents were included in its development and describe the process in which they were involved.

School Parental Involvement Policy



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Sec. 1118 (c)(4) shall – provide parents of participating children

(A) timely information about programs under this part

(B) a description and explanation of 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

(C) 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;

Schedule meetings at various times

Use funds to provide transportation childcare and home visits

Offer meetings in a variety of formats

Consider home visits, one-on-one meetings

School Parental Involvement Policy



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School Superintendent
"Building Georgia's Future"
gadoe.org

Section 1118 (c)(2) *Each school served under this part, shall –*

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;

Provide information in a timely manner (before child begins to receive services)

Develop and distribute the process for scheduling meetings, making suggestions, and responding to suggestions

Provide parents with a description & explanation of:

- the curriculum
- academic assessments used
- expected proficiency levels

Remember to List/Explain HOW



Richard Woods

1. The **school name** will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used.

(List actions.)

2. The **school name** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend, to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact.

(List actions.)

3. The **school name** will take the following actions to offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare or home visits, as such services relate to parental involvement.

(List actions.)

4. The **school name** will take the following actions to provide parents of participating children the following:
 - Timely information about the Title I programs;
 - Description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet;
 - Opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible;

(List actions.)

5. The **school name** will take the following actions to jointly develop with parents of participating children 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.

(List actions and provide evidence of parent input in the development of the compact.)

6. The **school name** will build the school's and parents' 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 name** will provide assistance to parents of participating children, 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, including workshops, conferences, and classes, including any resources or other materials that may be necessary to ensure success.)

- B. The **school name** will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by;

(List activities such as classes, workshops including any resources or other materials.)

Compliance Tips Remember to List/Explain HOW



School Parental Involvement Policy:		Section of Title I Law	To make the policy more effective:
Developing a Parental Involvement Policy	1A Describe the purpose of the parental involvement policy along with information about the Title I program.	1118(b)(1)	<ul style="list-style-type: none"> Provide a brief overview of Title I and its purpose, as well as what is included in the school parental involvement policy.
	1B Describe how parents will be involved in the development of the school parental involvement policy.	1118(b)(1)	<ul style="list-style-type: none"> Ensure all parents have the opportunity to provide input on the school parental involvement policy by providing several attempts and ways for parents to provide feedback.
Parental Input	2A Describe how parents will be involved in the planning, review, and improvement of parental involvement programs.	1118(c)(3)	<ul style="list-style-type: none"> Develop multiple opportunities throughout the year for parents to provide feedback and suggestions.
	2B Describe how the school will provide parents with the opportunity for regular meetings to formulate suggestions and participate in decision making regarding their child's education.	1118(c)(3) 1118(c)(4)(C)	<ul style="list-style-type: none"> Provide parents with multiple opportunities to provide suggestions and participate in decision making.
	2C Describe how parents will be involved in the development of the schoolwide plan.	1118(c)(3)	<ul style="list-style-type: none"> List the specific opportunities that exist for parents to provide input on the schoolwide plan.

Family Friendly			
	7 Ensure that the format and language of the policy are family-friendly.	1118(f) 1118(b)(1)	<ul style="list-style-type: none"> Describe how district reports, letters, information, and materials will be available in a format and language that all parents can understand.
	8 Describe how the school will build parent capacity for strong parental involvement.	1118(e)	<ul style="list-style-type: none"> Describe the various ways the district will implement procedures to build the schools' and parents' capacity.
	8A Describe how the school will provide assistance to parents in understanding the State's academic standards and State student academic achievement standards, Title I requirements, and how to monitor their child's progress and work with educators.	1118(e)(1) 1118(c)(4)(B)	<ul style="list-style-type: none"> Provide grade level educational workshops designed to help parents understand the corresponding subjects, assessments, and requirements.
	8B Describe how the district will provide materials and training to help parents to work with their children to improve their children's achievement as literacy training and using technology.	1118(e)(2)	<ul style="list-style-type: none"> Develop parent guides and resources that align with the classroom instruction to bridge student learning with parent support at home.
	8C Describe how the school will educate teachers, services personnel, principals, and other staff, with the assistance of parents, in the value and contributions of parents, and in how to communicate with, and work with parents as equal partners, implement and improve parent programs, and build ties between the school and the school.	1118(e)(3)	<ul style="list-style-type: none"> Create regularly scheduled, at least quarterly, staff development classes highlighting different ways that the school, families, and students can work together to obtain goals.
Building	8D Describe how the school will coordinate and integrate parent involvement programs 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.	1118(e)(4)	<ul style="list-style-type: none"> Coordinate with the corresponding organizations to strengthen communication and enhance potential opportunities for parental involvement including providing information and resources to support school orientation for parents and students to assist in successful student transitions to school.
	8E Describe how the school will 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.	1118(e)(5)	<ul style="list-style-type: none"> Provide all parents with materials, correspondence and information in appropriate languages, according to the school population, and a format that is family-friendly.
	8F Describe how the school will provide other reasonable support for parental involvement activities under this section.	1118(e)(14)	<ul style="list-style-type: none"> Utilize the discretionary items described in Section 1118 to develop strategies to improve parent involvement. Provide opportunities for parents to request additional support and offer input on the improvement of parental involvement programs.

Additional Resources



Webinar

Checklist

Rubrics

PowerPoint

Templates


Elementary and Secondary Education Act (ESEA), Title I, Part A
 Section 1118 (b)(1)
 School Level Parental Involvement Policy
 Policy Development
 DISTRICT LEVEL SCHOOL LEVEL

Each school that receives Title I funds shall develop jointly 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.

- Compliance Documentation**
- Copy of school level parental involvement policy with the revision month, date, and year
 - Meeting agendas and sign-in sheets from school policy meetings or other opportunities provided to collect parent input and feedback on the school level parental involvement policy
 - Proof that school level parental involvement policy was distributed in multiple ways
 - Parent feedback in the form of minutes from the school policy meetings
 - Invitations, flyers, website announcements, message recordings, or other meeting advertisements informing parents of the opportunity to participate in the development, review, and approval of the school policy
 - School procedures for parents to provide input on the school parental involvement policy

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> Conduct a meeting (or offer other formal and informal opportunities) for parents of children in Title I programs to develop, discuss, revise, and agree upon the school parental involvement policy on an annual basis. Ensure all Title I parents have the opportunity to provide input on the school parental involvement policy by offering several attempts and ways to gather parent feedback. Distribute and make available the revised school parental involvement policy to all parents in multiple ways. 	<ul style="list-style-type: none"> Hold smaller parent and community meetings, gatherings, or retreats and invite the whole family to school level in relation to school goals and the school parental involvement policy. Bridge the parental involvement gap in the school by strategically reaching out to underrepresented families to obtain their feedback and suggestions on the school parental involvement policy and plan. 	<ul style="list-style-type: none"> Assemble a school community team comprised of parent, community and school leaders to guide and coordinate parent involvement programs as outlined in the school parental involvement policy. Measure the impact of parent involvement in student achievement in the school parental involvement policy by connecting the planned activities and goals of the program with the intended schoolwide change.

Oak Elementary School Parent Involvement Policy and Plan for Shared Student Success
 2013-2014 School Year



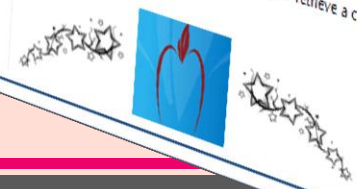
Oak Elementary School
 Dr. John Smiley, Principal
 123 Tree Street
 (123) 456-7890
www.smpleschoolwebsite.com
 Plan Revised Mar 31, 2013

What is it? The plan is designed to improve parent contributions to the common goal of Oak Elementary School. The plan is posted on the website and available for feedback during the year. We will gather feedback from parents during the year regarding the plan. We will gather feedback from parents during the year regarding the plan.

Who is it for? All students are encouraged and invited to fully participate in the opportunities described in the plan. Elementary will provide full opportunity for the participation of parents with limited English, parents with disabilities and parents of migratory children.

Where is it available? At the beginning of the year, the plan is included in the student handbook that is given to all students. As a reminder, we will mail the plan to all parents in August before the scheduled Open House event. Parents can also retrieve a copy of the plan in the Parent Resource Center.

What is Title I? Oak Elementary is identified as a Title I school as part of the Elementary and Secondary Education Act of 1965 (ESEA). Title I is designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and enhance efforts to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support parental involvement. All Title I schools must jointly develop with all parents a written parental involvement policy.



Georgia Department of Education
 School Level Parental Involvement Policy
 (Checklist with Examples of Required Documentation)

Richard Woods, Georgia's School Superintendent
 "Educating Georgia's Future"
 gea00c.org

Title I, Section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA) requires that schools develop a written parental involvement policy.

School: _____
 School should go to: _____

Met Not Met

Building a Comprehensive Parent Involvement Policy for Your School
 Parental Involvement Webinar Compliance Series

Nathan Schult
 Parent Engagement Program Manager
 Georgia Department of Education
 Office of School Improvement
 Outreach Programs

School Parental Involvement Policy



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Convene an **annual meeting**, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend.


Develop a **school-parent compact** that outlines how parents, school staff, and students will share responsibility for improved academic achievement.

Build capacity for involvement to ensure effective involvement of parents to support a partnership and improve student academic achievement.

Annual Title I Parent Meeting



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org


Dr. John D. Barge
State School Superintendent
February 6, 2013

Traditional Meeting Samp

(Insert School Name)
(Insert Principal Name)
(Insert School Address)
(Insert City, State and Zip Code)
(Insert School Phone Number)

Title I Annual Parent Meeting

(Insert Meeting Location)
(Insert Date of Meeting)
(Insert Time of Meeting)


Welcome parents and community members!

We are glad to welcome you to our school's Title I Annual Parent Meeting. There are a few light refreshments in the back of the room, please help yourself. Also, if needed, childcare is available in room #. Please get your child signed in before the meeting begins.

This evening we will be reviewing and discussing our school's Title I program. We will cover the following items that are important to you as parents:

1. What is a Title I school?
2. How does our school spend Title I money?
3. How does our school participate in the Title I Program?
4. What are our school's Title I (schoolwide or targeted assistance) requirements?
5. What is our school's Designation Status?
 - What does this status mean?
6. (Insert school's name) Schoolwide Program – Past and Present
 - What are our schoolwide goals?
 - What programs/supports are in place to help my child?
 - Flexible Learning Program (if applicable)
 - List other school programs and supports to discuss
7. What curriculum does our school use?
8. What tests will my child be taking?
 - How do these tests measure my child's progress?
 - What proficiency levels is my child expected to meet?
9. What is required by law for parent involvement?
 - What is the district's parental involvement policy?
 - What is the school's parent involvement policy?
 - What is a school-parent compact?
10. Is my child's teacher highly qualified?
 - What is a parent's right to know?
11. What is the Intradistrict Transfer Option for ESEA? (if applicable)
12. How is Title I parent involvement money spent?
13. What opportunities does the school provide for parental involvement?
 - List parent engagement opportunities offered for school or home
 - List volunteer opportunities
 - List parent decision making opportunities/meetings/councils
 - List parent involvement opportunities offered for school or home
14. How responsive will the school be to my questions when staff is contacted?
 - Provide staff contact information
15. Closing and evaluations

We welcome parent questions/input throughout the presentation! We want to make sure you leave the meeting informed about the Title I program as well as the opportunities the school provides to get involved.


Dr. John D. Barge
State School Superintendent
February 6, 2013

Facilitated Discussion Meeting Sample

(Insert School Name)
(Insert Principal Name)
(Insert School Address)
(Insert City, State and Zip Code)
(Insert School Phone Number)

Annual Title I Parent Meeting

(Insert Meeting Location)
(Insert Date of Meeting)
(Insert Time of Meeting)

Welcome parents and community members!

We are glad to welcome you to our school's Annual Title Parent Meeting. There are a few light refreshments in the back of the room, please help yourself. Also, if needed, childcare is available in room #. Please get your child signed in before the meeting begins.

This evening we will be reviewing and discussing our school's Title I program. We will cover some topics together as a large group and others in smaller groups. This way you will have an opportunity to ask questions, provide input and participate in more detailed discussions.

As a large group we will discuss:

- ❖ What is a Title I school?
- ❖ How does our school spend Title I money?
- ❖ How does our school participate in the Title I Program?
- ❖ What are our school's Title I (schoolwide or targeted assistance) requirements?
- ❖ What is our school's Designation Status?
 - What does this status mean?

Then we will break into small groups and discuss the following items in more detail. You will have the opportunity to visit each table.

- ❖ Table #1 – Title I Schoolwide Plan and Goals
- ❖ Table #2 – Curriculum, Assessments, and Report Cards
- ❖ Table #3 – School and District Parental Involvement Policies and School-Parent Compacts
- ❖ Table #4 – Teacher Qualifications, Flexible Learning Programs, and Intradistrict Transfer Option for ESEA
- ❖ Table #5 – Title I Parental Involvement Funding and Parental Involvement Opportunities

We will then end the meeting as a large group, once again, to address:

- ❖ How responsive will the school be to my questions when staff is contacted?
 - Provide staff contact information
- ❖ Closing and evaluations

We encourage you to ask questions or provide input throughout the large group presentations and at the small group table discussions. We want to make sure you leave the meeting informed about the Title I program as well as the opportunities the school provides to get involved.

Thank you for coming! We hope to see you again very soon!

What is required?
What does the meeting entail?

Annual Title I Parent Meeting



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Section 1118 (c)(1) *Each school served under this part shall -*

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 their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved

- Explain Title I, describe Title I requirements, and inform parents as to how they can be involved
- Inform parents of their right to be involved in the school improvement plan, explain the school's designation status, and Title I programs

Annual Title I Parent Meeting



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Meeting
to inform,
not
gather
input

Cannot be
combined
with other
meetings

Invite all
parents in
multiple
ways

Advertised
as the
annual
Title I
meeting

Additional Resources



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Conducting an Informative and Productive Title I Annual Parent Meeting

Parental Involvement Webinar Compliance Series

Nathan Sch...
Parent Engagement Pr...
Georgia Department...
Office of School Im...
Outreach Pro...

Agendas



(Insert School Name)
(Insert Principal Name)
(Insert School Address)
(Insert City, State and Zip Code)
(Insert School Phone Number)

Traditional Meeting Sample

Title I Annual Parent Meeting

(Insert Meeting Location)
(Insert Date of Meeting)
(Insert Time of Meeting)

community members!

me you to our school's Title I Annual Parent Meeting. There are a few light refreshments in room #1, please help yourself. Also, if needed, childcare is available in room #. Please get your child ready for the meeting begins.

be reviewing and discussing our school's Title I program. We will cover the following items:

you as parents:

the school?

How much money does the school spend Title I money?

How do we ensure all parents participate in the Title I Program?

What are the school's Title I (schoolwide or targeted assistance) requirements?

What is the school's Designation Status?

What does this status mean?

What is the school's name Schoolwide Program – Past and Present?

What are our schoolwide goals?

What programs/supports are in place to help my child?

- Flexible Learning Program (if applicable)
- List other school programs and supports to discuss

What programs does our school use?

What will my child be taking?

How do these tests measure my child's progress?

What proficiency levels is my child expected to meet?

What is required by law for parent involvement?

What is the district's Parent Involvement Policy?

What is the school's Parent Involvement Policy?

What is a School-Parent Compact?

What is a teacher highly qualified?

What is a parent's right to know?

What is Public School Choice? (if applicable)

What is Parent Involvement money spent?

What opportunities does the school provide for parent involvement?

What parent engagement opportunities offered for school or home?

What volunteer opportunities?

What parent decision making opportunities/meetings/councils?

How will the school be to my questions when staff is contacted?

How do we provide staff contact information?

What are the school's evaluations?

What questions/input throughout the presentation! We want to make sure you leave the meeting with a clear understanding of the Title I program as well as the opportunities the school provides to get involved.

Thank you!
We hope to see you again very soon!

Elementary and Secondary Education Act (ESEA), Title I, Part A

Section 1118 (c)(1)

Annual Title I Parent Meeting

DISTRICT LEVEL SCHOOL LEVEL

Each school served under this part shall 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 their school's participation under this part and to explain that requirements of this part, and the right of parents to be involved.

Compliance Documentation

- Copy of the school parental involvement policy describing how the school will convene an annual meeting, at a convenient time, for all Title I parents to learn about the requirements listed in Section 1118 (c)(1)
- Evidence that parents were informed of the Title I plan and Title I requirements, their options of ESEA school choice and FLP (if applicable), as well as their rights to be involved in the school
- Detailed meeting agendas and sign-in sheets from Annual Title I Parent meeting(s)
- Evidence that transportation or childcare was provided for the meeting if determined necessary by school's parent involvement evaluations/surveys.
- Title I Annual Meeting minutes and evaluations with parent feedback
- Evidence that the school holds the Annual Title I Parent Meeting separate from other meetings
- Evidence that the Title I Annual Meeting was held at a convenient time for parents.
- Flyers, Website announcements, message recordings, or other Annual Title I Parent Meeting advertisements
- Pictures, PowerPoint presentation, or handouts provided at Title I Annual Parent Meeting

Meets Compliance	Innovative Implementation	Exceptional Implementation
<ul style="list-style-type: none"> Include a section in the school level parental involvement policy describing how the school will convene an annual meeting for all Title I parents. Have each Title I school hold a Title I Annual Parent Meeting for all parents of participating students to inform parents about the Title I plan and explain the Title I requirements. (For a detailed list of all Title I Annual Meeting topic requirements please reference the Georgia Department of Education's traditional meeting sample agenda.) Ensure the Title I Annual Parent Meeting is held separate from other school meetings at a convenient time and is advertised as such. 	<ul style="list-style-type: none"> Involve parents in the training design and delivery of the Title I Annual Parent Meeting. Include parents, students, other key staff, or community partners in the advertising or delivery of the Title I Annual Parent Meeting. Offer a Title I Annual Parent Meeting in a central location outside of school such as a community or faith based organization or neighborhood center. Hold a flexible number of Title I Annual Parent Meetings at various times and in varying formats. 	<ul style="list-style-type: none"> Develop an online Annual Title I Parent Meeting training or information session. Deliver it via the school website by video or webcast. Develop a detailed Title I Parent Guide to share with parents at the Annual Title I Parent Meeting. Reference the guide often in other Title I parent meetings throughout the year.

Rubrics

PowerPoint

Webinar

Tips

School-Parent Compact



What is a School-Parent Compact?

Our annual school-parent compact offers ways that we can work together to help our students succeed. This compact provides strategies to help connect learning at school and at home.

Effective compacts:

- Link to academic achievement goals
- Focus on student learning
- Share strategies that staff, parents, and students can use
- Explain how parents and teachers can communicate about student progress
- Describe opportunities for parents to observe, volunteer, and participate in the classroom

Jointly Developed 5

The parents, students, and staff worked together and shared ideas to develop the school-parent compact. Teachers met with their subject area teams to design practical strategies for parents to use at home. Parents provided valuable feedback on their needs to help their students. Students completed comment cards to add ideas for the compact. Meetings are held each year to review and revise the compact based on the school's academic achievement goals and students' needs.

Parents are welcome to provide feedback on the compact at anytime during the school year. All feedback will be collected and reviewed during the annual revision meeting with parents. Please call 123-456-7890 or visit our website, www.schoolwebsite.org, for more information on the school-parent compact

Building Partnerships 4

Award Middle School offers ongoing events and programs to provide parents and students with access to our staff —

- Fall and Spring Open House
- Parent —teacher conferences every nine weeks to discuss your child's progress and review the progress of the school-parent compact
- Teacher websites/blogs
- Parent Resource Center—(M-F 9:00 am—6:00pm)
- Grade Level Curriculum Night Potluck Dinners
- To make an appointment with your child's teachers, visit the school faculty Web page or call 123-456-0987

Communication About Student Learning 6

Award Middle School offers ongoing events and programs to provide parents and students with access to our staff —

- Fall and Spring Open House
- Parent —teacher conferences every nine weeks to discuss your child's progress and review the progress of the school-parent compact
- Teacher Web sites/blogs
- Parent Resource Center—(M-F 9:00 am—6:00pm)
- Grade Level Curriculum Night Potluck Dinners
- To make an appointment with your child's teachers, visit the school faculty Web page or call 123-456-0987

Parental Involvement 4

- There are many opportunities at our school for parents to volunteer and play a role in their child's education. Please consider joining the faculty staff, and your student through some of the following events and programs -
- Parental Classroom Observation Days—2nd Friday each month
- Parent-teacher mentor program
- Parent Involvement Day—November 19, 2014
- Parent Tutor and Volunteer Program
- To participate or learn more about these opportunities or other ways to observe and volunteer, please contact Ms. Judie Wilson at (123) 456-7890 or email at jwilson@email.org

Award Middle School 7

2014-2015 SCHOOL-PARENT COMPACT


Revised June 1, 2014

123-456-0987
www.schoolwebsite.org
E-mail: School@emailaddress.org




How is it developed?

What are the requirements?



School-Parent Compact Traditional Template

Schools and parents may use the sample template below as a framework for the information to be included in their School-Parent Compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed below, they will have incorporated all of the information required by Section 1118 (d) to be in the School-Parent Compact. Please remember however, that school-parent compacts should be uniquely tailored to each school. Schools and parents, in consultation with students, 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.

School-Parent Compact
[Insert School Name]
[School Year XXXX - XXXX]

Dear Parent/Guardian,

[Insert School Name], students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how school and parents will build and develop a partnership that will help children achieve the State's high standards.

To understand how working together can benefit your child, it is first important to understand our district's and school's goals for student academic achievement.

[Insert School District's Name] Goals:

(Describe in family-friendly language what your school district's overall goals are in core content areas)

[Insert School's Name] Goals:

(Describe in family-friendly language what your school's most critical goals are in core content areas)

[Insert School's Name] Focus Area: (Recommended)

(Describe in family-friendly language what will be your school's academic focus area for the school year)

To help your child meet the district and school goals, the school, you, and your child will work together to:

School Responsibilities:

[Insert School Name], will:

School Parental Involvement Policy



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True or False?

The school-parent compact must address how the parents and teachers will support student academic achievement.

Georgia Department of Education

Title I School-Parent Compact

What is it?



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A *written agreement* of *shared responsibility* describing how *families, students, and teachers* will work together *this year* to *achieve the goals* of the *school improvement plan*.



A **valuable tool** to **effectively** and **meaningfully engage** the **school and the home** in supporting the **academic development** and **needs of the students**.

School must have a school-parent compact signed and dated by each party

The compact must be developed jointly with parents of Title I students

The compact must outline how parents, school staff, and students share responsibility for improved student academic achievement

Shall serve as an active document by which the school and parents will build and develop a partnership to help children achieve state standards

School-Parent Compact



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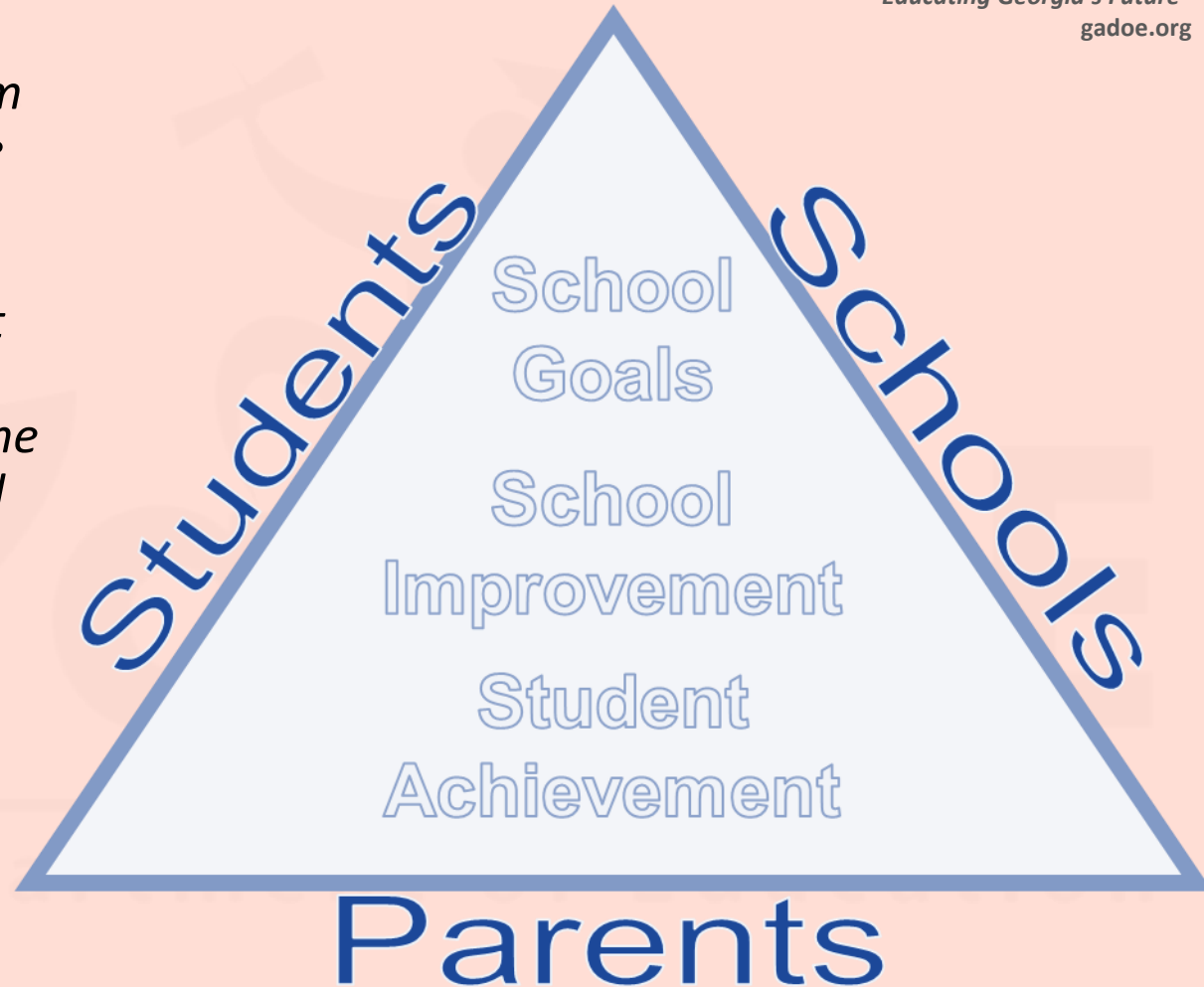
Section 1118 (d) each Title I school shall - jointly develop with parents of all children served under Title I a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Title I School-Parent Compact



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Section 1118 (d)(1) describes 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 achievement standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children



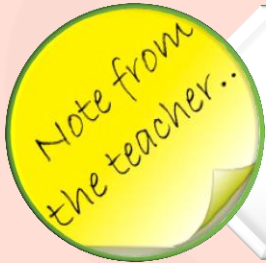
School-Parent Compact Communication Requirements...



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Parent-teacher conferences in elementary schools, during which the compact shall be discussed as the compact relates to the individual child's achievement.



Frequent reports to parents on their children's progress.



Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom.



School-Parent Compact Traditional Template

Schools and parents may use the sample template below as a framework for the information to be included in their School-Parent Compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed below, they will have incorporated all of the information required by Section 1118 (d) to be in the School-Parent Compact. Please remember however, that school-parent compacts should be uniquely tailored to each school. Schools and parents, in consultation with students, 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.

School-Parent Compact [Insert School Name] [School Year XXXX - XXXX]

Dear Parent/Guardian,

[Insert School Name], students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how school and parents will build and develop a partnership that will help children achieve the State's high standards.

To understand how working together can benefit your child, it is first important to understand our district's and school's goals for student academic achievement.

[Insert School District's Name] Goals:

(Describe in family-friendly language what your school district's overall goals are in core content areas)

[Insert School's Name] Goals:

(Describe in family-friendly language what your school's most critical goals are in core content areas)

[Insert School's Name] Focus Area: *(Recommended)*

(Describe in family-friendly language what will be your school's academic focus area for the school year)

To help your child meet the district and school goals, the school, you, and your child will work together to:

School Responsibilities:

[Insert School Name], will:



1. Describe the ways in which the school will provide parents with strategies/activities to assist their child with the high-quality curriculum and instruction delivered in the school's supportive and effective learning environment that enables the child to meet the State's student performance standards.

(Describe/List what the school will do to provide parents with the assistance to help their child achieve the district and school goals.)

Please Note: Make sure responsibilities listed are not generic, behavior focused only. Responsibilities should be linked to learning and describe strategies to assist parents in ways to support student academic achievement.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

(Describe/List when parent-teacher conferences will be held, how the School-Parent Compact will be utilized as a tool at the conference and additional opportunities parents will have to meet with teachers throughout the year)

3. Provide parents with frequent reports on their children's progress.

(Describe/List when and how the school will provide frequent reports to parents)

4. Provide parents reasonable access to staff.

(Describe/List when, where, and how staff will be available for consultation with parents)

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

(Describe/List when and how parents may volunteer at the school, participate in their child's class, and observe classroom activities)

Parent Responsibilities:

We, as parents, will:

(Describe/List what parents will do to help their child meet the overall district and school goals)

Please Note: Make sure responsibilities listed are not generic, behavior focused only. Responsibilities should be linked to learning and describe strategies families can use at home to strengthen student's skills.

Student Responsibilities:

(Describe/List what students will do to meet the overall district and school goals)

Please Note: Make sure responsibilities listed are not generic, behavior focused only. Responsibilities should be linked to learning and describe how students will work to reach their achievement goals.

Please review this School-Parent Compact with your child. This School-Parent Compact will be discussed with you throughout the year at different school-family events as we work together to help your child succeed in school.

What is a School-Parent Compact?

Jointly Developed

5

Activities to Build Partnerships

Communication about Student Learning

4

6

Cover

7

Our Goals for Student Achievement

1A

district goal(s)

school goal(s) and focus area(s)

Teachers, Parents, and Students—Together for Success

In the Classroom

B

-or-

Activity/Strategy

- *school*
- *parent*
- *student*

At Home

2

-or-

Activity/Strategy

- *school*
- *parent*
- *student*

Students

3

-or-

Activity/Strategy

- *school*
- *parent*
- *student*

What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach grade-level standards.

Effective Compacts:

- » Link to goals of the school improvement plan
- » Focus on student learning skills
- » Describe how teachers will help students develop those skills using high-quality instruction
- » Share strategies parents can use at home
- » Explain how teachers and parents will communicate about student progress
- » Describe opportunities for parents to volunteer, observe, and participate in the classroom

Jointly Developed

The parents, students and staff of Nutmeg Elementary School developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the compact and make changes based on student needs.

Parents are welcome to contribute comments at any time.

If you would like to volunteer, participate and/or observe in the classroom, please contact: Patti Muñoz at pmunoz@nutmeg.org or 860-555-1212. Ext. 12 or go to our school website on the **Parent Button**.

Building Partnerships

4*

3rd Thursdays Family Fun Learning Adventures!

Join Us for Our "Go for the Gold" Night Third Thursday of September (5:30PM - 7:00PM)

- » Help your child become a "Goal" Medalist! You and your fourth grader will learn how to set 2-3 students learning goals and ways to achieve them.
- » Enjoy GAME TIME with your child exploring free home learning kits designed to support your child's "Olympic-Sized" learning goal. Gold medals and snacks provided!

Join us for a "Literacy Safari" 3rd Thursday in October.
Safari gear and refreshments provided.

MORE FAMILY FUN LEARNING ADVENTURES

3rd Thursday in January, March & May
Detailed information will be sent home.

Communication about Student Learning

Nutmeg Elementary School is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- » Weekly homework folders
- » Monthly "check-in" notes or phone calls
- » Updates on the school website and current grades in PowerSchool
- » Class meetings on understanding student progress
- » Parent-teacher conferences in November and March

Do you have questions about your child's progress?

Contact your child's teacher by phone (860-555-1212) or e-mail. E-mail addresses are on the school website at www.nutmegschool.org.

School-Parent Compact for Achievement 2012-2013

4th Grade Focus for Student Success



Nutmeg Elementary School

Mary Ellen Pleasant, Principal
www.nutmegschool.org 860-555-1212



Our Goals for Student Achievement

District Goals

The Board of Education sets goals for the entire district.



1A

The district goals for 2010 - 2012 are:

Reading - all students will show a 15% increase in reading proficiency on the Connecticut Mastery Test.

Math - all students will show a 15% increase in mathematics proficiency on the Connecticut Mastery Test.

Nutmeg School Goals

Nutmeg administrators and teachers have studied our student performance data to decide on the most important areas of improvement for our school.

Reading - To increase reading proficiency by 15% over three years, our school will concentrate on the following areas:

- Vocabulary development in grades K-4 and
- Making text connections in grades 5-6

Math - To increase math proficiency by 15% over three years our school will concentrate on the following area:

- Place value and estimation in grades K-6

When teachers, students and families work together, we CAN achieve our goals!

Teachers, Parents, Students - Together for Success

In the 4th Grade Classroom

1B

The 4th grade classroom will work with students and their families to support students' success in reading and math. Some of our key connections with families will be:

- ★ Provide parents with a home learning kit full of fun materials dealing with estimation and place value
- ▲ Offer free Family Fun nights per year in our Parent Academy, concentrating on estimation and problem solving strategies
- Our monthly newsletter will feature games that families can play to review the vocabulary words we have introduced in our classroom
- Our class web page has links to family friendly web sites for building vocabulary and math skills

Nutmeg Students

Nutmeg School students joined staff and parents to develop ideas about how they can succeed in school and reach for the stars in math and reading. Students thought of the following ideas to make connections between learning at home and school:

- ★ Talk with my family about new vocabulary words and what I am learning in math. ●
- ▲ Bring home our class newsletter and notices about Family Fun nights.
- Keep a log of games I play at home to practice new vocabulary words and math. ■
- Try to make up my own learning game and share it with the class. ■

Family Fun Nights are a great place to learn new words, practice math - and win prizes!
(see back of brochure for more information)

At Home

2

Nutmeg School parents joined staff to develop ideas about how families can support students' success in reading and math. Families may have other ideas to add to this list.

- ★ Have fun with math. Use materials in the math kit to explore math at home.
- ▲ Try to attend Family Fun nights or get information from the PTO or my child's teacher if we can't attend.
- Play word games with the new vocabulary words and find ways to use these words in family conversations.
- Look for the class newsletter each month and check out the school website.

3



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School Parental Involvement Policy



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True or False?

The school-parent compact must be signed
by the school principal.

Georgia Department of Education



Cover Sheet:

School-Parent Compact
[Insert School Name]
[School Year XXXX - XXXX]

Dear Parent/Guardian,

[Insert School Name], students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how school and parents will build and develop a partnership that will help children achieve the State's high standards. Please review the attached school-parent compact.

Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return the form to your child's teacher and keep the School-Parent Compact as a reminder of your commitment. The school-parent compact will be discussed with you throughout the year at different school-family events as we work together to help your child succeed in school. We look forward to our school-parent partnership!

School Representative Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

School-Parent Compact

Tips for Ensuring Content Linked to Learning



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- Concentrate on the identified focus areas
- Gather teacher, parent and student input
- Describe the activities/strategies that the school will provide parents to assist them in supporting their child's education
- Outline specific academic strategies for students and parents, not vague statements about general behavior
- Connect the school, parent, and student responsibilities and align each to the school goals

Building Capacity for Involvement



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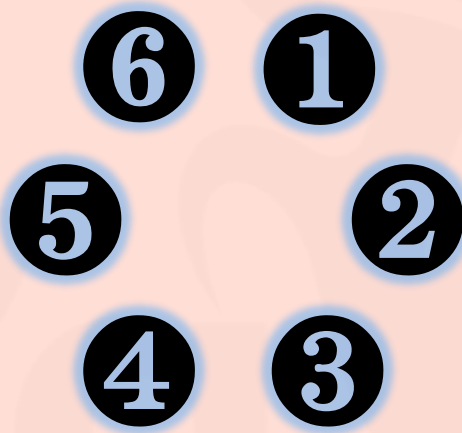
Reasonable Support

Parent Knowledge



Parent Resources

Communication



Staff Capacity

Early Education/Transition



What are the requirements? How can schools build capacity?



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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 LEA assisted under this part, shall -

Section 1118(e)



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Building Capacity for Involvement

Section 1118 (e)(1)

shall provide assistance to parents of children served by the school or LEA, 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

Educate parents & provide awareness about the Georgia state standards (CCGPS & GPS) & student achievement standards

Educate parents about state and local academic assessments (Georgia Milestones)

Provide parents with assistance on how to monitor their children's progress

Assist parents in working with educators

Building Capacity for Involvement



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Section 1118 (e)(2)
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;

Workshops
Brochures
Websites
Toolkits
Classes
Meetings
Handouts
Videos

Building Capacity for Involvement

Section 1118 (e)(3)

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;



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Georgia Department of Education

Building Capacity for Involvement



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Section 1118 (e)(4)

shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;



Share
Information



Improve School
Transition



Increase School
Readiness

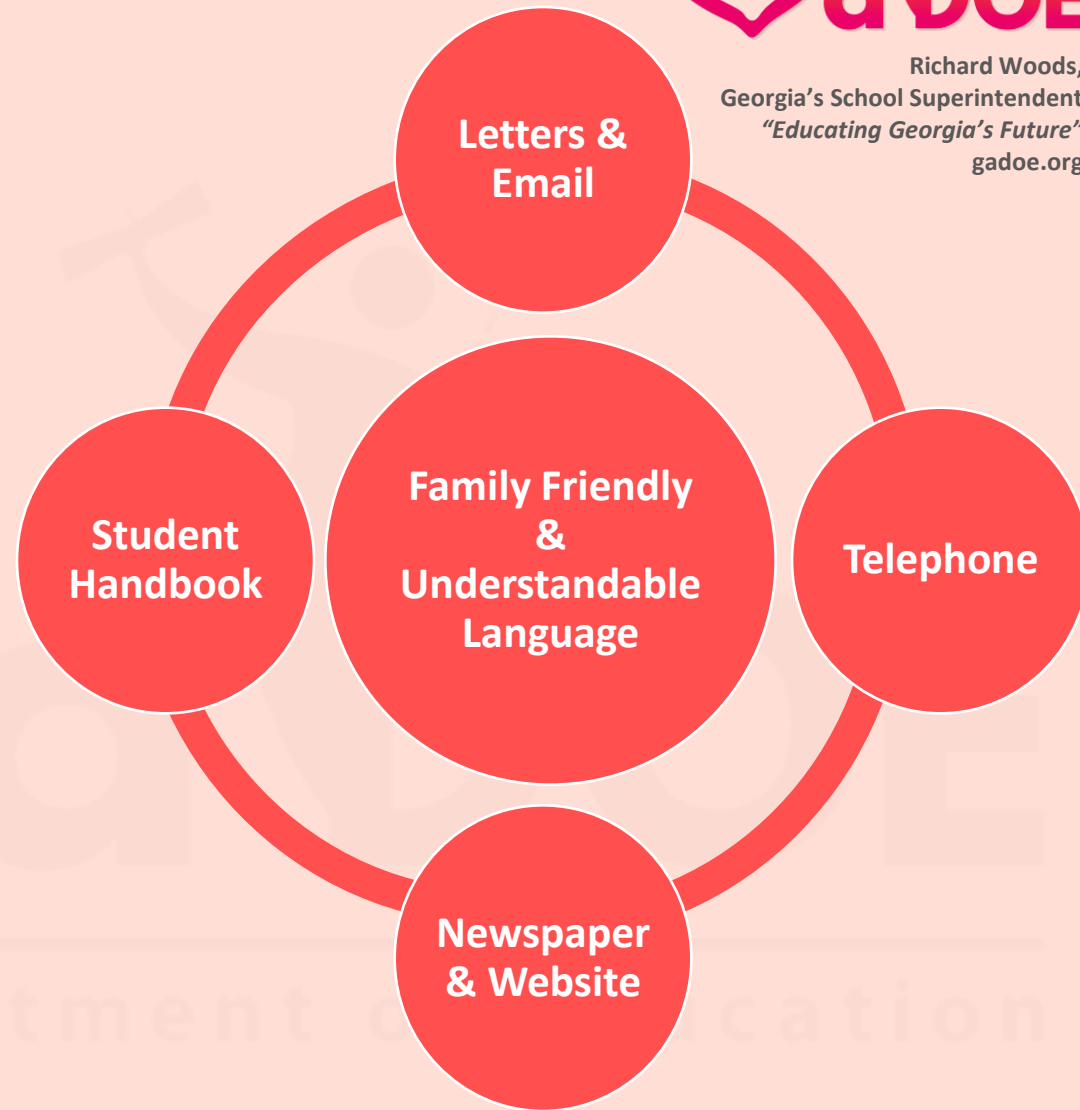
Building Capacity for Involvement



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Section 1118 (e)(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;



Building Capacity for Involvement Discretionary Items



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*Each school and local educational agency that receives Title I funds SHALL provide such other reasonable **support for parental involvement** activities under Title I as parents may request*

Building Capacity for Involvement Discretionary Items



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Each school and LEA assisted under this part, may –

- Involve parents in the training for staff
- Provide necessary literacy training from funds received
- Pay reasonable and necessary expenses associated with parental involvement activities
- Train parents to enhance involvement of other parents
- Arrange school meetings at a variety of times
- Adopt and implement model approaches to improving parental involvement
- Establish district-wide parent advisory council
- Develop appropriate roles for community organizations



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Building Capacity for Involvement

True or False?

In order for parents to support their children at home, schools must provide training and materials to parents.

Georgia Department of Education

Additional Resources



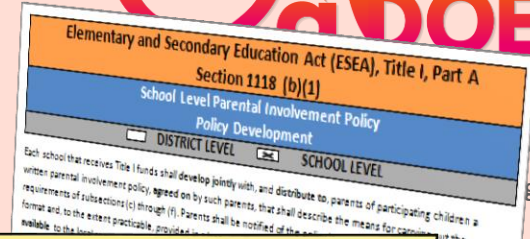
Webinar


Checklist

Rubrics

PowerPoint

Strategies




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

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.

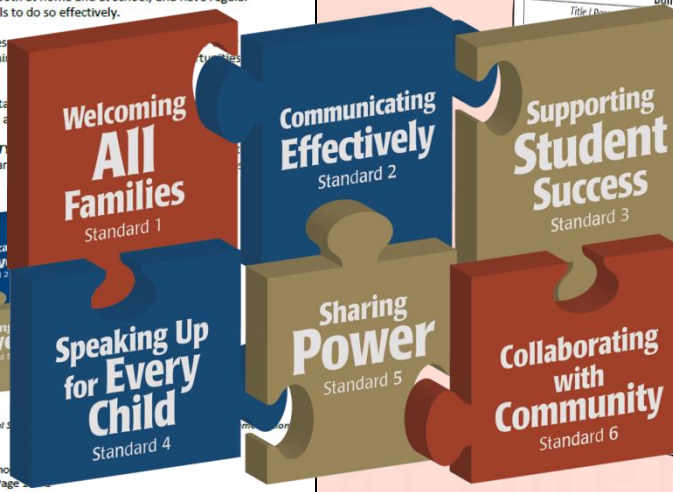
Standard 4: SPEAKING UP FOR EVERY CHILD: Families, other children, to ensure that students are treated fairly and support their success.


Standard 5: SHARING POWER: Families and school staff children and families and together inform, influence, and

Standard 6: COLLABORATING WITH THE COMMUNITY: community members to connect students, families, and community services, and civic participation.

Reference:
National Parent Teacher Association (PTA). (2009). *PTA National Standards for Family-School Partnerships*. Retrieved from <http://www.pta.org/2152.asp>

Dr. John D. Barge, State School Superintendent
May 18, 2011 • Page 1




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"Making Education Work for All Georgians"

Building Parent Capacity: A Crosswalk for Parent Engagement

Title / Description	PTA National Standards for Family-School Partnerships
Section 1118(e)	6 Standards to Build Family-School Partnerships for Student Success
Parental Involvement to ensure effective partnership among the school, parents, and community assisted under	FAMILY-SCHOOL PARTNERSHIPS – Framework for how and what parents, schools, and communities can do together to support student success.
Children served by the school understanding such topics as State student academic assessments, the child's progress and work 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.
Help parents to work with involvement	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.
Personnel, principals, and the value and utility of about to communicate with, and coordinate with 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 engage in regular, two-way and meaningful communication about student



Title I Parent Notifications



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Parent Notification Template

PRIORITY SCHOOL PARENT NOTIFICATION TEMPLATE

[xx-xx-xxxx]

Dear Parent(s)/Guardian(s):

The Elementary and Secondary Education Act (ESEA) of 1965 requires that parents or guardians who have children attending a Title I school be notified of how well their school is preparing its students for college and/or a career, as well as the school's designation status under Georgia's ESEA Flexibility Waiver.

Under Georgia's ESEA Flexibility Waiver, certain Title I schools are designated as Reward, Priority, Focus, or Alert schools. The Waiver also allows the use of the College and Career Ready Performance Index (CCRPI), which serves as a comprehensive report card for all schools in Georgia. The CCRPI provides a score between 0-100 for each school, and that score measures how well the school is doing in preparing its students to be successful in college and/or a career.

(Provide the school's CCRPI score and how/where they can find more information about the details of the score).

Despite the progress made by our students, [Insert School Name] has been designated as a Priority School under Georgia's ESEA Flexibility Waiver for the [Insert School Year] school year. This designation is based on our school's performance in 2011 and we keep this designation for three years, having begun in 2012.

A Priority School receives its designation in one of two ways: 1) It is in the lowest performing 5 percent of Title I schools in the state based on student test scores, and there has been a lack of growth in these test scores over a number of consecutive years, or 2) It is a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of consecutive years.

(Provide an explanation of where the school has struggled in achievement in the All Students group and on what assessments there has been a lack of progress).

As a Priority School, we will work together with parents/guardians, our community, and the [Insert School District Name] to develop a school plan that delivers the necessary support to address the learning needs of our students and increase their academic success.

(Describe interventions the school is providing to address low achievement of students).

An important part of [Insert School Name]'s success is parent participation and support in developing activities to improve student achievement. We hope that you will become involved in our school improvement work as we continue to monitor student achievement and set high expectations. If you are interested in participating in the development of our school improvement plans, being a part of our family engagement team or have questions about how

Georgia Department of Education
Parent Notification Template

SAMPLE PARENT RIGHT-TO-KNOW LETTER

[xx-xx-xxxx]

Dear Parent(s)/Guardian(s):

At [Insert school name], we are very proud of our teachers. We feel they are ready for the coming school year and are prepared to help your child do their best in school. As a Title I school, we are required by federal law, the Elementary and Secondary Education Act of 1965 (ESEA), to let you know about your child's teachers' qualifications. It is your right to request the following information about your child's teachers' training and credentials:

- Whether the teacher met the state requirements from the Georgia Professional Standards Commission for certification for the grade level and subject area which they teach;
- Whether the teacher is teaching under an emergency or other temporary status through which Georgia qualifications or certification criteria have been waived;
- What undergraduate or graduate degree(s) the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration; and
- Whether your child is provided services by paraprofessionals, and if so, their qualifications.

Please know that our staff is committed to helping your child reach his or her highest academic potential throughout their school career. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled and are providing quality instruction to your child.

If you wish to request information concerning your child's teachers' qualifications, please contact me, [Insert principal's name], your child's principal, by phone at [Insert phone number] or by email at [Insert email address].






Thank you for your interest and involvement in your child's education.

Sincerely,

[Insert principal's name]
Principal

**What must be sent?
When should letters be sent?**

Required Parent Notifications

-  School Designation Status
(Priority, Focus, Title I Alert or Title I)
-  Flexible Learning Program
-  Teacher and Paraprofessional Qualifications
-  Highly Qualified Teacher
-  Intradistrict Transfer Option



More
Resources

[Letter Templates](#)

[Checklists](#)

Methods of Notification



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Invitations

Newsletters

Marquee

Community billboard

Business flyers

US mail

Website

Phone message system

Text message

Email

School calendar

Newspapers

Public service

announcements

Television announcements

Pre-planning packets

Church announcements

Church bulletins

Information meeting flyers

Parent center

Front office

Social media

Parent Input and The Law

There are over ten different roles described

in law:



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"advice and
recommendation"

"school district shall
work with"

"evaluation and review
of [plans]"

"input being sought"

"in participation with"

"in partnership with"

"in consultation with"*

"opportunity to
submit comments"*

** Denotes more than one similar phrase*

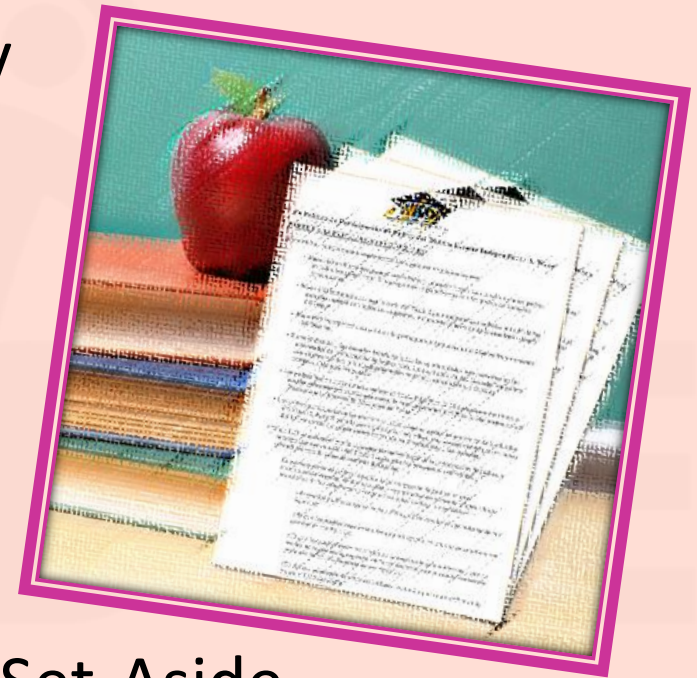
Parent Input and The Law



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All parents of eligible Title I children must be provided the opportunity to provide feedback and input into and on the:

- District Parental Involvement Policy
- School Parental Involvement Policy
- Title I Targeted Assistance Plan
- Title I Schoolwide Plan
- School Improvement Plan
- Comprehensive LEA Improvement Plan (CLIP)
- Title I Funds/Parental Involvement Set-Aside
- Annual Assessment/Evaluation of Title I Program



Why Parent Input Matters



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Parents Work
More Closely
With Their
Children Than
Other Adults Can

Involved parents not only help their own
child, but all children in a school

Parents provide
critical input that
only they can bring;
They know their
child better than
anyone else

Parents are the only
adults in the
educational process
who have been and
will continue to be
deeply involved
throughout the
child's school career

While parents
may not be
educators
themselves, they
bring their years
of experience in
other professions
and aspects of life
to the process



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A Note Regarding Parent Councils/Committees

While schools or LEAs may elect to review/revise their parental involvement policy, schoolwide program, CLIP, the parental involvement budget, and other Title I programs and activities with **parent advisory teams, school councils, parent leadership teams, parent councils, principal leadership teams...**

...LEAs and schools must ensure that ALL parents of eligible Title I children are invited to provide input and feedback into the development of the parental involvement policies, schoolwide program, CLIP, the parental involvement budget, and other Title I programs and activities

Meetings to Involve All Parents in the Title I Planning Process



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School annual Title I meeting

Principal's planning meeting*

Parent advisory board meeting*

School council meeting*

Open house/School orientation

District annual Title I meeting

Student-teacher-parent conferences

Curriculum night/Parent workshops

Parent leadership meeting*

Principal's leadership meeting*

School leadership meeting*

* Cannot be the only meeting, all parents must have the opportunity to be involved

Title I Parental Involvement Documentation



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Dated sign-in sheets

Dated meeting agendas

Dated meeting minutes/notes

Parent comments, feedback and suggestions

District and school policy, plans and compact revisions/comments

Written policies and procedures

Photographs, videos, website screen shots

End-of-year evaluations and/or surveys

Copies of email communications

PowerPoints or training materials from workshops and meetings

Document verification sheets/parent signatures

Parent flyers, invitations, notifications and letters

Student/Parent Handbook

Newspapers, newsletters, calendars

Important Reminders



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Ensure the connection between all parental involvement goals, activities, and funds

Maintain documentation for activities that were paid for using parental involvement funds and evaluate the effectiveness

Date all documents with the month, day, and year

Always have sign-in sheets, meeting agendas at all parent meetings and take meeting minutes documenting parents' suggestions and input

Always send parent information and communications regarding meetings, programs, and workshops in multiple ways and through various communication mechanisms



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Questions?

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Contact Information

Nate Schult

Parent Engagement Program Manager

404-463-1956

nschult@doe.k12.ga.us

Keisha Jeffries

Communications Specialist
Parent Engagement Program

404-656-2633

kjeffries@doe.k12.ga.us