

SAMPLE

**Florida Department of Education  
Local Education Agency (LEA) Title I Parental Involvement Policy**

**School Year**

***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 (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parent involvement and describes how the LEA will implement a number of specific parent involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).*

*LEAs, 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. Using the sample template to establish the district's expectations for parent involvement and including all of the components listed under "Description of How District Will Implement Required District Parental Involvement Policy Components" below, will ensure that all required components for the district parent involvement policy addresses all required components. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parent involvement and strengthen student academic achievement.*

\* \* \* \* \*

**PART I. General Expectations**

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

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

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A, parent involvement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including

alternative formats upon request, and to the extent practicable, in a language parents understand.

- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Florida Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parent involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parent involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*
    - (A) *that parents play an integral role in assisting their child’s learning;*
    - (B) *that parents are encouraged to be actively involved in their child’s education at school;*
    - (C) *that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
    - (D) *the carrying out of other activities, such as those described in section 1118 of the ESEA.*
- The school district will inform parents and parent organizations of the purpose and existence of the Parent Information and Resource Center(s) (PIRC) in the state. Florida has two PIRCs. For more information regarding the PIRC of Family Network on Disabilities of Florida (FND) please visit their Web site at: <http://www.fndfl.org/projects/pirc/index.asp>. For more information regarding the PIRC at University of South Florida (USF), please visit their Web site at: <http://www.floridapirc.usf.edu>. A sample letter to inform parents of PIRCs as required by NCLB, Section 1118, may be found at: [http://www.floridapirc.usf.edu/pdfs/NCLB\\_PIRC\\_Parent\\_Notify.pdf](http://www.floridapirc.usf.edu/pdfs/NCLB_PIRC_Parent_Notify.pdf).

**PART II. Description of How the LEA Will Implement Required District Parent Involvement Policy Components**

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

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

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)

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:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)

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 parent involvement activities to improve student academic achievement and school performance:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)

4. The **Name of School District** will coordinate and integrate parent involvement strategies in Title I, Part A, with parent 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:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)

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 parent involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to increase 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). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parent involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Districts may wish to utilize the LEA Title I Parent Involvement Policy Evaluation Toolkit to assist with this evaluation. The Toolkit may be downloaded at <http://www.nclbeval.org> . Please note that districts must involve parents in the review and revision if necessary of this Toolkit before it is implemented.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)

6. The **Name of School District** will build the schools' and parents' capacity for strong parent 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
- 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 parent involvement, by:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)

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:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parent 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:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)

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:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)

**PART III. Discretionary District Parent Involvement Policy Components**

**NOTE:** The district parent 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 parent 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 parent 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 parent involvement
- Establishing a district wide parent advisory council to provide advice on all matters related to parent involvement in Title I, Part A programs
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent involvement activities
- Providing other reasonable support for parent involvement activities under section 1118 as parents may request

**PART IV. Adoption**

This District Parent 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 **mm/dd/yy**. The school district will distribute this policy to all parents of participating Title I, Part A children on or before **mm/dd/yy**.

\_\_\_\_\_  
(Signature of Title I Authorized Representative)

\_\_\_\_\_  
(Date)

## **LEA Generated Strategies for Actions and Activities for the Components of Part II**

The following strategies were generated by participants at the February 7, 2007, LEA Title I Parent Involvement Policy Symposium:

### **1. How will the district involve parents in the joint development of the Title I, Part A Plan?**

- Invite parents to various Parent Involvement District Advisory Council (DAC) meetings
- Ensure all Title I principals place the Title I Plan on the School Advisory Committee agenda for parent review
- Provide on-line and/or hard copy surveys of Title I Plan
- Provide opportunities for personal meetings with parents (e.g., via Regional team meetings, focus groups, SAC district meetings)
- Create multiple surveys for parents (e.g., via telephone, written and on-line communications)
- Create multiple channels of communication for parents (e.g., via DVDs, television, radio, automated phone messages)
- Ensure that positions for school-based Title I liaisons are specifically defined
- Ensure that each established parent consortium (parents from different programs and other community stakeholders) reviews Title I Parent Involvement Plans
- Ensure district council of 3-5 representatives provides input on the plan
- Ensure district provides training on NCLB requirements as well as the process for distribution of Title I funds to schools
- Use televisions at open house to show Title I Parent Involvement information and other relevant programs to accommodate exceptional students and their families
- Host open house in community settings (e.g., in churches, community centers) to solicit representative input
- Provide regular public service announcements through local media
- Provide ongoing Title I information in all Title I school newsletters

### **2. How will the district provide technical assistance and support to help schools with effective parent involvement?**

- Develop and disseminate a district-wide calendar of parent involvement activities
- Provide Title I monthly planners for teacher-parent communication
- Provide trainings, workshops, sample annual meeting flyers, agendas, Parents-Right-to-Know letters, etc
- Ensure parent involvement activities tracking form is submitted district each month (e.g., First Day of School activities, Report Card nights, FCAT Explorer nights, Grandparents' Night)
- Implement District Parent Resource Centers (i.e., Mobile Parent Resource Van, Successful Parent Involvement activities, Sparkplugs distribution)
- Provide technical assistance to principals to ensure NCLB Section 1118 requirements for districts and schools are met
- Require that each School Improvement Plan (SIP) has at least two parent involvement activities under each academic goal
- Collaborate with school leadership to provide technical assistance on School Improvement Plan, parent involvement plan and school-parent school compacts.
- Recommend district training and professional development for principals and associated

- staff on interpretation and implementation of laws
- Integrate parent involvement into in-service training for teachers
  - Provide opportunities for district staff to present parent involvement information at school faculty meetings
  - Incorporate parent involvement into new teacher district-level orientation
  - Provide annual family involvement vendor showcase for schools
  - Fund opportunities for any speaker to provide parent involvement workshops and trainings for Title I

### **3. How will the district build the schools' and parents' capacity for strong parent involvement?**

- Ensure there are parent signatures on form indicating parent involvement (e.g., compacts, surveys, student handbook, etc.)
- Institute a district sponsored parent involvement conference
- Implement a "Take Your Parents to School Day"
- Include flexible times and settings for parent meetings
- Provide new professional development to teachers' curriculum coaches and school based staff on how to work and communicate with parents
- Provide Train-the-Trainer and mentoring for parent leaders (e.g. Creating Family Friendly Schools, Parent Academies, Math and Parent Partnerships, Families Building Better Readers, Teachers Involve Parents in Schoolwork, Parents Assuring Student Success)
- Participate in state, regional, and district parent involvement conferences
- Work with principals to build the parent involvement capacity for schools
- Provide incentives to schools and classrooms that have best parent involvement participation for given events (e.g. breakfast with principal or pizza party)
- Promote *News You Can Use* NCLB information to broadcast on district education channel

### **4. How will the district coordinate Title I Parent Involvement Programs with other parent involvement programs?**

- Establish joint meetings with Migrant, Homeless, ESOL, etc
- Implement consolidated application process to include multiple parent involvement programs
- Solicit athletic and band booster directors to serve on parent involvement committees and programs
- Share strategies with community agencies on a regular basis
- Disseminate information via electronic communication (e.g., Web conferencing, Web sites, e-mail, list-serves, teleconferencing, etc.)
- Host monthly roundtables with coordinators and directors of each available parent involvement programs in the district
- Collaborate with other parent involvement programs to include coalition/advisory meetings (e.g., Safe and Drug Free Schools, Even Start, ESE, 21<sup>st</sup> Century, Voluntary Pre-K, College Reach Out Program, Homeless, Title III, Literacy Coalition, Migrant, Community Colleges Tutoring, Mentoring, Community and Adult Education, Junior Achievement, Prevention Task Force, Volunteer Education, University Partnerships, Early Learning Coalition, Head Start)

**5. How will the district conduct an annual evaluation of parent involvement activities?**

- Ensure parent involvement district advisory council annually reviews and revises the evaluation on a needed basis
- Survey schools to get feedback and evaluate the district parent involvement program (e.g., pre- and post- test information)
- Include parent involvement questions in climate surveys
- Utilize Parent Involvement Evaluation Tool Kit (<http://www.nclbeval.org>)
- Recommend that FDOE field test, modify, and revise, as needed, the existing Parent Involvement Evaluation Tool Kit as a model evaluation tool to be used by districts
- Investigate the viability of other existing survey work done in parent involvement (e.g., Individuals Disability Education Act by University of Miami)
- Ensure Title I Parent Surveys are based on policy benchmarks
- Include results on Title I parent questionnaires
- Ensure forms are culturally sensitive to all backgrounds of parents
- Conduct needs assessment at first annual meeting and follow-up with second meeting to report results
- Establish meeting with each principal at the end of year and use audit checklist to evaluate parent involvement

**6. How will the district use the evaluation findings in designing new parent involvement strategies for school improvement?**

- Revise School Improvement Plan and district and school parent involvement policies based on findings from parent evaluation tool kit
- Identify barriers that prevent parents from becoming involved (e.g. lack of communication, no provisions for disabled parents, Limited English Proficient, literacy level, non-flexible meeting times and locations, etc.)
- Involve parents and teachers in the solution to barriers that prevent parent involvement.
- Market the solutions to community stakeholders
- Ensure District Advisory Board focuses on desired parent indicators
- Provide technical assistance meetings to schools based upon Title I monitoring findings to assist in building capacity
- Fulfill the requirement to communicate the results of the evaluation to parents (e.g., discuss in School Advisory Committee meetings) and decide how to implement new strategies in the parent involvement policy's revision
- Share district and school evaluation results district wide with every school to build district wide capacity