

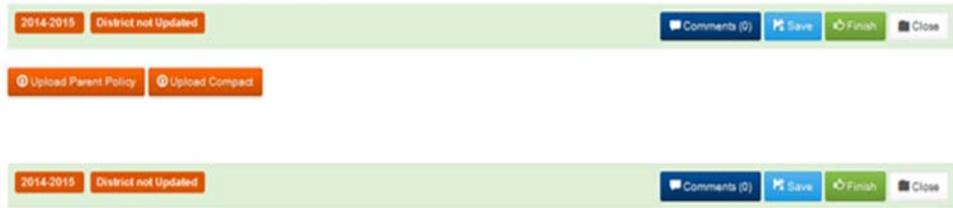
Iowa Department of Education

PARENT POLICY AND COMPACT

Note: The Parent Involvement Policy and Parent-School Compact must be attached to the Title I application in order to receive approval and Title I funding.

For technical assistance with uploading the parent involvement policy or parent-school compact, contact the Title I consultant for your particular AEA.

Parent policy and Compact



When the user clicks the **Upload Parent Policy** button, you will be able to browse the district files to locate and upload a copy of the local education agency Parent Involvement Policy to the Title I application. **Please ensure that this document shows a date for the current school year** and is saved in Word or PDF format. Click the **Save** button.

When the user clicks the **Upload Compact** button, you will be able to browse the district files to locate and upload a copy of the local education agency Parent-School Compact to the Title I application. **Please ensure that this document shows a date for the current school year** and is saved in Word or PDF format. Click the **Save** button.

Note: Compacts and policies documents must be attached to the Title I application before the district will be allowed to submit the application for processing. Individual documents for buildings may be uploaded.

Once both of these required documents have been uploaded to the Title I application, the user may click **Finish** and the user will be returned to the Title I Home screen and the Parent Policy and Compact form should reflect the “District Finished” status.

✓ **TIP: Do NOT double-click the Finish button.**

Click the Statement of Agreement form to be completed next.

TITLE I PARENTAL INVOLVEMENT

The No Child Left Behind Act of 2001 (NCLB Act) reauthorized the Elementary and Secondary Education Act of 1965 (ESEA) stresses shared accountability between schools and parents for high student achievement through the following measures:

- Local development of parent involvement plans with sufficient flexibility to address local needs
- Building of parents’ capacity for using effective practices to improve their own children’s academic achievement.

New reporting provisions added by NCLB offer parents important insight into their children's education, the professional qualifications of their teachers, and the quality of the schools they attend. ESEA ensures that parents have the information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help those schools develop effective and successful academic programs.

REQUIRED PARENT INVOLVEMENT COMPONENTS OF TITLE I, PART A

1. Parent Involvement Policy:

Each LEA that receives Title I, Part A funds must develop a written parental involvement policy that establishes the LEA's exceptions for parental involvement. The policy must be developed jointly with, and agreed upon with, the parents of children participating in Title I, Part A programs and distributed to parents of all children participating in Title I, Part A programs [Section 1118(a)(2), ESEA]. The parent involvement policy must be reviewed annually and plans for its review must be included in the Comprehensive School Improvement Plan (CSIP) which is part of C-Plan.

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

- Involve parents in jointly developing the LEA's local plan under section 1112 and in the process of school review and improvement under section 1116;
- Provide the coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
- Build the schools' and parents' capacity for strong parent involvement;
- Coordinate and integrate parent involvement strategies under Title I, Part A with involvement strategies under other programs, such as Head Start, Parents and Teachers, State-run preschool programs, and Title III language instructional programs;
- Conduct, with the involvement of parents, and annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served with Title I, Part A funds, including –
 - Identifying barriers to greater participation by parents in parent involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
 - Using the findings of the evaluation to design strategies for more effective parent involvement;
 - Revising, if necessary, the LEA's parent involvement policies; and
- Involve parents in the activities of schools served under Title I, Part A [Section 1118(a)(2), ESEA.] [For more detailed information see the sample template of a District Wide Parental Involvement Policy at the end of this section.]

2. Parent- School Compact:

A parent-school compact must be provided to every parent in a schoolwide building and to Title I parents in targeted assistance buildings. Although the law does not require a parent signature, efforts should be made to encourage parents to sign the compact. Sample documents are

included in this manual. However, schools are encouraged to create compacts that are useful to them and reflect the beliefs of the school and community.

Each Title I, Part A school must jointly develop, with the parents of children served under Title I, Part A, a parent-school compact as a component of its written parental involvement policy. A parent-school compact is a written agreement between the school and the parent of the children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. In addition, the parent-school compact outlines the activities that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve to the State's high academic standards *[Section 1118(d)], ESEA.* [A sample template of a school-parent compact is included at the end of this section.]

The parent-school compact must describe –

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part A to meet the State's student academic achievement standards;
- Ways in which parents will be responsible for supporting their children's learning (e.g.; monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
- The importance of communication between teachers and parents on an ongoing basis through, at a minimum –
 - Parent – teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;
 - Frequent reports to parents on their child's progress; and
 - Reasonable access to staff, opportunities to volunteer, and participate in their child's class, and observation of classroom activities. *[Section 1118(d), ESEA.]*

3. Parent Meeting:

Each school served under Title I, Part A must convene an annual meeting, at a time convenient for parents, to inform them of their school's participation in the Title I, Part A program and to explain program requirements and the right of parents to be involved in those programs. In order to keep the parents informed, schools must invite to this meeting all parents of children participating in Title I, Part A programs and encourage them to attend. Schools must offer a flexible number of additional parent involvement meetings so that as many parents as possible are able to attend. Upon the requests of parents, schools must provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. *[Section 1118(c)(1) and (2), ESEA.]*

Sample Agenda:

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

The parent policy and compact must be reviewed, updated, and uploaded to the Title I application for review. The parent involvement policy must incorporate all required components, include parents in the review process, and be labeled that it has been reviewed and updated for the current school year.

For districts with allocations of \$500,000 or more

Title I funds may be used for activities associated with Parent Involvement. LEAs receiving allocations of \$500,000 or more must reserve and expend one percent of the allocation for parent involvement activities, including family literacy and parenting skills. At least ninety five percent of one percent reservation must be allocated by formula to Title I funded schools. This reservation needs to be conducted separately and provide for equitable services for private school students regarding parent involvement requirements. The parent involvement requirement can be met either through independent parent involvement activities or in conjunction with LEA's activities. If they are done independently, there must be an equitable distribution of funds for these activities. The distribution of these funds must be documented on the General Budget. If applicable, the one percent reservation must be included in the general budget before approval will be given to the district application. To remain in full compliance, the required one percent set-aside for parent involvement must be expended during the current school year.

For example:

Parental Involvement Reservation under Section 1118 of *ESEA*

In **participating** public school attendance areas:

No. of private school children from low-income families		Total no. of children from low-income families		Proportion of Reservation
_____	divided by	_____	=	_____
Proportion of Reservation		Reservation		for Equitable Services
_____	X	\$ _____	=	\$ _____

✓ **TIP: If applicable, the 1 percent reservation must be included in the general budget before approval will be given to your application. To remain in full compliance, the required 1% set-aside for parent involvement must be spent during the current school year.**

Note: The district should have on file the background information for this budget detail expenditure, but is not required to include this on the Title I application itself.

Increasing parent involvement

Examples of mechanisms that can encourage parental involvement include the following:

- Establishment of organized parent groups
- Holding public meetings involving parents to review school performance and help develop school improvement plans
- Using surveys to gauge parent satisfaction and support for the school
- Implementing complaint procedures for parents
- Coordinating with local social and health service providers to help meet family needs

- Parent education classes (including GED, adult literacy, and ESL programs)

Fulfilling parent notification requirements for Title I and Early Literacy Implementation (ELI)

Iowa Code section 279.68 and 281 – Iowa Administrative Code 62, otherwise known as the Early Literacy Implementation (ELI), is intended to promote effective, evidence-based programming, instruction, and assessment practices to support all students in becoming proficient readers by the end of third grade. One requirement of ELI is a parent-school contract which is very similar to the parent-school compact of the Title I program. Because there are overlapping requirements, along with unique requirements of each document, the Department has combined the two program’s requirements into one document. [A sample template of the combined document is located at the end of this section.]

Local education agencies may find guidance on meeting the parent involvement requirements under Title I Part A on the DE website at <http://educateiowa.gov>.

Key Title I, Part A Parental Notice Requirements

Key Title I, Part A Parental Notice Requirements*	When	By whom		
		SEAs	LEAs	Schools
Annual report cards (SEAs and LEAs disseminate to parents, schools, and the public, an annual report card with aggregate information, including student achievement (disaggregated by category), graduation rates, performance of LEAs, teacher qualifications, and other required information). [Section 1111(h)(1) and (2), ESEA.] Guidance, B-5 (SEA) and C-7 (LEA).	Annually	✓	✓	
Individual student assessment reports (SEAs, in consultation with LEAs, provide to parents, teachers, and principals of students in <u>all</u> schools individual student interpretive, descriptive, and diagnostic reports, which allow specific academic needs to be understood and addressed, and include information on the student’s achievement on academic assessments aligned with State academic achievement standards). [Section 1111(b)(3)(C)(xii), ESEA.]	As soon as practicable after the assessment is given	✓		
Progress review (SEAs disseminate to parents, LEAs, teachers and other staff, students, and the community the results of the SEA’s yearly progress review of each LEA (including progress in carrying out parental involvement responsibilities); LEAs disseminate to parents, teachers, principals, schools, and the community the results of the LEA’s yearly progress review of each school). [Section 1116(a)(1)(C), (c)(1)(B) and (c)(6), ESEA.] Guidance, B-7 (SEA) and C-20 (LEA)	Annually	✓	✓	
LEAs identified for improvement (SEAs notify parents of children enrolled in schools in the LEA that the LEA has been identified for improvement and other information). [Section 1116(c)(1) and (6), ESEA.] Guidance, B-8.	Promptly upon identification	✓		

Key Title I, Part A Parental Notice Requirements*	When	By whom		
		SEAs	LEAs	Schools
LEAs identified for corrective action (SEAs disseminate to parents and public information on corrective actions taken by SEA). [Section 1116(c)(10)(E), ESEA.] Guidance, B-9.		✓		
Schools identified for school improvement, corrective action, or restructuring (LEAs provide to parents of each student an explanation of what the identification means, how the schools compare to others, reasons for the identification, the LEA’s and school’s response, how parents can become involved, any corrective action taken, the parental choice and supplemental services options as applicable, restructuring, and other information). [Section 1116(b)(6), 7(E), and 8(C), ESEA, and 34 CFR 200.37(5).] Guidance, C-21, C-22, and C-23.	Promptly following identification		✓	
Schools identified for corrective action – supplemental services notice (LEAs serving schools that fail to make adequate yearly progress (AYP) by the end of the first full school year after being identified for improvement provide notice to parents of the availability of supplemental services, the identity of the providers, a description of the services, and other information). [Section 1116(e)(2), ESEA.]	Annually (at a minimum)		✓	
Schools identified for restructuring (LEAs serving schools that fail to make AYP after 1 full school year of corrective action provide prompt notice to teachers and parents and provide opportunity to comment and participate in preparing a restructuring plan). [Section 1116(b)(8)(C), ESEA.] Guidance, C-27.	Promptly after school misses AYP following 1 full school year of being in corrective action		✓	
Written parental involvement policies (LEAs notify parents of Title I, Part A children of district-level written parental involvement policy; schools notify parents and community of school’s written parental involvement policy). [Section 1118(a)(2) and (b)(1), ESEA.] Guidance, C-3 and C-4 (LEA), and D-1 (school).	Determined by LEA		✓ (LEA policy)	✓ (school policy)
Written SEA complaint procedures (LEAs disseminate free of charge to parents of students, and to appropriate private school officials or representatives, adequate information about the SEA’s written complaint procedures for resolving issues of violation(s) of a Federal statute or regulation that applies to Title I, Part A programs). [34 CFR Section 200.11(d).]	Determined by SEA		✓	

Key Title I, Part A Parental Notice Requirements*	When	By whom		
		SEAs	LEAs	Schools
Parents' right to know – teacher and paraprofessional qualifications (LEAs inform parents of Title I, Part A students that parents may request, and the LEA then will provide, certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child). [Section 1111(h)(6)(A), ESEA.] <i>Guidance, C-6.</i>	Annually, at beginning of school year		✓	
Parents' right to know – student achievement (schools provide to each individual parent, information on the achievement level expectations and the level of achievement of the parent's child in each of the State academic assessments). [Section 1111(h)(6)(B)(i), ESEA.] <i>Guidance, D-10.</i> NOTE: This requirement may be covered by the SEA's individual student assessment report indicated above.	Determined by LEA.			✓
Parents' right to know - non-highly qualified teachers (schools provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more consecutive weeks by, a teacher who is not highly qualified). [Section 1111(h)(6)(B)(ii), ESEA.] <i>Guidance, D-3.</i>	Timely			✓
Title I, Part A meeting (schools invite parents to an informational meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved). [Section 1118(c)(1) and (2), ESEA.] <i>Guidance, D-5.</i>	Annual			✓
Title I, Part A information (schools provide to parents of participating children specific information about Title I, Part A programs, and opportunity to request regular meetings). [Section 1118(c)(4), ESEA.] <i>Guidance, D-6.</i>	Timely			✓
Limited English proficient students - general (LEAs implement effective outreach to inform parents of limited English proficient children of how those parents can be involved in their children's education and active participants in helping their children attain English proficiency, high achievement levels in core academic subjects, and meet State standards, including notice of opportunities for and holding regular meetings). [Section 1112(g)(4), ESEA] <i>Guidance, C-9.</i>	Regular (meetings)		✓	
Limited English proficient students - language instruction educational programs (LEAs inform parents of limited English proficient children identified for participation or participating in a Title I, Part A-funded language instruction educational program under Title III of the ESEA, of: reasons for the identification, level of English proficiency, methods of instruction, how the	Annually, not later than 30 days after the beginning of school year for children ID'd before		✓	

Key Title I, Part A Parental Notice Requirements*	When	By whom		
		SEAs	LEAs	Schools
program will help the child, and other information; LEAs inform parents of a child with a disability how the language instruction educational program meets the objectives of the child's individualized educational program (IEP)). [Section 1112(g)(1)(A) and (3), ESEA.] <i>Guidance, C-9 and C-10.</i>	beginning of year; otherwise within first 2 weeks of child being placed in language instruction program.			
Limited English proficient students - insufficient language instruction educational programs (eligible entity using Title I, Part A funds for a language instruction educational program under Title III of the ESEA provides separate notice to parents of a child identified for participation in, or participating in, the program to inform them that the program has not made progress on the annual measurable achievement objectives). [Section 1112(g)(1)(B), ESEA.]	Not later than 30 days after the failure occurs		✓ (or other eligible entity)	
Students with the most significant cognitive disabilities (a State that measures the achievement of students with the most significant cognitive disabilities based on alternate achievement standards must ensure that parents are informed that their child's achievement will be based on these alternate standards. The SEA must also ensure that parents are informed of the actual achievement levels of these students, particularly in the case of an LEA that exceeds the 1% cap on counting proficient scores for AYP). [Section 1111(b)(3), ESEA, and 34 CFR Section 200.6(a)(2)(iii)(A)(2), 200.13(c)(4)(v)]	Determined by SEA	✓		

Parents Right to Know

Notification to Parents Concerning Highly Qualified Teachers and Paraprofessionals.

Part 1

All districts receiving Title I funds must notify parents of all students in Title I funded schools that they may request information on their child's teacher's qualifications.

Information, at a minimum, must be provided that addresses the licensing requirements for the position held by the teacher, the licensure status, and educational background of the teacher.

The availability of this information must be included in a formal notification through a newsletter, note to parents, etc. Suggested wording for the notification is included on the next page.

If the child also receives services from an instructional paraprofessional, the parents should be notified and informed of the paraprofessional's qualifications upon

Part 2

Parents must be notified if their child has been assigned, or will be taught for four or more consecutive weeks by a teacher who is not highly qualified.

The school must provide a statement to parents (in a newsletter or other form of communication) that ensures notification will occur should a child be taught for four or more consecutive weeks by a teacher who is not highly qualified.

When any child is provided a substitute teacher for four consecutive weeks in a school that receives Title I funds and the substitute does not meet the highly qualified teacher definition, the school must notify parents of this situation. Sample wording is provided on the following page.

The superintendent must notify the Iowa Department of Education of all non-highly qualified teachers, send a notice home to parents of students in that teacher's class and send a copy of that notice to Isbelia Arzola; isbelia.arzola@iowa.gov.

Information about licensure of Iowa teachers can be found at <http://www.state.ia.us/boee/>.

Sample Parent Notification

No Child Left Behind Requirement Parents'/Guardians' Rights Notification

Parents/Guardians in the _____ Community School District have the right to learn about the following qualifications of their child's teacher: state licensure requirements for the grade level and content areas taught, the current licensing status of your child's teacher, and baccalaureate/graduate certification/degree. You may also request the qualifications of an instructional paraprofessional who serves your student in a Title I program or if your school operates a schoolwide Title I program. Parents/Guardians may request this information from the Office of the Superintendent by calling _____ or by sending a letter of request to the Office of the Superintendent, Street Address, State, Zip.

The _____ Community School District ensures that parents will be notified in writing if their child has been assigned, or has been taught by a teacher for four or more consecutive weeks by a teacher who is not considered highly qualified.

SAMPLE
Parent Notification Letter

Non-Highly Qualified Teacher
(Includes Substitute for More than Four Weeks)

Date

Dear Parents and Guardians:

The federal No Child Left Behind Act of 2001 (NCLB) requires all schools to notify parents or guardians after a class has been taught for four consecutive weeks by a teacher who is not considered —highly qualified|| for that specific subject area. While there are a variety of ways in which a teacher can demonstrate that he or she is —highly qualified|| in a given subject, the requirement is considerably more difficult to meet for a teacher who is responsible for teaching several core subject areas.

The purpose of this letter is to inform you that Mr./Mrs. _____ is not considered —highly qualified|| under NCLB in one or more subject areas being taught to your child.

Please be assured that this does not mean that this teacher is not qualified for this assignment. Mr./Mrs. _____ does meet the state requirements for this position. Given his/her professional preparation and experience, we believe that your child is receiving a high-quality education in his/her class. (Additional information may be added at the districts discretion.)

If you have any concerns regarding this information, you have a right as a parent to review the qualifications of your child’s teachers. Please contact _____ at _____ if you have any questions.

Sincerely,

Superintendent

Title I Parent Involvement Policy Self-Checklist

Title I Parent Involvement requires each Title I school to develop a written parental involvement policy that describes the means for carrying out the requirements of Section 1118. The School must ensure that information related to school and parent programs, meetings and other activities are sent to the parents of Title I children in a format and in a language the parents can understand.

The policy must be:

- Developed jointly with and agreed on by parents of Title I children;
- Written in an understandable format and provided in a language parents can understand;
- Distributed to all parents of Title I children; and
- Made available to the local community and updated periodically to meet the changing needs of parents and the school.

CHECKLIST OF REQUIRED COMPONENTS	YES	NO
1) The Policy describes how parents will be involved in the planning, review and improvement of the school's Parent Involvement Policy.		
2) The Policy states that an annual meeting will be held to inform parents of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved.		
3.) The Policy states that parent meetings, including parent conferences, will be held at different times during the day.		
4) The Policy states that Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions.		
5) The Policy describes how parents will be involved in the planning, review, and improvement of the school's Title I program.		
6) The Policy describes how the school involves parents in the joint development of the Schoolwide Program Plan under Section 1114. <i>Applies only to Title I schools operating a Schoolwide Program.</i>		
7) The Policy describes how the school involves parents in the joint development of the School Improvement Plan under Section 1116. <i>Applies only to Title I schools identified for School Improvement.</i>		
8) The Policy describes how the school will provide parents of participating children with timely information about the Title I program.		
9) The Policy describes how the school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.		
10) The Policy describes how the school will provide assistance to parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.		

<p>11) The Policy states that the school will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.</p>		
<p>12) The Policy states that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.</p>		
<p>13) The Policy describes how the school provides 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 parent involvement.</p>		

Sample Parent Involvement Policy

2014-2015

_____ Community School District

It is the policy of _____ Community Schools that parents of participating children shall have the opportunity to be involved jointly in the development of the district plan and in the district's review process for the purpose of school improvement. Recognizing that parental involvement is the key to academic achievement, we seek to involve parents in an effective home-school partnership that will provide the best possible education for our students. The district provides coordination, technical assistance and other supports necessary to aid in the planning and implementation of parent involvement activities. The district encourages parent involvement and supports this partnership through providing information about standards and assessments; providing training and materials for parents to help their children; educating school personnel about involving parents and the value of parent contributions; and developing roles for community organizations and businesses to work with parents and schools.

1. This jointly developed and agreed upon written policy is distributed to parents of participating Title I children and all parents in schoolwide buildings through the Parent Handbook which is distributed to every family at the time of registration.
2. Two annual meetings are held, for all parents of participating children, both public and private. Additional meetings with flexible times shall be held throughout the year and be determined by parent suggestions. All _____ elementary buildings will hold two annual meetings, one in the fall and one in the spring. Notification will be sent in the building newsletter.
3. Parents are given assistance in understanding the Title I requirements, standards, and assessments through the annual meetings and parent-teacher conferences.
4. Parents receive an explanation of the school's performance profile, the forms of academic assessment used to measure student progress, and the expected proficiency levels in the annual progress report distributed to all stockholders in the spring of the year, through individual reports given to parents at conference time, and through report cards.
5. In targeted assistance buildings parents are informed of and involved with their child's participation in the Title I program. They also are informed about the curriculum, instructional objectives, and methods used in the program. This information is delivered through newsletters, conferences and the annual meetings.
6. Parent recommendations are encouraged and responded to in a timely manner. Verbal or written responses will be given for all recommendations.
7. Parents will be involved with the planning, review, and improvement of the schoolwide programs. The vehicle used will be the School Improvement Advisory Committee (SIAC). If the schoolwide program is not satisfactory to the parents of participating children, they may submit comments to the SIAC.

8. A jointly developed school/parent compact outlines how parents, the entire school staff, and students all share responsibility for improved student achievement. The compact also describes the means by which the school and parents will build and develop a partnership to help children achieve our local high standards. It is distributed in the parent handbook and is reviewed at the annual meetings.
9. The Title I program provides opportunities for parents to become partners with the school in promoting the education of their children both at home and at school. Parents are given help monitoring their student's progress and provided assistance on how to participate in decisions related to their student's education. The school also provides other reasonable support for parental involvement activities as requested by parents. Parents are encouraged to participate as volunteers in the school setting. Individual conferences will also be held upon request. A reading library, which contains reports on educational issues, books, and videos, are available to parents for check out at the _____ Elementary building.
10. The school continues to coordinate and integrate, to the extent feasible and appropriate, the parent involvement policy and other programs and activities within the district. Transitional information for students moving from fifth grade to sixth grade will be provided to parents at _____ Elementary at the annual spring meeting.
11. An annual evaluation of this parental involvement policy shall be conducted to determine its effectiveness. Findings will be used to design strategies for school improvement and revision of policies. The annual spring meetings will serve as the site for the discussions of program adjustments.

Providing all _____ Community School District's children with equal access to quality education is of primary purpose. It is crucial that all partners (students, parents, educators, and communities) have the opportunity to provide input and offer resources to meet this purpose. As these partnerships are mutually beneficial, developing cooperative efforts will ensure improved academic achievement for all students.

**DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED
DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS
(Sample Template)**

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

1. The **name of school district** will take the following actions to involve parents in the joint development of its districtwide parental involvement plan under Section 1112 of the ESEA:

(List actions.)

2. The **name of school district** will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

(List actions.)

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

(List activities.)

4. The **name of school district** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

(List activities.)

5. The **name of school district** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English

proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

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

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

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

(List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

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

(List activities.)

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in

the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

(List activities.)

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

(List activities.)

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

(List activities.)

**DISCRETIONARY DISTRICTWIDE PARENTAL INVOLVEMENT
POLICY COMPONENTS
(Sample Template)**

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under Section 1118 as parents may request.

**ADOPTION
(Sample Template)**

This Districtwide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____.

This policy was adopted by the name of school district on mm/dd/yy and will be in effect for the period of the 20 - 20 school year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before _____.

(Signature of Authorized Official)

(Date)

This sample template of a Districtwide Parental Involvement Policy is not an official document. It is provided only as an example.

<Space for District Logo/Letter Head Here>

School Year

<Date>

Dear Parent/Guardian of <insert student name>,

This letter is in follow-up to the letter dated <insert date of first letter> where we indicated we would outline a contract to detail the school's responsibilities and how we will partner with you to improve your child's reading skills. The reading contract is a requirement of the 2014 legislation aimed at supporting statewide literacy efforts. The contract itself must specify collective responsibilities across the principal, teacher, parent/guardian and child. We would like to meet with you to best develop this shared contract.

We have an example of what a final contract might look like below -this is only a draft. We believe that-we each have an important role and responsibility in helping your child be successful. The goal of the reading contract is to identify each person's responsibility and commitment to your child's reading progress. Therefore the example contract below identifies recommended actions that each person can do.

We know that your input and your child's input into this contract agreement is important. We would like to meet with you and your child to develop the contract so that it is tailored to best meet the needs of your child.

We would like to schedule a time to meet with you and your child on <insert date and time> at <location and address> to develop and finalize the contract. If this time is not convenient for you, please contact your child's teacher at <insert contact information>.

We look forward to meeting with you.

Sincerely,

<Insert Name>

<Space for District Logo/Letter Head Here>

School Year

Example: Joint Title I Compact/ELI Reading Contract for Students, Parents, Teachers and Principals

**Please note this is an example contract. We will individualize and tailor to your child's needs at our meeting. Responsibilities bolded are required for any Title I program.

This contract recognizes the important role and responsibility of the student, parent, teacher and principal in working together to support a student's progress and success in reading. As such, we commit to:

- Respect school staff, students, parents, administrators and community.
- Be excited about literacy, reading and learning to read.

Parent(s)/Guardian

To support my child in learning to read and succeed in school, I will:

- Invite my child to read with me every day.
- Read from a variety of children's books.
- Talk with my child's teacher about my child's reading progress and progress in other subjects.
- Ask my child questions about what was read.
- **See that my child is punctual and attends school regularly**
- **Set time for homework and review it**
- Talk to my child about his/her school day
- **Attend parent-teacher conferences**
- Volunteer in my child's classroom

Student

As a student, I will:

- Go to the library and check out books
- Read aloud to my parents or pets
- Learn new words
- Attend school daily ready to learn
- Always try to do my best in my work and behavior
- Come to school with my supplies and completed homework

Teacher

As a teacher, I will:

- Clearly state the goals for reading achievement.
- Share the high expectations for reading with all participants.
- Articulate instructional means for attaining for goals
- Share assessments used to monitor children's progress.
- Focus on reading and writing.
- Work toward Parental involvement as supporting their children's reading and homework.
- Encourage each child to do his/her personal best
- **Share information regarding each child's needs and progress**
- Provide instruction utilizing research based strategies that will meet all students' instructional needs
- **Maintain open line of communication with each student and his/her parents**
- Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;

Principal

As a leader, I will:

- State clearly the goals for reading achievement.
- Share the high expectations for reading with all participants.
- Articulate instructional means for attaining for goals
- Share assessments used to monitor children's progress.
- Focus on reading and writing
- Work toward Parental involvement as supporting their children's reading and homework
- Provide the students with highly professional, qualified staff
- Provide an environment that allows for positive communication between the students, parents and staff
- **Provide high-quality curriculum and instruction in a supportive and effective learning**

Principal

Teacher

Parent/Guardian

Student

WASHINGTON STUDENT/PARENT/TEACHER/PRINCIPAL COMPACT

GRADE: _____

YEAR: 20__-20__

STUDENT

As a student, I will...

- *Respect myself, other students, my parents, teachers, school staff and principal;
- *Always try to do my best in my work and behavior;
- *Follow rules at school;
- *Come to school with my supplies and completed homework;
- *Show respect for school equipment and materials.

student signature

PARENT/GUARDIAN

As a parent/guardian, I will...

- *Respect and support my child, the staff, and the school;
- *Support the rules and policies of the Council Bluffs Schools;
- *Establish a time and quiet place for my child to do homework and review homework for completion;
- *See my child attends school daily and arrives on time;
- *Read with my child and let my child see me read;
- *Talk with my child about his/her school day.

parent/guardian signature

STUDENT SUCCESS

*Alone we can do little.
Together we can do so much.*

-Helen Keller



*Together... we
CAN make a
difference!*

TEACHER(S)

As a teacher(s), I/we will...

- *Respect and support students, parents, staff, and school;
- *Support the rules and policies of the Council Bluffs Schools;
- *Encourage each child to do his/her personal best;
- *Provide a safe, drug-free, positive and healthy learning environment;
- *Share information regarding each child's needs and progress;
- *Seek ways to involve parents with school and their child's education.

teacher(s) signature

PRINCIPAL

As a principal, I will...

- *Respect students, parents, staff and school;
- *Support the rules and policies of the Council Bluffs Schools;
- *Provide a safe, drug-free, positive, and healthy learning environment;
- *Maintain open lines of communication;
- *Encourage parents to be partners in education.

principal signature

Parent Involvement Survey
-Sample School-
20__-20__

The following statements will encourage you to reflect on family issues at your school. Please rate your school in the following areas. Circle your responses.

1	2	3	4
rarely	sometimes	regularly	always

Your school or school district:

1. Recognizes that all parents, regardless of income, educational level, or cultural background, want their children to do well in school and are involved in their children's learning.

1	2	3	4
rarely	sometimes	regularly	always

2. Supplies a written Title I parent involvement policy that is jointly developed with parents that outlines the partnership among the student, parent, and school.

1	2	3	4
rarely	sometimes	regularly	always

3. Holds an annual meeting to inform parents of children in Title I programs about the Title I program.

1	2	3	4
rarely	sometimes	regularly	always

4. Provides resources such as books, videos, and newsletters that help with better parent participation at home.

1	2	3	4
rarely	sometimes	regularly	always

5. Encourages and provides opportunities for parental input into the design and development of the school-parent compact.

1	2	3	4
rarely	sometimes	regularly	always

6. Schedules varied meeting times to accommodate parents' work and childcare schedules.

1	2	3	4
rarely	sometimes	regularly	always

7. Provides parents with ideas on how to help their children with homework.

1	2	3	4
rarely	sometimes	regularly	always

8. Thinks of the community as an extension of the family.

1	2	3	4
rarely	sometimes	regularly	always

9. Provides opportunities for parents to have input in the operations of the school.

1	2	3	4
rarely	sometimes	regularly	always

10. Staff sees how diversity may be used to enrich learning experiences for students.

1	2	3	4
rarely	sometimes	regularly	always

11. Uses information from parent and family surveys to design or change school procedures and programs.

1	2	3	4
rarely	sometimes	regularly	always

Please comment on each of these issues.

I would recommend the following changes for how the school communicates with families:

I would recommend the following changes for the Title I services my child is receiving:

I would recommend these changes for the Title I parent involvement policy:

Please list other ways that the district can help support you in your efforts to support your child's academic and social success:

Please list other comments or concerns here:

Title I Parent Survey
-Sample Elementary School-
20__-20__

Please circle your response to each of the following items.

1. Do you have a clear understanding of how your child qualified for Title I assistance?

1	2	3	4
not much	some	mostly	very much

2. Do you have a clear understanding of the purpose and goals of the Title I program?

1	2	3	4
not much	some	mostly	very much

3. Do you have a clear understanding of the instruction and activities your child experiences in the Title I program?

1	2	3	4
not much	some	mostly	very much

4. Do you have a clear understanding of what your child must accomplish in order to exit the Title I program?

1	2	3	4
not much	some	mostly	very much

5. Has your child's progress in Title I been clearly communicated to you?

1	2	3	4
not much	some	mostly	very much

6. Have you been given opportunities to discuss your child's progress with the Title I teacher?

1	2	3	4
not much	some	mostly	very much

7. Has your child shown an increased interest in reading as a result of Title I instruction?

1	2	3	4
not much	some	mostly	very much

8. Did you attend Title I Parent Teacher Conferences?

No	Yes
----	-----

9. Did you attend Title I Parent Night?

No

Yes

10. Would you be willing to serve on the Title I Advisory Committee?

No

Yes

If so, please write your name and contact information.

Name

Phone number

E-mail

My suggestions for improving the Title I program:

Comments or suggestions for the Title I teachers: