

## Tool 4.1: Template for LEA Parental Involvement Policy

### Description

This tool is a sample template for LEAs to use in creating a parental involvement policy. While there is no required format for policy documents, this sample demonstrates the types of information that must be included in order to meet the requirements of Title I, Part A, Section 1118(a)(2).

### Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs and included in technical assistance resources as well as posted on SEA Web sites.

### Suggestions for Use

SEA staff can use this document as part of training to help LEA staff in understanding and developing plans that address the Title I, Part A provisions related to parental involvement. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step-by-step training as well as follow-up.

LEAs can use this tool as a resource during the development of parental involvement policy.

Committee members who are helping to develop parental involvement policy can use this type of template to guide their decisions.

## PART I. GENERAL EXPECTATIONS

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

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

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act (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 parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children and will provide information and school reports required under Section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state department of education.

- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1% of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95% of the 1% reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring*

- (A) that parents play an integral role in assisting their child’s learning;*
- (B) that parents are encouraged to be actively involved in their child’s education at school;*
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and*
- (D) the carrying out of other activities, such as those described in Section 1118 of the ESEA.*

[Section 9101(32)ESEA]

- The school district will inform parents and parental organizations of the existence and purpose of the Parental Information and Resource Center in the state.

~ ~ ~ ~ ~

**PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

NOTE: The district-wide 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 plan under Section 1112 of the ESEA:  
*[List actions.]*
2. The *[Name of School District]* will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:  
*[List actions.]*
3. The *[Name of School District]* will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:  
*[List activities.]*

4. The *[Name of School District]* will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: *[Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and state-operated preschool programs]*

*[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 capacity of school staff and parents to create strong parental involvement programs, 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. The following strategies will be used:
- 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 child to improve their child’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 child, by

*[List activities.]*

E. The school district will take the following actions to ensure that information related to the school and parental involvement 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.]*

F. The school district will provide other reasonable support for parental involvement activities under Section 1118 as parents may request.

*[List activities.]*

~ ~ ~ ~ ~

### PART III. DISCRETIONARY DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The district-wide 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 child’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 child’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 district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs; and
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

~ ~ ~ ~ ~

**PART IV. ADOPTION**

This district-wide parental involvement policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by

\_\_\_\_\_.

This policy was adopted by the *[Name of School District]* on *[mm/dd/yy]* and will be in effect for the period of \_\_\_\_\_. The school district will distribute this policy to all parents of participating Title I, Part A children on or before \_\_\_\_\_.

\_\_\_\_\_

*[Signature of Authorized Official]*

\_\_\_\_\_

*[Date]*

## Tool 4.2: Parental Involvement Policy Sample

### Description

This tool provides a sample format for an LEA’s parental involvement policy and **targets select provisions**. While there is no required template for policy documents, this sample demonstrates one method for presenting policy in order to meet requirements of Title I, Part A, Section 1118(a)(2).

### Distribution

Samples such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites.

### Suggestions for Use

SEA staff can use this document as part of training to help LEA staff in understanding and developing plans that address the Title I, Part A provisions related to parental involvement. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step-by-step training as well as follow-up.

LEA staff can use this sample as a model on which to build a policy that fits the context of their schools and community.

### Title I, Part A Program—Parental Involvement Policy

#### (Targeting Select Title I, Part A Provisions)

The Town School Board is committed to fostering and promoting parental involvement as required in Title I, Part A, Section 1118. To accomplish this goal, our schools will involve parents in the development of the LEA policy and the process of school review and improvement through the following types of involvement activities:

- Parental involvement group meetings
- Conducting parent surveys
- Consultation
- Frequently scheduled parent meetings
- Conferences
- School improvement meetings

**Goal 1: The LEA will foster effective parental involvement strategies and support partnerships among schools, parents, and the community to improve student achievement.**

#### *Strategies for reaching goal*

1. Develop and disseminate district parental involvement policy.
2. Conduct an annual meeting in the spring to update policy for next year's Title I, Part A program.
3. Reserve of a minimum of 1% of the Title I, Part A allocation for parental involvement, with 95% going to Title I, Part A schools.
4. Coordinate parental involvement activities with those of other programs.

5. Establish parental involvement contact person at each of the Title I, Part A schools.
6. Conduct an annual review of the effectiveness of the parental involvement policy.
7. Develop district parental involvement committee to create a parental involvement policy and implement parental involvement activities as well as disseminate information to the community to promote parental involvement in the Title I, Part A schools.
8. Ensure that parents of children with disabilities or limited English proficiency have the same access as other parents including information in a language and form they can understand.

**Goal 2: The district will provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement.**

*Strategies for reaching goal*

1. Conduct ongoing site visits to observe parental involvement practices.
2. Provide materials and training not otherwise available to assist parents in supporting their child's academic achievement.
3. Enhance the awareness and skills of teachers, pupil services personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners.
4. Ensure, to the extent possible, that information is sent home in a language and form parents can understand.
5. Provide information on adult literacy training available in the community.
6. Provide a copy of the school policy at each school for parents to view as well as provide a copy to each parent.
7. Monitor each Title I, Part A school to ensure that each school performs the following tasks:
  - a. Develops a parental involvement policy.
  - b. Offers flexible meeting times.
  - c. Provides information to parents about the school's program, including parent information guides.
  - d. Develops and uses a School–Parent Compact.
  - e. Provides training for parents in working with their child to improve academic achievement, to include training on the phone notification system in order to have real–time access to their child's attendance and achievement.
8. Reinforce parenting skills to support the acquisition of academic skills and their application in real–life situations for parent use.
9. Encourage parents to visit/volunteer at school by assisting staff in developing volunteer opportunities as well as training staff to encourage and build volunteer efforts.
10. Encourage parent participation through innovative scheduling of activities through strategies such as holding meetings at a variety of times, such as morning and evenings, in order to maximize the opportunities for parents to participate in school–related activities.

11. Coordinate and integrate parental involvement strategies and staff training with the Readiness Coalition Committee.
12. Convene annual school meetings to inform parents of their school's participation in the development of the parental involvement policy and their right to be involved.

**Goal 3: The district will build the school's capacity for strong parental involvement.**

*Strategies for reaching goal*

1. Provide information to participating parents in such areas as national, state, and local education goals, including parents' rights as defined in Title I, Part A.
2. Assist in the development of parent engagement groups at each school.
3. Encourage the formation of partnerships between schools and local businesses that include a role for parents.
4. Provide resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to help parents become full partners in the education of their child.
5. Involve parents through an annual survey to improve school effectiveness.
6. Approve reasonable and necessary expenses associated with parental involvement activities.
7. Provide any reasonable support for parental involvement at the request of participating Title I, Part A parents.

**Goal 4: The district will conduct, with the involvement of parents, ongoing evaluation of the content and effectiveness of the parental involvement policy as it relates to strategies for increasing parental participation and identifying barriers to greater parent participation.**

*Strategies for reaching goal*

1. Survey parents annually, including questions to identify barriers to parental involvement.
2. Provide an opportunity for parents to assist in the development of the evaluation procedures, including analysis of data collected.
3. Develop procedures for collecting parent participation documentation through sign-in lists for workshops, meetings, and conferences; schedules; brochures; meeting notes; and other means as appropriate throughout the school year.
4. Use findings from evaluation process to
  - Make recommendations to each participating school for parental involvement policy revisions
  - Provide suggestions for designing school improvement policies, as they relate to parental involvement
5. Develop and disseminate an annual parent activity evaluation report to share with parents, staff, and the community.



## Tool 4.3: Policy Development Checklist

### Description

This tool provides an example of a checklist that LEA staff can use to ensure that their policy aligns to Title I, Part A, Section 1118(a)(2). This sample does not incorporate all of the Title I Part A provisions related to parental involvement. However, it does provide insight into how to develop these types of resources.

### Distribution

Samples such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites.

### Suggestions for Use

SEA staff can use this document as part of training to help LEA staff in understanding and developing plans that address the Title I, Part A provisions related to parental involvement. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step-by-step training as well as follow-up.

LEA staff can use this type of checklist as a guide to the development of parental involvement policy.

### Policy Checklist

Use this checklist as a tool to review your LEA’s Title I Parental Involvement Policy. Check “A” if the item is addressed; check “N” if the item needs to be addressed.

A	N	The policy describes how the LEA will do the following:
<input type="checkbox"/>	<input type="checkbox"/>	Develop a written parental involvement policy jointly with parents of participating children. [Title I, Part A, Section 1112, Section 1116, Section 1118(a), and Section 1118(b)]
<input type="checkbox"/>	<input type="checkbox"/>	Provide an opportunity for parents of participating children to agree on the written parental involvement policy. [Title I, Part A, Section 1118(a)(2), Section 1118(b)(4)]
<input type="checkbox"/>	<input type="checkbox"/>	Distribute the written parental involvement policy to parents of participating children. [Title I, Part A, Section 1118(a)(2)]
<input type="checkbox"/>	<input type="checkbox"/>	Incorporate the parental involvement policy into the LEA Consolidated Application Plan. [Title I, Part A: Section 1112(b)(1)(D)]
<input type="checkbox"/>	<input type="checkbox"/>	Involve parents in the joint development of the LEA Consolidated Application Plan. [Title I, Part A, Section 1112]
<input type="checkbox"/>	<input type="checkbox"/>	Involve parents in the process of school review and improvement. [Title I, Part A, Section 1112 and Section 1116]

A	N	The policy describes how the LEA will do the following:
<input type="checkbox"/>	<input type="checkbox"/>	Provide coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. [Title I, Part A, Section 1116(b)(4) and Section 1118(e)(1)]
<input type="checkbox"/>	<input type="checkbox"/>	Build the schools' and parents' capacity for strong parental involvement. [Title I, Part A, Section 1118(e)]
<input type="checkbox"/>	<input type="checkbox"/>	Coordinate and integrate parental involvement strategies under Title I, Part A with other programs. [Title I, Part A, Section 1118(a)(2)(D)]
<input type="checkbox"/>	<input type="checkbox"/>	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 Title I, Part A schools. [Title I, Part A, Section 1118(a)(2)(B)]
<input type="checkbox"/>	<input type="checkbox"/>	Involve parents in the activities of Title I, Part A school. [Title I, Part A, Section 1118(a)(2)(F)]

## Tool 4.4: Action Planning—Building Systemic Support for Parental Involvement

### Description

This tool demonstrates an example of a question-driven action-planning tool for LEAs to use as they promote parental involvement. This tool emphasizes building the capacity of staff and parents in areas that are often the most challenging: standards/benchmarks, curriculum, instruction, and assessment. While this tool is not exhaustive in addressing every need or issue, it provides a foundation of ideas for staff to consider in promoting parental involvement.

### Distribution

Samples such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs that use this type of document will also want to develop a process for sharing the tools with schools.

### Suggestions for Use

SEA staff can use this document as part of training to help LEA staff in understanding and developing plans that address the Title I, Part A provisions related to parental involvement. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step-by-step training as well as follow-up.

LEA staff can use this type of action planning tool to guide their efforts to increase parental involvement. This type of tool can be used with staff and stakeholder groups. It can be used in the early stages of the action planning to ensure alignment with the Title I, Part A parental involvement provisions as well as periodically throughout the process as a quality check.

Users may also want to add columns to reflect the needs of their LEA.

### Increasing Parental Involvement: Putting Ideas Into Action

#### Directions:

Consider each of the focus areas listed below. As a team, review and discuss each of the questions for each focus area. As you do this, agree as a team on actions to take, a person to lead the task, resources needed, key dates, and barriers and strengths in the appropriate columns. Record your ideas in the space provided.

Focus Area:	Standards/Benchmarks			
<ul style="list-style-type: none"> <li>▪ How will/do we communicate students' progress on student learning goals to stakeholders, in particular, parents?</li> <li>▪ Have we considered the language of the home/the reading level of the parents/special needs of parents?</li> <li>▪ How do we communicate the standards/benchmarks/learning expectations to our parents and community?</li> <li>▪ Do parents and community members feel that they have the opportunity to be involved in student achievement?</li> </ul>				
Actions to Take	Lead	Resources Needed	Key Dates	Barriers or Strengths to Keep in Mind

Focus Area:		Curriculum		
<ul style="list-style-type: none"> <li>▪ What services/opportunities does our school offer to assist parents in supporting student learning at home?</li> <li>▪ In what ways are our parents directly involved in supporting their child’s learning in the home?</li> <li>▪ What opportunities do parents have to indicate their needs in providing support for learning at home?</li> </ul>				
Actions to Take	Lead	Resources Needed	Key Dates	Barriers or Strengths to Keep in Mind
Focus Area:		Instruction		
<ul style="list-style-type: none"> <li>▪ What role do community/business/family members play in the classroom to enhance our student skills and talents?</li> <li>▪ What kinds of activities/workshops do the school or others offer to parents/community members to assist them in supporting student success at school?</li> <li>▪ How does the school facilitate a strong home–school connection?</li> <li>▪ How do we share information with families about strategies that parents can use to support student learning at home?</li> <li>▪ Have we considered the language of the home/reading level of parents/special needs of parents?</li> <li>▪ How do we communicate information to our parents/community about community activities that link to student learning skills and talents?</li> <li>▪ What training/preparation opportunities are provided to volunteers/mentors to prepare them to support student learning?</li> </ul>				
Actions to Take	Lead	Resources Needed	Key Dates	Barriers or Strengths to Keep in Mind

<b>Focus Area:</b>		<b>Assessment</b>		
<ul style="list-style-type: none"> <li>▪ How are assessments results shared with families and the community?</li> <li>▪ How are non-educators assisted to interpret assessment results?</li> <li>▪ What opportunities are offered to parents/families to gather information about their child’s goals, strengths, talents, and challenges?</li> </ul>				
<b>Actions to Take</b>	<b>Lead</b>	<b>Resources Needed</b>	<b>Key Dates</b>	<b>Barriers or Strengths to Keep in Mind</b>
<b>Focus Area:</b>		<b>Professional Development</b>		
<ul style="list-style-type: none"> <li>▪ How are our parents made aware of the district and school’s focus for professional development?</li> <li>▪ What type of professional development support do we give to staff to assist them in reaching out to parents?</li> <li>▪ How do we help parents and community understand the importance of devoting time to personal learning?</li> </ul>				
<b>Actions to Take</b>	<b>Lead</b>	<b>Resources Needed</b>	<b>Key Dates</b>	<b>Barriers or Strengths to Keep in Mind</b>
<b>Focus Area:</b>		<b>Leadership and Supervision</b>		
<ul style="list-style-type: none"> <li>▪ What does our principal do to assure that our educators and groups in our community share and move towards a school vision?</li> <li>▪ To what extent in school improvement does the involvement of parents, family, and community reflect the makeup of the community?</li> <li>▪ To what extent are parents/families/community members involved in ongoing planning, review, and improvement of student learning?</li> </ul>				
<b>Actions to Take</b>	<b>Lead</b>	<b>Resources Needed</b>	<b>Key Dates</b>	<b>Barriers or Strengths to Keep in Mind</b>

Focus Area:		Communication		
<ul style="list-style-type: none"> <li>▪ How do we communicate information to our parents?</li> <li>▪ What information is communicated to our parents? Are all necessary notifications (e.g., teacher quality, school in need of School Improvement, School Choice, SES) being communicated to parents in the language they speak at home?</li> <li>▪ How do we provide opportunities for parents to communicate with our staff/school?</li> <li>▪ How do we facilitate strong home–school connections?</li> <li>▪ How do we prepare staff to communicate with parents?</li> <li>▪ Do we provide parent notification related to accountability as required under the Title I, Part A provisions?</li> </ul>				
Actions to Take	Lead	Resources Needed	Key Dates	Barriers or Strengths to Keep in Mind
Focus Area:		Climate and Culture		
<ul style="list-style-type: none"> <li>▪ Do all family members and community members feel welcome in our school?</li> <li>▪ Do we communicate with our families in the language used at home by the parents?</li> <li>▪ To what extent are all our communications/activities/fund–raisers/workshops/etc. with parents and community connected to student learning?</li> <li>▪ To what extent in school improvement does the involvement of parents, families, and community reflect the makeup of the community?</li> <li>▪ How do our staff gather information on the contextual issues relevant to our community?</li> <li>▪ How do our staff help parents understand “our educational culture”?</li> </ul>				
Actions to Take	Lead	Resources Needed	Key Dates	Barriers or Strengths to Keep in Mind

Focus Area: External Environment				
<ul style="list-style-type: none"> <li>How do staff use demographic and other data collected outside of the school to promote both parental involvement and student achievement?</li> <li>How have the staff identified strengths and barriers to parental involvement that reside outside of the school environment?</li> <li>How have the staff drawn on resources from outside the school to foster parental involvement?</li> </ul>				
Actions to Take	Lead	Resources Needed	Key Dates	Barriers or Strengths to Keep in Mind
Focus Area: Resource Allocation				
<ul style="list-style-type: none"> <li>What resources (e.g., time, money, people) are allocated to engage parents in our schools?</li> <li>Has the LEA allocated funding from Title I, Part A for parental involvement appropriately?</li> <li>Are there other sources of funds that can also be used to support parental involvement?</li> <li>Are there community-based resources or organizations that help to support parental involvement efforts?</li> </ul>				
Actions to Take	Lead	Resources Needed	Key Dates	Barriers or Strengths to Keep in Mind

<b>Focus Area:</b>		<b>Technology</b>		
<ul style="list-style-type: none"> <li>▪ In what ways is technology used to promote parental involvement?</li> <li>▪ How have the staff determined the technological needs and resources of parents?</li> <li>▪ How are staff engaged in activities to support parents in using technology to support their child’s learning.</li> <li>▪ Has the staff anticipated barriers to use of technology created by language, lack of access, or special needs?</li> </ul>				
<b>Actions to Take</b>	<b>Lead</b>	<b>Resources Needed</b>	<b>Key Dates</b>	<b>Barriers or Strengths to Keep in Mind</b>
<b>Focus Area:</b>		<b>Meaningful Parental Involvement</b>		
<ul style="list-style-type: none"> <li>▪ In what ways are parents involved in decision making at our school?</li> <li>▪ Do we have a plan for parental involvement? What are the key elements of that plan?</li> <li>▪ Are parents included on the school improvement planning team in a meaningful way?</li> <li>▪ How are we engaging parents in the joint development of policy and planning?</li> </ul>				
<b>Actions to Take</b>	<b>Lead</b>	<b>Resources Needed</b>	<b>Key Dates</b>	<b>Barriers or Strengths to Keep in Mind</b>



## Tool 4.5: Evaluating Effectiveness—Building Systemic Support for Parental Involvement

### Description

This tool is a sample inventory for LEAs to use as they create effective parental involvement programs. While this sample covers only three possible types of involvement, it demonstrates the utility of these types of resources.

### Distribution

Samples such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs using this tool will also need to create a process for sharing it with schools.

### Suggestions for Use

SEA staff can use this document as part of training to help LEA staff in building shared understanding and in developing plans that address the Title I, Part A provisions related to parental involvement. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step-by-step training as well as follow-up.

LEA staff can use this type of tool to gauge the effectiveness and the scope of their parental involvement efforts. If the inventory reveals that efforts are concentrated at one level of the system or in one focus for involvement, they will know where to direct additional resources and efforts in their future work.

This document includes descriptions of common parental involvement activities. However, not every activity is appropriate for every school or grade level. Users may also want to write in additional activities to reflect other types of involvement.

Any planning committee or any group exploring parental involvement may complete this form. However, parents should be represented in whatever process is used.

### Building Systemic Support Inventory Tool

#### Directions

Highlight the activities in use and check grade levels presently involved in efforts. Users may find they need more information before finalizing the inventory.

To assess how well each activity is implemented, use these letters in the box beside each description:

- W** Well implemented with all families
- G** Good start, need more
- N** Needs improvement

**Survey Topic 1: Parenting: Basic Responsibilities of Families**—Assist families with parenting skills and setting home conditions to support children as students and assist school staff to understand families.

Type of Involvement		Degree of Implementation												
Action	Mark Each Grade Level = Well, Good, Needs Improvement													
	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
1. We sponsor parent education workshops and other parent courses or training.														
2. We provide families with information on child or adolescent development.														
3. We conduct family support programs with parent-to-parent discussion groups.														
4. We provide families with information on developing home conditions that support learning.														
5. We lend families books or tapes on parenting or videotapes of parent workshops.														
6. We ask families about children’s goals, strengths, and talents.														
7. We sponsor home-visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.														
8. We ask families to help us understand their parenting and family needs.														

**Survey Topic 2: Communicating: Basic Responsibilities Of Schools**—Conduct effective communications from school to home and from home to school about school programs and children’s progress.

Type of Involvement		Degree of Implementation												
Action	Mark Each Grade Level = Well, Good, Needs Improvement													
	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
1. We provide clear information about report cards and how grades are earned. Parents pick up report cards.														
2. School newsletter includes:														
▪ Calendar of school events														
▪ Student activity information														
▪ Curriculum and program information														
▪ Information on volunteering														
▪ School policy information														
▪ Samples of student writing and artwork														
▪ Column to address parents’ questions														
▪ Recognition of students, families, and community members														
▪ Other														
3. We provide clear information about selecting courses, programs, and activities in this school.														
4. We send home folders of student work weekly or monthly for parent review and comments.														
5. Staff members send home positive messages about students on a regular basis.														
6. We notify families about student awards/recognition.														
7. We contact families about students academic or behavior problems.														

Type of Involvement	Degree of Implementation													
Action	Mark Each Grade Level = Well, Good, Needs Improvement													
	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Teachers have easy access to telephones to communicate with parents during or after school.														
9. Parents have the telephone numbers and/or e-mail addresses of the school, principal, teachers, and counselors.														
10. We have a homework hotline for students and families to provide reactions to school programs and share information and concerns about students.														
11. We conduct an annual survey for families to provide reactions to school programs and share information and concerns about students.														

**Survey Topics 3: Learning at Home: Involvement in Academic Activities**—Involve families with their child in homework and other curriculum–related activities and decisions.

Type of Involvement	Degree of Implementation													
Action	Mark Each Grade Level = Well, Good, Needs Improvement													
	pK	K	1	2	3	4	5	6	7	8	9	10	11	12
1. We provide information to parents to assist in supporting student learning.														
2. We have a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member.														
3. We ask parents to listen to their child read or to read aloud with their child.														
4. We provide calendars with daily or weekly activities for families to do at home and in the community.														
5. We help families help students set academic goals, select courses and programs and plan for college work.														
6. We provide workshops where students and parents learn together (active learning).														
7. We help families understand the content of what students are learning in school.														

## Tool 4.6: Letter—Parents’ Right to Know: Qualified Teacher/Paraprofessional

### Description

This tool provides a sample letter that demonstrates one LEA’s notification process regarding teacher and paraprofessional qualifications. While there is no required template for this type of notification, this sample provides guidance in creating letters for this purpose.

### Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs will need to develop a process for sharing these types of samples with schools.

### Suggestions for Use

SEA staff can use this document as part of training to help LEA staff develop notification letters. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step-by-step training as well as follow-up.

LEA staff can use this tool as a resource during training sessions to ensure that all staff are using appropriate notification documents.

*[Inside Address]*

*[Date of Letter]*

Dear Parent or Guardian:

Our school receives federal funds for Title I, Part A programs. Throughout the school year, we will be providing you with important information about this law and your child’s education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

You have the right to request information regarding the professional qualifications of your child’s classroom teachers(s). If you request this information, the district or school will provide you with answers to the following questions as soon as possible:

1. Has your child’s teacher met state licensing requirements for the grade level and subject in which the teacher is providing instruction?
2. What are the college degree majors and the fields of discipline for any graduate degrees or certificates the teacher holds?

If teaching under emergency status:

3. Is the teacher working under an emergency status for which state licensing requirements have been waived?

You also have the right to request information regarding the professional qualifications of the paraprofessional(s) assisting your child's teacher(s). If you request this information, the district or school will provide you with answers to the following questions as soon as possible.

1. Is your child is receiving Title I, Part A services from a paraprofessional?

If yes,

2. Has she/he completed at least two years of study at an institution of higher education?
3. Has she/he completed an associate's (or higher) degree?
4. Has she/he met a rigorous standard of quality by meeting our state's certification procedure for determining the quality of paraprofessional staff?
5. Does she/he have the (a) knowledge of, and ability to assist in instructing, reading, writing, and mathematics or (b) knowledge of, and the ability to assist in learning activities such as homework, reading readiness, learning or reach, writing, mathematics, and other support as appropriate?

If you would like to request this information, please contact your child's school by phone at \_\_\_\_\_ or by e-mail at \_\_\_\_\_.

If at any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, you will be notified by the school of this information.

Should you have any other questions regarding your child's education, please don't hesitate to call me at the number below.

Sincerely

*[Name]*

*[Position]*

*Phone Number]*

## Tool 4.7: Letter—Parents’ Right to Know: Unqualified Teacher/Paraprofessional

### Description

This tool is a sample letter that demonstrates one LEA’s notification process when a child’s teacher or classroom paraprofessional is not highly qualified. While there is no required template for this type of notification, this letter provides guidance to those creating such a letter.

### Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs will need to develop a process for sharing these types of samples with schools.

### Suggestions for Use

SEA staff can use this document as part of training to help LEA staff develop notification letters. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step-by-step training as well as follow-up.

LEA staff can use this tool as a resource during training sessions to ensure that all staff are using appropriate notification documents.

*[Inside Address]*

*[Date]*

Dear Parent or Guardian,

On January 8, 2002, President Bush signed the No Child Left Behind Act of 2001 into law. The law brings sweeping changes to public schools throughout the nation. One of these changes requires that any school in receipt of Title I, Part A funds must now inform parents if their child is assigned a teacher for four or more consecutive weeks who is not yet "highly qualified" under the terms and criteria outlined in law.

According to the Title I, Part A provisions, a "highly qualified" teacher is one who

1. Has obtained a bachelor's degree or higher;
2. Has obtained full state certification – in our state this means that the teacher has either a preliminary, initial, or professional teaching license; and
3. Has demonstrated competency in the core academic subject area(s) that he/she teaches.

Please know that all teachers who teach the core academic subjects had until June 30, 2006 to meet all three standards. This transition was deliberately written into the law to acknowledge that many states have certification and licensure requirements that differ from the new federal standards for teacher quality. This is true of our state. Although our state has some of the most demanding certification requirements in the country, these requirements do not automatically mean that every teacher meets the highly qualified standard, even if the teacher has been teaching for years and has been performing at high levels.



As of this writing, your child's teacher *[Mr./Ms.\_\_\_\_\_]* has met the *[bachelor's degree requirement/state certification requirement/subject matter competency requirement]*, but has yet to complete the *[bachelor's degree requirement/state certification requirement/subject matter competency requirement]*. He/she is, however, currently working to meet the new requirement and we have full confidence in *[his/her]* ability to teach effectively in this assignment between now and *[date]*.

If you have any questions regarding the qualifications of *[teacher's name]*, please feel free to contact me. For additional information about the federal highly qualified teacher requirements and the state's policies related to them, please visit the department of education's Web site.

Sincerely,

*[Principal's Name]*

Principal

## Tool 4.8: LEA Procedures—AYP Parental Notification Letter

### Description

This tool is a sample of SEA guidance given to LEAs to use in creating notification letters required through Title I, Part A. It provides examples of descriptive and bulleted directions to assist LEAs and schools in meeting the parental involvement provisions of Title I, Part A.

### Distribution

Information such as this is commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs will need to develop a procedure for sharing this information with schools.

### Suggestions for Use

SEA staff can use this document as part of training to help LEA staff in understanding and developing notification procedures. SEA staff should anticipate that some LEA staff will be able to use this guidance with little instruction, while others will need step-by-step training as well as follow-up.

LEA staff can use this tool as a resource in helping schools prepare letters for parents.

### Dissemination Requirements

Within the Title I, Part A provisions, all districts and schools are required to send correspondence to the parents of each child enrolled in the district and/or school regarding its AYP status. The notice to parents should be written in an understandable format and, when applicable, in a language that parents can understand. This notice must be sent to parents along with a copy of the Adequate Yearly Progress (AYP) Report and should take place as soon as possible after the AYP reports are officially released.

### Information That Should Be Included in the AYP Dissemination

It is imperative that correspondence be included with the AYP reports to explain them to parents. Your correspondence should

- Inform parents that the state assessment measures student performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the state assessment and reports the results on a school, district, and state level.
- Highlight the various components of the report, including the achievement results in reading and math, the participation rule, the subgroups, and the secondary indicator.
- Inform parents of your school and district AYP status.
- Share with parents what your school is doing to maintain AYP status.
- Highlight what the AYP reports mean to parents, which includes reminding parents that they are an important influence in helping their child achieve high academic standards and they are encouraged to be actively involved in their child's education.
- Address any unique issues on your AYP report, such as an "(i)" because there was insufficient data to determine AYP due to a small number of students, or that the report was based on Title I, Part A students only and states at the top, "Title I targeted rule applied."

AYP Chart			
End of School Year, School Fails to Meet AYP	Designation	Academic Year, Designation Applied	Special Services Offered
School Year 1		Academic Year 2	
School Year 2	School Improvement 1	Academic Year 3	School Choice is offered.
School Year 3	School Improvement 2	Academic Year 4	School Choice is offered. SES is offered.
School Year 4	Corrective Action 1	Academic Year 5	School Choice is offered. SES is offered.
School Year 5	Corrective Action 2	Academic Year 6	School Choice is offered. SES is offered.
School Year 6	Restructuring Year 1	Academic Year 7	School Choice is offered. SES is offered.
School Year 7	Restructuring Year 2	Academic Year 8	School Choice is offered. SES is offered.

**Supplemental Educational Services (SES):  
Instructions for Parent Notification Letter**

Statute requires that an LEA is required to arrange for the provision of Supplemental Educational Services (SES) for **students from low-income families**. The **LEA must notify parents about their available choices prior to [provide appropriate date]**. Parents of these students should be provided the opportunity to choose a provider from the list of approved providers that is developed and maintained by the state.

Parents have the option to select the SES provider of their choice, and the LEA may not restrict or limit the state’s list of providers from which the parents may choose.

Statute requires that the LEA must promptly provide notice—in an understandable and uniform format and, to the extent practicable, in a language the parents can understand—to a parent or parents of each student enrolled in a campus identified for School Improvement. Notice must include the following information:

- the availability of services under this subsection;
- the identity of approved providers of those services that are within the local educational agency or whose services are reasonably available in neighboring local educational agencies;
- a brief description of the services;
- the qualifications of each provider, and
- the demonstrated effectiveness of each such provider.

### School Choice: Instructions for Parent Notification Letter for Campuses That Are Able to Offer

Statute requires that an LEA must make choice available for students not later than the uniform school start date of the school year following the school year in which the LEA administered the assessments that resulted in the campus being identified as in need of School Improvement, Corrective Action, or Restructuring. [Section 1116(b)(1)(E)] **The LEA must notify parents about their available choices prior to [provide appropriate date].**

Ensure that you provide the parents the name(s) of the campuses that their child can transfer to in the letter.

Be specific when providing the contact information for parents to call in your district to get additional information regarding School Choice. Include information regarding the timeline that the parents must follow in order to participate in the Choice program.

Statute requires that the LEA must promptly provide notice—in an understandable and uniform format and, to the extent practicable, in a language the parents can understand—to a parent or parents of each student enrolled in a campus identified for School Improvement. Notice must provide the following information:

- an explanation of what the status means;
- how the campus compares in terms of academic achievement to other elementary campuses or secondary campuses served by the LEA and the state;
- the reasons for the status;
- an explanation of what the campus is doing to address the problem of low achievement;
- an explanation of what the LEA is doing to help the campus address the achievement problem;
- an explanation of how the parents can become involved in addressing the academic issues that caused the campus to be identified for School Improvement; and
- an explanation of the parents' option to transfer their child to another public school, and if Stage 2 or above, the option for eligible students to receive Supplemental Educational Services (SES). Note that this preliminary notice for SES must be followed up with detailed information to parents of eligible students.

### School Choice: Instructions for Parent Notification Letter for Campuses That Are Unable to Offer School Choice

Statute requires that an LEA must make choice available for students not later than the uniform school start date of the school year following the school year in which the LEA administered the assessments that resulted in the campus being identified as in need of School Improvement, Corrective Action, or Restructuring. [Section 1116(b)(1)(E)] **The LEA must notify parents about their available choices prior to [provide appropriate date].** If the LEA is unable to offer School Choice because there are not any other campuses available for school choice or because the LEA is a charter school it must still notify parents of the School Choice provision and the reason why the LEA is not able to offer School Choice.

If you are unable to offer another campus then inform the parents of what types of supplemental educational activities will be implemented to address the needs of the students in assisting them to meet State standards.

Statute requires that the LEA must promptly provide notice—in an understandable and uniform format and, to the extent practicable, in a language the parents can understand—to a parent or parents of each student enrolled in a campus identified for School Improvement. This notice must include the following information:

- an explanation of what the status means;
- how the campus compares in terms of academic achievement to other elementary campuses or secondary campuses served by the LEA and the state;
- the reasons for the status;
- an explanation of what the campus is doing to address the problem of low achievement;
- an explanation of what the LEA is doing to help the campus address the achievement problem;
- an explanation of how the parents can become involved in addressing the academic issues that caused the campus to be identified for School Improvement; and
- an explanation of the parents' option to transfer their child to another public school and, if Stage 2 or above, the option for eligible students to receive Supplemental Educational Services (SES). Note that this preliminary notice for SES must be followed up with detailed information to parents of eligible students.

## Tool 4.9: Disseminating Annual Local Education Agency Report Card

### Description

This tool demonstrates a method for communicating school performance through the LEA report card. There are numerous ways that LEAs can provide this information. This sample is designed to provide the public with a quick snapshot of the information used to determine AYP.

### Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs will need to develop a method for sharing these reports with staff and parents.

This format is ideal for a Web-based dissemination database.

### Suggestions for Use

SEA staff can use this document as part of training to help LEA staff develop effective strategies for parental notification requirements. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step-by-step training as well as follow-up.

LEAs can use this information in presentations or informational brochures. LEAs may also want to create a link from their Web site to a Web site housing this information in order to ensure the information is up-to-date.

### Hillsper Elementary School, Tallcrest School District, Accountability Snapshot

The information below has been provided to give you snapshot how Hillsper Elementary School in Tallcrest School District has performed in three important areas of accountability:

- Assessment
- Accountability
- Teacher quality

The district also has a more detailed report on the state department of education Web site. We encourage you to review that report as well.

From this report, you can see that Hillsper Elementary School did not meet Adequate Yearly Progress (AYP) for the second year in a row. The school has been designated as in **Corrective Action**. While some student groups did meet academic expectations, the students in two categories did not: Native American and Economically Disadvantaged.

2007–2008 AYP School Summary

Year of Report	School Rating	AYP Met Via	Designation	
Current Year	Did Not Make AYP	—	Corrective Action	
Previous Year	Did Not Make APY	—	School Improvement, Yr 2	
Progress AYP Goals	<b>Goal 1</b> <i>Number of students participating in testing: Ninety–five or more students from each subgroup must participate. Only subgroups with 40 or more students are included in AYP participant goal *</i>		<b>Goal 2</b> <i>Percentage of students meeting AYP: Only subgroups with 25 or more students are included in APY Proficiency Goal; AYP is calculated for all students if at least one student is present.</i>	
	Math	Reading	Math	Reading
	<i>Met State AYP Proficiency?</i>		<i>Met State APY Proficiency?</i>	
All Students	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
African American	Not rated	Not rated	Nor rated	Not rated
Hispanic	Yes	Yes	Yes	Yes
Native American	No	No	No	Yes
English Language Learners	Not rated	Not rated	Not rated	Not rated
Students with Disabilities	Yes	Yes	Yes	Yes
Economically Disadvantaged	Yes	No	No	No
<b>Met Additional Goal for Attendance (Attendance rate must be 92% or higher.)</b>				
All Students	93.52%	Yes		

\* English Language Learner category includes current ELLs and those exited the last two years.

## Tool 4.10: ELL Parent Notification Letter

### Description

This tool is a sample letter for LEAs to use in developing notification letters. While there is no required format, this sample provides insight into one school’s method of sharing information regarding ELL programs.

### Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs will need to develop a procedure for sharing this tool with schools.

### Suggestions for Use

SEA staff can use this document as part of training to help LEA staff develop notification letters. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step-by-step training as well as follow-up.

LEA staff can use this tool as a resource when assisting schools to create similar letters.

### Letter to Parents: ELL Notification

*[Inside Address]*

*[Date]*

Dear Parent or Guardian,

Your student has been placed in the English Language Learner (ELL) program because *[he or she]* has *[use appropriate items from this list:*

- *Tested below proficient in English language (based on the state language assessment);*
- *Tested below grade level in content skills; or*
- *Worked below grade level on class work without accommodations and/or assistance.]*

The County School District ELL staff works to bring all students to grade level in English reading, writing, speaking, and listening through instructional strategies that best meet the needs of ELL students. These strategies come from a research-based framework called “Sheltered Instruction.”

Sheltered Instruction allows students to learn content and language at the same time using English to deliver carefully planned lessons. Focusing on both content and language allows students to work toward grade-level academic standards while gaining English proficiency. This is the County School District’s model of instruction for English Language Learners.

In our school, English Language Learner services are designed to promote extra help for the student while in the classroom and/or in small group instruction outside the regular classroom. The goal of our project is to assist students in the development of their basic skills so they can become successful learners. Students are exited from the program when they reach language and academic proficiency. The time it takes to reach full proficiency depends on multiple factors and varies for each child.



Because sheltered instruction accelerates students' learning, students typically graduate on time with their peers.

It is important that you notify me as soon as possible if you do not wish your child to participate in this program. If you have any questions, please call me at \_\_\_\_\_.

Sincerely,

*[Name of Person]*

ELL Teacher

## Tool 4.11: AYP Parent Notification Letter

### Description

This tool is a sample letter for LEAs to use in developing notification letters. While there is no required format, this sample provides insight into one school's method of sharing School Choice information.

### Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs will need to develop a procedure for sharing this tool with schools.

### Suggestions for Use

SEA staff can use this document as part of training to help LEA staff develop notification letters. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step-by-step training as well as follow-up.

LEA staff can use this tool as a resource when assisting schools to create similar letters.

### Letter to Parents: AYP Notification

*[Inside Address]*

*[Date]*

Dear Parent or Guardian,

I am writing to let you know that *[Name of School]* Elementary School **did not make** Adequate Yearly Progress (AYP) in English/Language Arts overall and **did not make AYP** for African American students, Hispanic students, and Free/Reduced Lunch students. **Nor did we make AYP** in math overall and **did not make AYP** for Hispanic and Free/Reduced Lunch students based on fall 2006 state assessment test results. The school did not meet the overall target in English language arts by 10 percent and in mathematics by 12 percent. Moreover, the school did not meet the participation goals for special education students. The school did meet attendance targets.

The chart below shows how the school's performance compares to the rest of our district and to the state averages.

	School	District	State
English Language Arts	47.9%	57.4%	71.4%
Math	50%	60.5%	73.7%

You can also go to the state department of education's Web site and look up information on any school by searching the school's name.

AYP determinations are based on student performance and participation rates for Statewide Testing for Educational Progress, attendance rates for elementary and middle schools and graduation rates for high schools. At the end of each year, a school is given a report on the school's performance. Our

school did not meet the targeted goals for the 2004–2005 school year. At the end of this school year (2005–2006), our school again did not meet its targets for AYP. We have received notice that the state department of education has designated our school as in “School Improvement.”

This means several things for our school. First, because **the school has not made AYP for three years**, it has been identified for School Improvement by the state department of education. This also means that all parents with children enrolled in our school can send their child to another school in the district that has not been identified for School Improvement for the 2007–2008 school year. Transportation costs will be covered by the school district for as long as *[Name of School]* remains in School Improvement. *[Name of School]* must make AYP for two consecutive years to no longer be in School Improvement.

If there are not enough funds to provide transportation to each student who requests a transfer, we must give priority to the lowest-achieving students from low-income families. However, all students would still have the option to transfer to another school and provide their own transportation. Here are the choices of schools for your child:

School Options	Grades Served	Location	Fall 2006 State Assessment Data Includes Grades 3–6
School 1	K–5	36 Oli Dr.	This school opened in the 2006–2007 year. There is no previous AYP data for this school. For the 2007, year its students met AYP.
School 2	K–5	31 Pace St.	For the 2005–2006 school year, all students, and subgroups of students, met the AYP targets. For the 2006–07 school year, all students and subgroups met the AYP targets and were rated exceptional in Grades 3 and 4 in mathematics achievement.

If you would like to have your child transferred to one of the choice schools, please fill out the enclosed form and return it to **the Title 1 Office** at *[Address of Office]* **no later than** *[time and date]*. A transfer cannot be considered if the district Title 1 office does not receive your form by this time.

You will be notified by mail and your child will be allowed to attend the choice school until he or she completes the 5th grade.

Students at *[Name of School]* who are eligible for free or reduced-price lunch **and choose not to transfer** from the school are also able to enroll in a free tutoring program, known as Supplemental Educational Services. Tutoring programs may be offered before or after the regular school day, on weekends, or in the summer.

The purpose of this assistance is to ensure that students increase their academic achievement in reading and math by receiving additional tutoring and instruction. If there is not enough funding for every child requesting services, eligible students with the greatest academic need will receive first priority. Parents of students on free and reduced lunch will receive more information about this opportunity in *[date]*.

## How Our School Will Be Improving

*[Name of School]* is working with consultant Marge S to raise student achievement and enable all students to become productive citizens and workers who are able to compete in a global economy.

*[Name of School]* will focus on new ways to achieve success for every student. We have identified the following key strategies for instructional improvement

- ✓ We will continue to offer full–day kindergarten for all incoming kindergarten students.
- ✓ We will offer a full–day Sheltered English kindergarten class for our limited English proficient students.
- ✓ We will continue to offer bilingual programs for our ESL students.
- ✓ We will implement a new schedule with extended time dedicated to core content instruction.
- ✓ We will offer summer school classes for low achieving students.
- ✓ We will offer remediation classes for students identified as low achieving by their teachers and state assessment scores.
- ✓ We will offer year–round 21st Century tutoring for students who have been identified by their teachers as needing academic assistance.
- ✓ We will be training parents/volunteers to assist teachers with our new core content instructional strategies.
- ✓ We will focus on professional development opportunities that will improve and enhance our curriculum and instruction.

In the next few weeks, we will be asking for volunteers to help us review our current School–Parent Compact. This document will help us to build a shared understanding of how all of us can ensure that our students are academically successful.

Please feel free to contact us if you have any questions about *[Name of School]* academic progress or your option to transfer your child. I look forward to hearing from you and working with you to make our school the very best place for all children to reach high academic achievement.

Sincerely,

*[Principal's Name]*

Principal

Enc (2): School Transfer Request Form  
School Choice Parent Meeting Flyer

### School Transfer Request Form

Yes, I am interested in transferring my child to another school for the 2008–2009 school year.

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Name of Current School: \_\_\_\_\_

The following schools in our district have been identified as possible options for parents interested in participating in transferring their child to another school.

School Name	Address
School 1, K–5	36 Oli Dr.
School 2, K–5	31 Pace St.

To review information on these schools' academic progress, please see the attached letter or visit *[provide department of education Web site]*.

*[It is a good idea to include the schools' academic data here too, in case parents lose the letter.]*

Please identify, in order of preference, the school you are most interested in attending. Please remember that we will do our best to honor your first–choice request, but the final decision on the school each child will attend is up to the district. Please also remember that we will pay for transportation for as many students as possible, but will give priority to the lowest–achieving low–income students in the district if there is not enough money to pay for transportation for all students.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Please return this form to \_\_\_\_\_ *[location]* by \_\_\_\_\_ *[date]*.

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

## Tool 4.12: Supplemental Educational Services Parent Notification Letter

### Description

This tool is a sample letter for LEAs to use in developing notification letters. While there is no required format, this sample provides insight into one school's method of disseminating Supplemental Educational Services information.

### Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs will need to develop a procedure for sharing this tool with schools.

### Suggestions for Use

SEA staff can use this document as part of training to help LEA staff develop notification letters. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step-by-step training as well as follow-up.

LEA staff can use this tool as a resource when assisting schools to create similar letters.

### Letter to Parents: SES Notification

*[Inside Address]*

*[Date]*

Dear Parent or Guardian,

I am writing to let you know that *[Name of School]* Elementary School **did not make Adequate Yearly Progress (AYP)** in English/Language Arts overall and **did not make AYP** for African American students, Hispanic students, and Free and Reduced Lunch students. **Nor did we make AYP** in math overall and did not make AYP for Hispanic and Free and Reduced Lunch students based on fall 2006 state assessment test results. The school **did not meet the overall target** in English language arts by 10 percent and in mathematics by 12 percent. Moreover, the school **did not meet the participation goals** for special education students. The school did meet attendance targets.

The chart below shows how the school's performance compares to the rest of our district and to the state averages.

	School	District	State
English Language Arts	47.9%	57.4%	71.4%
Math	50%	60.5%	73.7%

You can go to the state department of education's Web site and look up information on any school by searching for the school's name.

AYP determinations are based on student performance and participation rates for Statewide Testing for Educational Progress, attendance rates for elementary and middle schools, and graduation rates for high schools. At the end of each year, a school is given a report on the school's performance. Our school did not meet the targeted goals for the 2004–2005 school year. At the end of this school year

(2005–2006), our school again did not meet its targets for AYP. We have received notice that the state department of education has designated our school as in “School Improvement.”

This means several things for our school. First, because *[Name of School]* Elementary School has not made AYP for two years, it has been identified for School Improvement by the state department of education. This means that all parents with children enrolled in our school can send their child to another school in the district that has not been identified for School Improvement for the 2007–2008 school year. This information was sent in a previous mailing.

Parents also have the option to obtain free tutoring. Students in our school who are eligible for free or reduced-price lunch and choose not to transfer from *[Name of School]* Elementary School are also able to enroll in a free tutoring program, known as Supplemental Educational Services.

Tutoring programs may be offered before or after the regular school day, on weekends, or in the summer. The purpose of this assistance is to ensure that *[Name of School]* Elementary School students increase their academic achievement in reading and math by receiving additional tutoring and instruction. If there is not enough funding for every child requesting services, eligible students with the greatest academic need will receive first priority.

Attached is information on available service providers. The school district will not provide transportation to or from the service. **Transportation will be the parent’s responsibility.**

If you would like for your child to receive these free services, please complete the attached form by October 11, 2007, and send it to *[address of school]*.

If you would like help in deciding which provider best meets the needs of your child, please call the Title 1 officer at *[phone number]*. If you have questions about whether or not your child is eligible for services, please call the Title 1 office at *[phone number]*.

After receiving your request for services, the district will contact you by October 18 and will set up a meeting with you and the tutoring provider to create learning and achievement goals for your child.

Should our requests for supplemental services exceed the number limited by funding the District will provide services in a rank order process based on educational need.

Please feel free to contact us if you have any questions about *[Name of School’s]* academic progress or your options to transfer your child or enroll your child in a free tutoring program. I look forward to hearing from you and working with you to make our school the very best place for all children to reach high academic achievement.

Our school's parental involvement policy will be reviewed this fall. If you would like to be involved in this process, please call Ms. B at *[phone number]*. In addition, *[Name of School]* Elementary School will have its annual meeting to review parent rights under Title I, Part A and the home–school compact at September 25, 2007, at 3:00 p.m. in the *[Name of School]* cafeteria.

Sincerely,

*[Principal's Name]*  
Principal

Enc: Provider List, Free Tutoring Request Form

### Sampling of SES Provider Information to Include with Letter

[The two examples below have been edited to remove identifying information.]

Supplemental Service Provider List	
<b>Name and Contact Information</b>	Extra–Help Tutoring Service 12 B Street Town, State ZIP Name of Director E–mail address Phone, fax, Web
<b>Service Area:</b>	Town Community Schools, Other Schools
<b>Subject Area:</b>	Math, reading
<b>Grades Served:</b>	All
<b>Type of Delivery:</b>	Online/Web–based, individual tutoring, small group instruction, large group instruction, computerized instruction, computer software
<b>Provides Transportation:</b>	Yes
<b>Provider Description</b>	
<b>Evidence of Effectiveness:</b>	Overall 2006–2007 evaluation grade: B– 2006–2007 customer satisfaction grade: B 2006–2007 service delivery grade: B– 2006–2007 academic effectiveness grade: B–
<b>Description:</b>	Extra–Help Tutoring Service's key instructional practice can be summarized as one–to–one tutoring in all subjects/all grades. The primary goal is to assist individual students to improve daily schoolwork and to overcome past deficiencies in subject areas. Company believes that the essence of good tutoring is always the relationship between the tutor and the student. All tutoring is structured to build student confidence and self–worth. An Individual Pupil Plan is designed for each student. The guiding principle is that each child learns based on his or her learning style. Reports of students' progress are given to parents or guardians following each tutoring session and monthly progress reports are submitted to appropriate local school district staff. Student/instructor ratio is reported at 1:1 or small group with a ratio of 2:1. All tutoring takes place at a learning center, at community centers, or at the Boys and Girls Club. This provider indicates that they are prepared to provide services to students who are limited in English proficiency and special education students.
<b>Teacher Qualifications:</b>	Qualified tutors, with at least a BS in education and many with Master's degrees assist in all areas from kindergarten through twelfth grade. All tutors have been thoroughly screened and are constantly evaluated for effectiveness.
<b>Pricing Structure:</b>	The number of service units is determined by the dollars available for each student's tutoring.



<b>Name and Contact Information</b>	State Algebra Project 20 G Street Town 2, State Zip Name of Director E-mail Phone, fax, Web
<b>Service Area:</b>	South and North Counties, Large City School A, Rural Area 1
<b>Subject Area:</b>	Math
<b>Grades Served:</b>	All
<b>Type of Delivery:</b>	Online/Web-based, individual tutoring, small group instruction, large group instruction, computerized instruction, computer software
<b>Provides Transportation:</b>	No
<b>Provider Description</b>	
<b>Evidence of Effectiveness:</b>	Overall 2006–2007 evaluation grade: B 2006–2007 customer satisfaction grade: B+ 2006–2007 service delivery grade: B+ 2006–2007 academic effectiveness grade: B
<b>Description</b>	<p>The State Algebra Project staff will assist you and your child with understanding math and how to successfully work math problems. Your child will be able to tell us in his or her own words where difficulties are with math. Tutors begin where the child is and immediately make improvements. Student/instructor ratio is reported as 5:1.</p> <p>This provider indicates that a minimum of 10 students must enroll before services can be provided. This provider indicates it can serve Special Needs and Limited English Proficiency students.</p> <p>Services are provided at school, community centers, the student's home, or faith-based sites.</p>
<b>Teacher Qualifications:</b>	Staff are licensed teachers in math and language arts or college graduates.
<b>Pricing Structure:</b>	The program will require a minimum of 10 to 15 weekly sessions of student participation. The IAP will adjust fees according to the rates available for each district.

### Parent/Guardian Request for Supplemental Services

Please complete the form below and return the entire form by *[provide date]* to the school if you want an outside provider to tutor your child. Please use a separate form for each child.

Name of Student \_\_\_\_\_ Date \_\_\_\_\_

Name of Parent/Guardian \_\_\_\_\_ GRADE \_\_\_\_\_

Birth date: \_\_\_\_\_

Dear Parent/Guardian:

Your child is enrolled at *[provide name of school]* and is eligible to receive Supplemental Educational Services as defined in the preceding letter. Please complete the section below and return the entire form to the Title 1 office. Please complete a separate form for each child for whom you are requesting supplemental services. Please return this to

*[Name of School District  
Attention: Name of Person  
Address]*

Please be advised, attendance is very important to the success of this program. Please ensure your child participates at all times unless there is illness or an emergency. This is an optional program, and lack of proper attendance can jeopardize participation.

Parent/Guardian:

I understand that my child is eligible to receive Supplemental Educational Services for the 2007–2008 school year.

\_\_\_ I have contacted and selected the following provider from the state approved list:

\_\_\_ I wish to begin services on \_\_\_\_\_

\_\_\_ I will require assistance from the school to help make a choice. Please contact me at the phone number below.

Signature of Parent/Guardian: \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_ Telephone \_\_\_\_\_

Office Use Only

Student STI # \_\_\_\_\_ Date Received \_\_\_\_\_

## Tool 4.13: Parent Complaint Documentation

### Description

This tool is a sample for LEAs to use in creating procedures for parents to submit complaints. There is no required format for parents to submit complaints. LEAs should note that a written form might not be appropriate for all parents.

### Distribution

Templates such as this are commonly provided at school improvement meetings sponsored by SEAs, included in technical assistance resources, and posted on SEA Web sites. LEAs will need to determine a method for sharing this tool with schools.

### Suggestions for Use

SEA staff can use this document as part of training to help LEA staff develop these types of procedures. SEA staff should anticipate that some LEA staff will be able to use this template with little instruction, while others will need step-by-step training as well as follow-up.

LEA staff can use this tool as a resource to help schools create complaint procedures. LEA staff should provide training to those using this resource on how to disseminate the complaint form and how staff are to process the form. This would include strategies to welcome parents to use the form and treat each comment with respect.

The county public schools are committed to open communication between school staff and parents at the county's Title I, Part A schools in order to reach the goal of educating all students.

We are aware that disagreements may arise periodically. These disagreements need to be resolved in a timely fashion. The following procedures have been developed to handle complaints dealing with Title I, Part A programs, services, and staff members. All Title I, Part A complaints are to be directed to the director of elementary education as described below.

### Filing a Complaint (person with complaint does the following)

1. Gather all information related to the complaint.
2. Fill out the complaint form. Remember, being as specific as possible will help us to resolve the issue.
3. Send the complaint form to the elementary office at the address listed on the form.

### Response to Complaint (central office staff does the following)

4. Investigate and prepare a response to the complaint.
5. Ask the director of elementary education to review the complaint form and the prepared response.
6. Set an appointment with the originators of the complaint in order to resolve the complaint. The director of elementary education usually arranges this meeting within five (5) working days after receipt of the complaint.

### Additional Steps (if required)

7. If the complaint cannot be resolved by the director of elementary education, a meeting will be set up with the assistant superintendent for instruction, the director of elementary education, and the concerned parties.
8. The assistant superintendent for instruction will work with the director of elementary education to resolve the complaint.
9. If the issue is still unresolved, the director of elementary education will contact the state department of education's Title I, Part A office for guidance.
10. Meetings with officials from the district may be scheduled in order to resolve the complaint.

11. If additional steps beyond the state department of education are required in the resolution of the complaint, these steps will occur in accordance with the federal No Child Left Behind legislation.

*Contact for Complaints*

Director of Elementary Education  
County Board of Education

*[Phone number  
Address]*

**Title I, Part A Complaint Form**

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_ Date \_\_\_\_

Nature of Complaint

---

---

---

Do Not Write Below This Line

\_\_\_\_\_

Date Received in Title I, Part A Office \_\_\_\_\_

Date of Conference \_\_\_\_\_

Date Resolved \_\_\_\_\_

Resolution \_\_\_\_\_