



ENHANCING PARENT AND FAMILY INVOLVEMENT



A RESOURCE GUIDE FOR OHIO DISTRICT AND SCHOOL LEADERS



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CREATED BY

Hamilton County Family & Children First Council
Hamilton County Educational Service Center
Strive Family Engagement Student Success Network

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OHIO IMPROVEMENT PROCESS

WHO is involved?

District/Building Leadership Teams

State Diagnostic Teams (SDTs) work with selected high support districts

State Support Teams (SSTs) work with districts and schools in need of improvement

Educational Service Centers (ESCs) work with other districts requesting assistance

HOW do these teams work in districts and schools?

Teams use data tools to identify critical needs

WHO is involved?

District/Building Leadership Teams

State Diagnostic Teams

State Support Teams

Educational Service Centers

Regional Managers

Single Point of Contact

HOW do these teams work in districts and schools?

Review data
Gather evidence of implementation and impact

STAGE 1
Identify Critical Needs of Districts and Schools

STAGE 2
Develop a Focused Plan

OLAC FRAMEWORK

STAGE 4
Evaluate the Improvement Process

STAGE 3
Implement and Monitor the Focused Plan

WHO is involved?

District/Building Leadership Teams

State Diagnostic Teams

State Support Teams

Educational Service Centers

HOW do these teams work in districts and schools?

Work with leadership to develop research based strategies and action steps focused on critical needs identified in stage 1.

WHO is involved?

District/Building Leadership Teams

Regional Service Providers

External Vendors

Higher Education

HOW do these teams work in districts and schools?

Provide technical assistance and targeted professional development

Leverage resources

Revised November 2008

DID YOU KNOW?

- **School leaders who value parent and family involvement as a key accountability strategy have powerful tools at their disposal.**
- **A family-school partnership and greater involvement of families in the education of their children results in higher achievement scores, improved student behavior and reduced absenteeism.**
- **Good communication with families enhances their ability to exercise Elementary and Secondary Education Act (ESEA), public school choice (PSC) and supplemental educational services options (SES).**

Your work as educators is enhanced when families actively support and collaborate with you on your school's educational goals. In fact, you can't do your job without it! Effective and wide-ranging family participation in the education of their children is one of the most important factors in a child's success in school. Creating a comprehensive plan to make effective parent and family involvement a reality is a big task and this Guide is intended to make it a manageable process.

Why is enhancing your parent and family involvement strategies important for your district or school?

- Creative, multifaceted communication and engagement strategies can promote better family involvement in schools.
- Student behavior is positively affected when parents are involved. A study conducted by Nweze (1993) revealed that student's appropriate school behavior increased when parents were involved in the discipline process, were made aware of their roles in the educational process, and were encouraged to participate in their child's educational process.
- Finally, a recent study (One Dream, Two Realities; Report by Civic Enterprises, October 2008) found that "students with involved parents, regardless of their family income or background, are more likely to earn higher grades and test scores, enroll in higher level classes, attend school and pass their classes, develop better social skills, graduate from high school, attend college, and find productive work."

Thus, the outcomes to be achieved from increasing parent and family involvement - for our schools and for our region - are profound.

STATEMENT OF PURPOSE

This Resource Guide will take you, step by step, through the process to incorporate best practices in parent and family involvement, from policy development to monitoring your implementation plan. The guide includes 'best practice' policies aligned with federal and state guidelines and the Ohio Improvement Process (OIP), surveys to assess the effectiveness of your current efforts and strategies to enhance those efforts, and a directory of professional development resources for both staff and parents. The goal of this Resource Guide is to give you the tools you need to create a school with deep and reciprocal parent and family involvement to help ensure that our youth succeed at school.



WHAT IS PARENT/FAMILY INVOLVEMENT?

The Elementary and Secondary Education Act (ESEA) defines involvement as “the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including:

- Assisting their child’s learning;
- Being actively involved in their child’s education at school;
- Serving as full partners in their child’s education and being included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
- The carrying out of other activities.”
(Public Education Network, April 23, 2004.)

The word ‘parents’ includes ‘families’ so as to include “children’s primary caregivers such as foster caregivers, grandparents, and other family members.”

Source: Ohio Board of Education

WHAT DOES PARENT/FAMILY INVOLVEMENT LOOK LIKE IN PRACTICE?

Joyce Epstein has researched six types of parent and family involvement. These six types of parent and family involvement, outlined below, translate these broad intentions of the law into practice. More information and sample practices for each of these types can be found in Part V: Resources & Tools section of this guide.

TYPE	TITLE	DESCRIPTION	
1	PARENTING	Help all families establish home environments to support children as students.	<p>A “volunteer” is one who comes into the school during the day, and also those who support school goals and children’s learning in many ways and at any time.</p> <p>Source: Epstein, 2002</p>
2	COMMUNICATING	Design effective forms of school-to-home and home-to-school communications about school programs and children’s progress.	
3	VOLUNTEERING	Recruit and organize parent help and support.	
4	LEARNING AT HOME	Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.	
5	DECISION MAKING	Include parents in school decisions, developing parent leaders and representatives.	
6	COLLABORATING WITH COMMUNITY	<p>Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.</p> <p>A place to start with enhancing family involvement efforts is to look at groups that already exist, what mechanisms you have currently in place, and what communication goes out to parents and in what forms.</p>	

"There is no program [nor] policy that can substitute for a mother or father who will attend those parent-teacher conferences or help with the homework or turn off the TV, put away the video games, or read to [his/her] child. Responsibility for our children's education must begin at home,"

President Obama, Joint session of Congress, February, 2009.

DID YOU KNOW?

- ALL school districts and school buildings are encouraged to support the involvement of parents in the education of their children.
- School districts receiving OVER \$500,000 in Title I funds MUST reserve 1% of that allocation for the involvement of parents, including promoting family literacy and parenting skills.
- Schools receive not less than 95% of the 1% reserved to help parents better understand standards, assessments and how to help their children improve their achievement.
- Parents of participating children SHALL be involved in decisions on how these funds are allotted for activities and be a part of school improvement/school wide committees.
- A written parent involvement policy for the school district and a plan for each Title I building, including the school-parent compact, must be developed jointly with parents, agreed on with parents and distributed to the parents and the community.
- Title I schools are responsible for providing materials, training and flexible meeting times for parents to discuss the annual review of the district parent involvement policy, the periodic review of the building plans and on how parents can be involved in their child's education.
- Title I schools can support parent involvement by providing transportation, childcare or making home visits, when these things prevent a parent from becoming involved with their child's education.
- Communication with parents should be two-way in a format and a language that the parents can understand.

**Federal Law
Elementary and Secondary Education Act (ESEA) / Individuals with Disabilities
Education ACT 2004 (IDEA 04)**



Ohio Revised Code / ORC.3313.472



Parent and Family Involvement Policy Recommendations / ORC.3313.472 (B)



State Board of Education Parent and Family Involvement Policy



House Bill 1 - Family and Civic Engagement

The Elementary and Secondary Education Act (ESEA) of 2001 views parent involvement as a key component for raising student achievement and bringing schools out of improvement status.

The federal law applies to districts with Title I buildings.

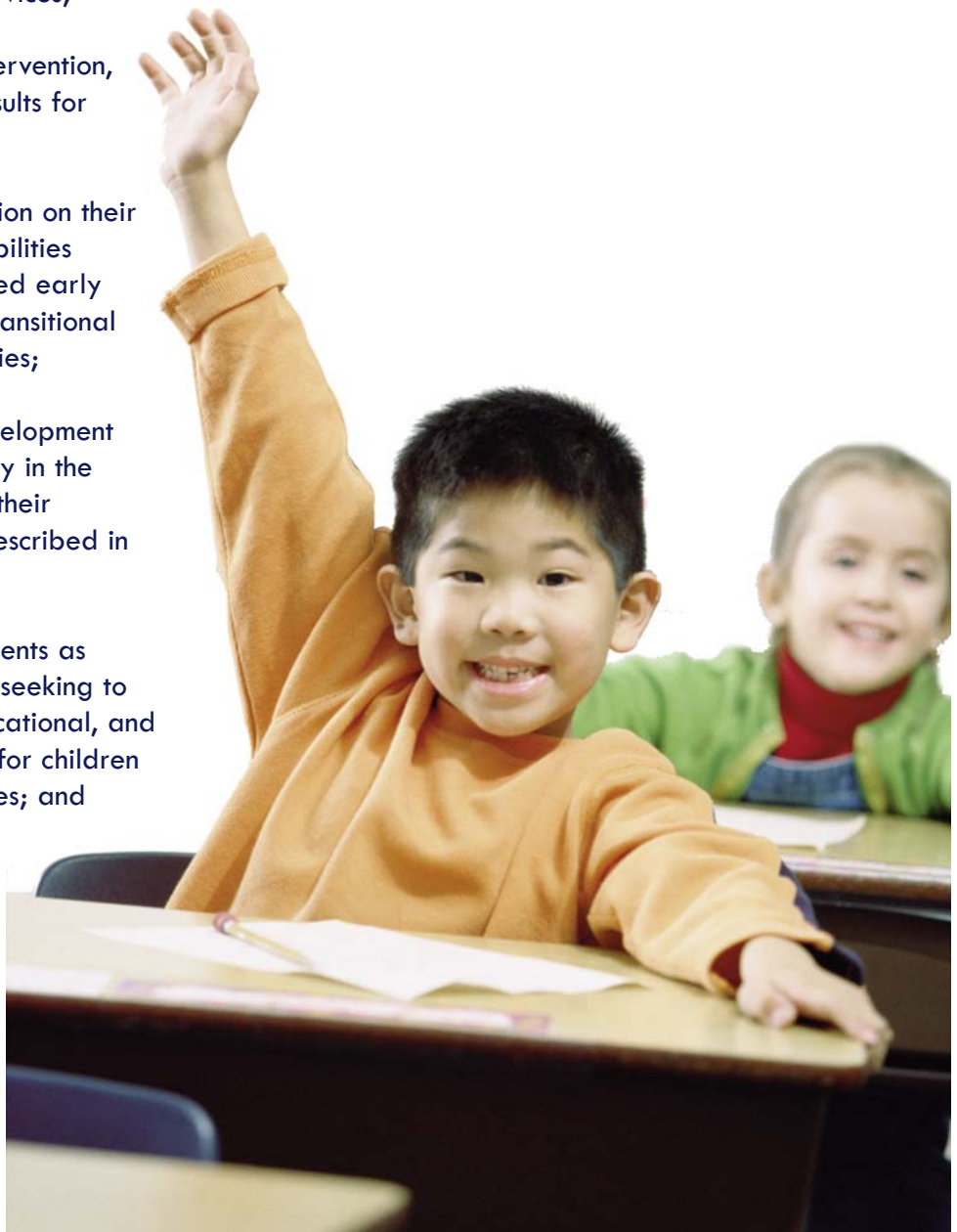
ESEA Title I Schools Requirements Section 1118(a)(2), ESEA	ESEA AYP “Needs Improvement” Schools Requirements Section 1118(a)(2), ESEA	Districts with Title I Schools ESEA Requirements Section 1118(a)(2), ESEA
<ul style="list-style-type: none"> • School works with parents to develop a parent involvement policy. • School works with parents to develop a school-parent compact. • School distributes both the parent involvement policy and school-parent compact to the parents. • Through partnership between parents and staff, school builds families’ capacity to improve student achievement. 	<ul style="list-style-type: none"> • School consults with parents in developing a school improvement plan, to be completed no more than three months after school has been identified as in “need of improvement” • District promptly provides the following communications to the parents of each enrolled student: an explanation of what it means to be a school in need of improvement; the reason(s) the school has been identified for improvement; an explanation of how parents can become involved in resolving the academic issues that led to identification; and, in year one of improvement status, an explanation of student choice options. • If a school enters a second year of improvement status, district provides and communicates the availability of supplemental educational services for eligible children. • If a school is identified for restructuring (i.e. reorganization) because it has failed to make adequate yearly progress (AYP) for five years, district provides parents with prompt notice of the decision, provides the opportunity for parents to comment before taking restructuring action, and invites parents to participate in the development of the school’s restructuring plan. 	<ul style="list-style-type: none"> • District develops jointly with parents a written parent involvement policy that they have agreed on as part of the district Title I plan (CCIP). • District distributes the parent involvement policy to parents. • District distributes to parents a report card on the performance of every school and of the district as a whole. If schools are not making AYP, district also distributes information on public school choice options and supplemental educational services. • District, along with parents, conducts a yearly evaluation of its parental involvement policy. • District promotes family and school partnership and builds capacity for parents and staff to work together to raise student achievement. • When a district is identified for improvement, the district must provide notification to parents of each student enrolled in the schools serviced by that district. The communication includes the reasons for the identification, what corrective actions will be taken to improve the district, and how parents can participate in these improvement efforts. • District consults with parents in developing a district improvement plan. • State educational agency provides district with technical assistance to address any problems that districts in need of improvement may have with implementing parent involvement measures.

Individuals with Disabilities Education Improvement Act of 2004 (IDEA 04) Parent and Family Engagement

Section 650 Findings

Congress finds the following:

- (11) Parent training and information activities assist parents of a child with a disability in dealing with the multiple pressures of parenting such a child and are of particular importance in—
- (A) playing a vital role in creating and preserving constructive relationships between parents of children with disabilities and schools by facilitating open communication between the parents and schools; encouraging dispute resolution at the earliest possible point in time; and discouraging the escalation of an adversarial process between the parents and schools;
 - (B) ensuring the involvement of parents in planning and decision making with respect to early intervention, educational, and transitional services;
 - (C) achieving high quality early intervention, educational, and transitional results for children with disabilities;
 - (D) providing such parents information on their rights, protections, and responsibilities under this title to ensure improved early intervention, educational, and transitional results for children with disabilities;
 - (E) assisting such parents in the development of skills to participate effectively in the education and development of their children and in the transitions described in section 673(b)(6);
 - (F) supporting the roles of such parents as participants within partnerships seeking to improve early intervention, educational, and transitional services and results for children with disabilities and their families; and
 - (G) supporting such parents who may have limited access to services and supports, due to economic, cultural, or linguistic barriers.



Ohio Revised Code (3313.472) Governing all Ohio school districts:

- (A) The board of education of each city, exempted village, local and joint vocational school district shall adopt a policy on parental involvement in the schools of the district. The policy shall be designed to build consistent and effective communication between the parents and foster caregivers of students enrolled in the district and the teachers and administrators assigned to the schools their children or foster children attend. The policy shall provide the opportunity for parents and foster caregivers to be actively involved in their children's or foster children's education and to be informed of the following:
- (1) The importance of the involvement of parents and foster caregivers in directly affecting the success of their children's or foster children's educational efforts;
 - (2) How and when to assist their children or foster children in and support their children's or foster children's classroom learning activities;
 - (3) Techniques, strategies, and skills to use at home to improve their children's or foster children's academic success and to support their children's or foster children's academic efforts at school and their children's or foster children's development as future adult members of society.
- (B) The state board of education shall adopt recommendations for the development of parental involvement policies under this section. Prior to adopting the recommendations, the state board shall consult with the National Center for Parents at the University of Toledo.

Effective Date:
10.05.2000
03.30.2007
04.04.2007



House Bill 1 – Family and Civic Engagement

HB 1 establishes family and civic engagement requirements for Ohio's schools, families and communities. Together, schools, families and communities work to ensure all children have supports needed to graduate from high school prepared for additional educational experiences, the workforce and a healthy life style. Ohio's goal is to have high-performing family and civic engagement teams and county family and children first councils that effectively and systematically connect all children, youth and families in need to school and community-based services and programs.

HB 1 Family and Civic Engagement Requirements for Local School Boards of Education and Districts – Ohio Revised Code

Sec. 3313.821. (A) The board of education of each school district shall appoint a family and civic engagement team. STEM and Community Schools may appoint a family and Civic Engagement Team. Each team shall do the following:

- (1) Work with local county family and children first councils established under section 121.37 of the Revised Code to recommend to the board qualifications and responsibilities to be included in the job descriptions for school family and civic engagement coordinators;
- (2) Develop five-year family and civic engagement plans;
- (3) Provide annual progress reports on the development and implementation of the plan. The board shall submit the plan and annual progress reports to the county family and children first council.
- (4) Advise and provide recommendations to the board on matters specified by the board.

(B) Each board shall determine the membership and organization of its family and civic engagement team, provided that it shall include parents, community representatives, health and human service representatives, business representatives, and any other representatives identified by the board.

Funding – Ohio Revised Code

Section 3306.06 of the Ohio Revised Code provides funding under the evidence-based model for a family and community liaison factor:

(B)(1) The family and community liaison factor shall be calculated by multiplying the school district's formula ADM times its targeted poverty indicator and dividing the product by seventy-five, and then multiplying the quotient by the product of the applicable Ohio educational challenge factor times \$38,633, in fiscal year 2010, and times \$39,381, in fiscal year 2011.

The Ohio Revised Code further states: "Family and community liaisons" means individuals who provide assistance to students and their families, individuals who are linkage coordinators as described in section 3306.31 of the Revised Code, and may include individuals who hold valid licenses as family liaisons, social workers, and student advocates.

Ohio Department of Education HB 1 Family and Civic Engagement Resources and Supports

Universal Professional Development: The Ohio Department of Education will provide professional development through webinars to help districts meet the HB1 Family and Civic Engagement requirements. The Professional development will occur on a six-week schedule starting in November. Topics include:

- Developing Family and Community Engagement Teams and Family and Civic Engagement Coordinators Roles and Responsibilities.
- District and community data for the Family and Civic Engagement Strategic Plan
- Research based strategies and practices for comprehensive system of student support
- Strategies for engaging families
- Principal Leadership

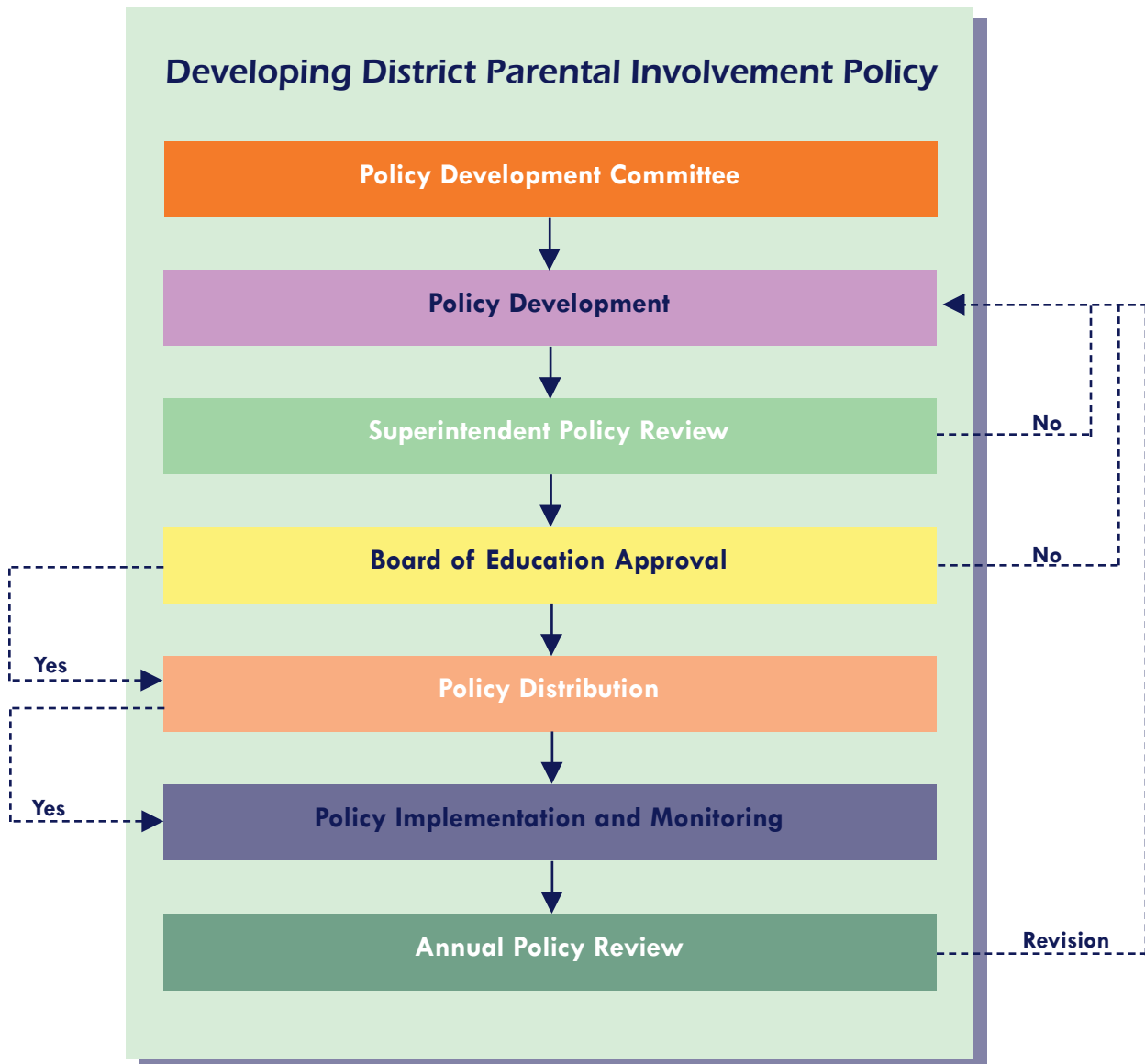
In addition to the professional development policy briefs, strategic planning and collaboration tools, templates and resources will be available on this Web site in the future.



ADMINISTRATION POLICY DEVELOPMENT

There exists within federal and state law an imperative for all school districts and its school buildings to implement effective parent involvement policies through a district-wide plan of action. In Ohio, these district and building actions should be incorporating the Comprehensive Continuous Improvement Plan (CCIP). The following process outlines the action steps a district school board and administrative team may follow in developing, adopting, and implementing board policy across the school district.

BOARD POLICY ADOPTION PROCESS



Policy Development Committee

- Form committee representing all stakeholder groups including administrators, teaching faculty, parents, support staff, Ohio Improvement Process (OIP) District Leadership Team representation, and community/business partners.

Note: Parent representation is required under ESEA Title I. An administrator, teacher, and/or support staff representative could be from the membership of the district's leadership team.

Policy Development

- Seek information relating to the policy including examining sample best practice policies, gathering input from parents, reviewing state and federal guidelines and regulations, and considering scientifically-based researched best practices.
- Use relevant resources to draft the policy.
- Use these guiding questions to review the policy draft to ensure...
 - Does the policy include all mandated state and federal regulations?
 - Is the policy aligned with district's goals and strategies as outlined in the Comprehensive Continuous Improvement Plan (CCIP)?
 - Is it consistent with existing board policies that are related to the topic?
 - Did the state model policy guide the development of the policy?
 - Is the policy based on best practices?

Superintendent Policy Review

- Committee representative(s) collaborate with Superintendent to review guiding questions that were used in development of the sample policy and seek approval.
- The committee works to make needed revisions before the policy is submitted to the board for approval.

Board of Education Approval

- Place on board agenda for discussion.
- Submit to the board for final approval.

Policy Distribution

- Distribute policy to parents and educators using multiple formats and venues to reach all stakeholder groups (e.g., Web site and electronic newsletters, school newsletters, video brochures, translations relevant to families of English language learners.)
- Ensure widespread dissemination system that will reach all parents in the district.

Policy Implementation and Monitoring

- Members of the District Leadership Team will ensure the implementation of the board policy at district and school building levels.
- The District Leadership Team will monitor the policy and plan implementation to ensure that the plan is being implemented as designed and that the plan is working.

Annual Policy Review

- Review monitoring data to evaluate plan and inform policy and/or plan modification.
- Ensure the involvement of all stakeholder groups that were a part of the original policy development committee.
- Evaluate using outcome data and input from families, students, school staff and community members.
- Use the checklists on page 17 to make sure all requirements have been addressed.

Note: This step is a requirement under ESEA: Districts with Title I school(s).

PARENT AND FAMILY INVOLVEMENT PLANNING ALIGNED WITH THE DISTRICT COMPREHENSIVE CONTINUOUS IMPROVEMENT PLAN

Parent and family involvement is an integral part of the Ohio Improvement Process (OIP) and the focus areas of the Ohio Leadership Advisory Council (OLAC) Framework, particularly Area IV: Community Engagement Process. For more information on the stages of the OIP, see the graphic on page 4. For more information on the OLAC Framework focus area, refer to page 27.

Family involvement considerations can be embedded:

STAGE OF OIP	
STAGE 0	<ul style="list-style-type: none"> <input type="checkbox"/> When the Superintendent considers stakeholder representation in the formation of the district leadership team (DLT), consideration should be given to parent membership so as to reflect the student demographics in the district.
STAGE 1	<ul style="list-style-type: none"> <input type="checkbox"/> Model the expectation for each building leadership team (BLT), by ensuring that parent stakeholders, consistent with the demographics of the student population, are equal and active participants on the DLT. <input type="checkbox"/> Gather and consider all available parent stakeholder group input data for the DLT completion of all levels of the Decision Framework needs assessment (See Part V: Resources & Tools for Decision Framework Level IIIC, page 28-29).
STAGE 2	<ul style="list-style-type: none"> <input type="checkbox"/> Gather and consider the parent stakeholder group input data when the DLT develops its strategies, action steps and communication approaches for each goal: <ul style="list-style-type: none"> • Include parent involvement explicitly in strategies and/or action steps to achieve the student performance as well as the expectation and conditions goal(s) of the Comprehensive Continuous Improvement Plan (CCIP). • Consider integration of parent engagement action steps that address monitoring of the CCIP. • Seek family input and feedback from adult family members including, but not limited to the following: <ul style="list-style-type: none"> ~ Development of parent and family involvement policy and related CCIP action steps ~ Development of district-wide behavioral expectations, school-wide acknowledgement and correction systems. • Consider two-way communication mechanisms that already exist for: <ul style="list-style-type: none"> ~ Providing information TO families ~ Soliciting input FROM families, such as needs assessments and surveys regarding access to technology, preferred communication mechanisms/modes, etc.

IMPLEMENTATION OF PARENT AND FAMILY INVOLVEMENT BOARD POLICY

Guidance for Implementation

The following are evidence-based practices and processes that districts and schools are encouraged to use to effectively implement their parent and family involvement policies:

- Build strong partnerships and assist parents and families in connecting with entities such as community-based programs, higher-education institutions, libraries and business resources to enhance students' in-school and out-of-school learning opportunities, including field-based education, internships, mentoring programs, arts and sports programs, and community service activities.
- Offer ongoing and systematic professional development for administrators, teachers and pupil services staff on the utility of building strong partnerships with families; the importance of reaching out to families through multiple communication pathways; designing meaningful parent conferences; and implementing and coordinating parent and family involvement programs schoolwide.
- Develop a comprehensive parent, family and community engagement plan with parents, families and community members, based on parent, family, student and school needs, with defined outcomes, measurements, strategies and activities grounded in research and logically linked to academic achievement; and incorporated into Comprehensive Continuous Improvement Plan (CCIP) and school improvement plans.
- Dedicate fiscal, personnel, facilities and other resources to support the ongoing implementation of effective family and community engagement strategies with attention given to schools with low-achieving students.
- Designate a district position to a parent and family coordinator, advocate or ombudsman to coordinate family and community engagement strategies. The designated person should be knowledgeable in school program planning, evaluation, group facilitation, community collaboration, cultural competence and family ecology.



MONITORING IMPLEMENTATION OF THE FAMILY INVOLVEMENT BOARD POLICY

Parents and community leaders must be attentive to their school district and school parent and family involvement policies/plans, which should be aligned with Section 1118 of the ESEA (Title 1). Use the checklists on the following page to monitor the key aspects of policy implementation.

Parent Involvement Checklist

District Level Checklist

- Does your school district have a parental involvement policy?
- Were parents involved in the development of the policy?
- Is the parental involvement policy easy to read and provided in languages that parents in your community can understand? Is it distributed annually to parents?
- Does your school district include parents in an annual evaluation and review of its parent involvement programs?
- Does your school district hold annual parent meetings?
- Does your school district provide funding and assistance for parents to encourage parental involvement? For example, are babysitting services provided at meetings and trainings? Is dinner made available? Are meetings periodically scheduled at places other than the school buildings?
- Does your school district have programs and activities for parents that are designed to build the capacity for comprehensive inclusion of parents in district level involvement and decision-making?
- Are parents involved in the development of the programs and activities for parents?
- In your school district, are parents a part of the process's developing goals, strategies and action steps to be implemented?
- Are family engagement plans within the CCIP disseminated to parents in your school district?
- Does your school district consult with parents about standards and requirements for achievement in schools?
- Does your school district adequately fund parent involvement programming?
- Does your school district coordinate technical assistance and other support necessary to assist individual schools in planning and implementing effective parent involvement activities?

School Level Checklist

- Does your school have a parental involvement plan?
- Were parents involved in developing, approving and reviewing the plan?
- Are parents who are involved in developing the plan representatives of the school community?
- Does the plan clearly explain how parents, including those with limited English proficiency, will be involved in school activities and school improvement activities?
- Is the parental involvement plan easy to read and provided in languages that parents in your community can understand?
- Is the policy updated periodically to meet the changing needs of parents and the school?
- Does your school level parental involvement policy include a school improvement monitoring team?
- Is there parent and community representation on your school's leadership team to monitor and evaluate the plan?
- Does your school hold annual parent meetings to explain ESEA, Section 1118, and the law provisions for including parents, and make an effort to reach as many parents as possible to attend the meeting?
- Does your school provide funding and assistance for parents to encourage parental involvement? For example, are babysitting services provided at meetings and trainings? Is dinner made available? Are meetings periodically scheduled at places other than the school building?
- Does your school have programs and activities for parents that are designed to build the capacity for comprehensive inclusion of parents in school building level decision-making?
- Are parents included in the development of the programs and activities for parents?
- Does your school involve parents in the planning, review, and improvement of programs for parental involvement, parental involvement policies, and the development of the school-wide program plan?

Source: *Parent Involvement: Action Guide for Parents and Communities*
Public Education Network
April 23, 2004

PARENTAL INVOLVEMENT POLICY, PLAN, AND COMPACT GUIDELINES

As per the Elementary and Secondary Education Act, Title I, Part A Section 1118, a written parental involvement policy shall be developed jointly with, agreed upon with, and distributed to parents of participating children.

Local Educational Agency (LEA)/School District SHALL:

- incorporate the policy into their plan
- establish the agency's expectations for active parental involvement
- design the policy to build consistent and effective communication between the families and the school
- share information about the importance of the involvement of parents and how it directly affects the success of their children's educational efforts

The policy describes how the LEA will:

- involve parents in the
- joint development of the plan
- process of school review
- process of improvement
- provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement
- improving school performance by helping the families learn how and when to assist their children in classroom learning activities, techniques, strategies, and skills to use at home
- building the school's and parent's capacity for strong involvement
- coordinating and integrating strategies with other programs
- conducting an annual evaluation of content and effectiveness of the policy
- identifying barriers to participation (e.g. parents who are economically disadvantaged, disabled, LEP, limited literacy, or are of any racial or ethnic minority background)
- using findings to redesign strategies.
- involving parents in school activities.

If parents are dissatisfied with the policy, the LEA SHALL submit any parent comments with their plan to the State Educational Agency (SEA)/State Department of Education.

School Building Parental Involvement Policy/Plan

The school policy/plan SHALL describe the means for carrying out the requirements. Parents and the community SHALL be notified of the policy and its availability. The policy/plan SHALL be updated periodically. Each school SHALL:

- convene an annual meeting.
- explain the requirements and the rights of the parents to be involved
- offer a flexible schedule of meetings (e.g. mornings and evenings)
- involve parents in an organized, ongoing, and timely way to plan, review, and improve programs, such as the parental involvement policy/plan schoolwide plan
- provide the parents of participating children with timely information
 - description and explanation of the curriculum to be used
 - the forms of academic assessment used to measure student progress
 - proficiency levels that students are expected to meet
- opportunities for decision-making related to the education of their children
- respond to any parent suggestions as soon as practicably possible
- include a School- Parent Compact, which is a written agreement of what schools and parents are each supposed to do to help students achieve. A School-Parent Compact is a component of the school-level parental involvement policy/plan.
- have a plan of action.

Each served school SHALL jointly develop the compact with parents of served children. The compact outlines how parents, teachers, other school staff, and students will share the responsibilities for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state standards.

A Compact SHALL

- 1) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. Curriculum and instruction should enable the student to meet the state standards.

Additionally, a description should be included of ways in which each parent will be responsible for supporting their children's learning, such as;

- monitoring attendance
 - homework completion
 - television watching
 - school volunteering
 - education decision making
 - positive use of extracurricular time
- 2) Describe communication between teachers and parents
 - annual parent-teacher conferences where the compact is discussed
 - frequent progress reports to parents
 - reasonable access to staff
 - classroom volunteering, participation, and observation opportunities

If parents are dissatisfied with the schoolwide plan, the school can submit any parent comments on the plan when the school makes the plan available to the LEA.



EPSTEIN'S FRAMEWORK OF SIX TYPES OF PARENT INVOLVEMENT

Including: Sample Practices, Challenges, Redefinitions, and Expected Results

TYPE 1

PARENTING

Help all families establish home environments to support children as students.

Sample Practices

- Suggestions for home conditions that support learning at each grade level.
- Workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level.
- Parent education and other courses of training for parents (e.g., GED, college credit, family literacy.)
- Family support programs to assist families with health, nutrition, and other services.
- Home visits at transition points to pre-school, elementary, middle, and high school. Neighborhood meetings to help families understand schools and to help schools understand families.

Challenges

- Provide information to all families who want it or who need it, not just to the few who can attend workshops or meetings at the school building.
- Enable families to share information with schools about culture, background, children's talents and needs.
- Make sure that all information for and from families is clear, useable, and linked to children's success in school.

Redefinitions

- *"Workshop" to mean more than a meeting about a topic held at the school building at a particular time. "Workshop" may also mean making information about a topic available in a variety of forms that can be viewed, heard, or read any where, any time, in varied forms.*

Results for Students

- Awareness of family supervision; respect for parents.
- Positive personal qualities, habits, beliefs, and values, as taught by family.
- Balance between time spent on chores, on other activities, and on homework.
- Good or improved attendance.
- Awareness of importance of school.

Results for Parents

- Understanding of and confidence about parenting, child and adolescent development, and changes in home conditions for learning as children proceed through school.
- Awareness of own and others' challenges in parenting.
- Feeling of support from school and other parents.

Results for Teachers

- Understanding families' background, cultures, concerns, goals, needs, and views of their children.
- Respect for families' strengths and efforts.
- Understanding of student diversity.
- Awareness of own skills to share information on child development.

Epstein, J.L. et. al. (2009). School, family and community partnerships: Your handbook for action (3rd Ed.). Thousand Oaks, CA: Corwin.

**TYPE 2
COMMUNICATING**

Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

Sample Practices

- Conferences with every parent at least once a year, with follow-ups as needed.
- Language translators to assist families as needed.
- Weekly or monthly folders of student work sent home for review and comments.
- Parent/student pickup of report card, with conferences on improving grades.
- Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.
- Clear information on choosing schools or courses, programs, and activities within schools.
- Clear information on all school policies, programs, reforms, and transitions.

Challenges

- Review the readability, clarity, form, and frequency of all memos, notices, and other print and nonprint communications.
- Consider parents who do not speak English well, do not read well, or need large type.
- Review the quality of major communications (newsletters, report cards, conference schedules, and so on).
- Establish clear two-way channels for communications from home to school and from school to home.

Redefinitions

- *"Communications about school programs and student progress" to mean two-way, three-way, and many-way channels of communication that connect schools, families, students, and the community.*

Results for Students

- Awareness of own progress and of actions needed to maintain or improve grades.
- Understanding of school policies on behavior, attendance, and other areas of student conduct.
- Informed decisions about courses and programs.
- Awareness of own role in partnerships, serving as courier and communicator.

Results for Parents

- Understanding school programs and policies.
- Monitoring and awareness of child's progress.
- Responding effectively to student's problems.
- Interactions with teachers and ease of communication with school and teachers.

Results for Teachers

- Increased diversity and use of communications with families and awareness of own ability to communicate clearly
- Appreciation for and use of parent network for communications.
- Increased ability to elicit and understand family views on children's programs and progress.

Epstein, J.L. et. al. (2009). School, family and community partnerships: Your handbook for action (3rd Ed.). Thousand Oaks, CA: Corwin.

**TYPE 3
VOLUNTEERING**

Recruit and organize parent help and support.

Sample Practices

- School and classroom volunteer program to help teachers, administrators, students, and other parents.
- Parent room or family center for volunteer work, meeting with, and resources for families.
- Annual postcard survey to identify all available talents, times, and locations of volunteers.
- Class parent telephone tree, or other structures to provide all families with needed information.
- Parent patrols or other activities to aid safety and operation of school programs.

Challenges

- Recruit volunteers widely so that all families know that their time and talents are welcome.
- Make flexible schedules for volunteers, assemblies, and events to enable parents who work to participate.
- Organize volunteer work; provide training; match time and talent with school, teacher, and student needs; and recognize efforts so that participants are productive.

Redefinitions

- *"Volunteer" to mean anyone who supports school goals and children's learning or development in any way, at any place, and at any time -- not just during the school day and at the school building.*

Results for Students

- Skill in communicating with adults.
- Increased learning of skills that receive tutoring or targeted attention from volunteers.
- Awareness of many skills, talents, occupations, and contributions of parent and other volunteers.

Results for Parents

- Understanding teacher's job, increased comfort in school, and carry-over of school activities at home.
- Self-confidence about ability to work in school and with children or to take steps to improve own education.
- Awareness that families are welcome and valued at school.
- Gains in specific skills of volunteer work.

Results for Teachers

- Readiness to involve families in new ways, including those who do not volunteer at school.
- Awareness of parents' talents and interests in school and children.
- Greater individual attention to students, with help from volunteers.

Epstein, J.L. et. al. (2009). School, family and community partnerships: Your handbook for action (3rd Ed.). Thousand Oaks, CA: Corwin.

TYPE 4 LEARNING AT HOME

Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

Sample Practices

- Information for families on skills required for students in all subjects at each grade.
- Information on homework policies and how to monitor and discuss schoolwork at home.
- Information on how to assist students to improve skills on various class and school assessments.
- Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class.
- Calendars with activities for parents and students at home.
- Family math, science, and reading activities at school.
- Summer learning packets or activities.
- Family participation in setting student goals each year and in planning for college or work.

Challenges

- Design and organize a regular schedule of interactive homework (e.g., weekly or bimonthly) that gives *students* responsibility for discussing important things they are learning and helps families stay aware of the content of their children's classwork.
- Coordinate family linked homework activities, if students have several teachers.
- Involve families and their children in all-important curriculum-related decisions.

Redefinitions

- *Homework* to mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life.
- *"Help"* at home to mean encouraging, listening, reacting, praising, guiding, monitoring, and discussing -- not *"teaching"* school subjects.

Results for Students

- Gains in skills, abilities, and test scores linked to homework and classwork.
- Homework completion.
- Positive attitude toward schoolwork.
- View of parents as more similar to teacher and of home as more similar to school.
- Self-concept of ability as learner.

Results for Parents

- Know how to support, encourage, and help student at home each year.
- Discussions of school, classwork, and homework.
- Understanding of instructional program each year and of what child is learning in each subject.
- Appreciation of teaching skills.
- Awareness of child as a learner.

Results for Teachers

- Better design of homework assignments.
- Respect for family time.
- Recognition of equal helpfulness of single-parent, dual-income, and less formally educated families in motivating and reinforcing student learning.
- Satisfaction with family involvement and support.

Epstein, J.L. et. al. (2009). School, family and community partnerships: Your handbook for action (3rd Ed.). Thousand Oaks, CA: Corwin.

**TYPE 5
DECISION MAKING**

Include parents in school decisions, developing parent leaders and representatives.

Sample Practices

- Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation.
- Independent advocacy groups to lobby and work for school reform and improvements.
- District-level councils and committees for family and community involvement.
- Information on school or local elections for school representatives.
- Networks to link all families with parent representatives.

Challenges

- Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school.
- Offer training to enable leaders to serve as representatives of other families, with input from and return of information to all parents.
- Include students (along with parents) in decision-making groups.

Redefinitions

- *"Decision making" to mean a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas.*
- *Parent "leader" to mean a real representative, with opportunities and support to hear from and communicate with other families.*

Results for Students

- Awareness of representation of families in school decisions.
- Understanding that student rights are protected.
- Specific benefits linked to policies enacted by parent organizations and experienced by students.

Results for Parents

- Input into policies that affect child's education.
- Feeling of ownership of school.
- Awareness of parents' voices in school decisions.
- Shared experiences and connections with other families.
- Awareness of school, district, and state policies.

Results for Teachers

- Awareness of parent perspectives as a factor in policy development and decisions.
- View of equal status of family representatives on committees and in leadership roles.

Epstein, J.L. et. al. (2009). School, family and community partnerships: Your handbook for action (3rd Ed.). Thousand Oaks, CA: Corwin.

TYPE 6

COLLABORATING WITH COMMUNITY

Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Sample Practices

- Information for students and families on community health, cultural, recreational, social support, and other programs or services.
- Information on community activities that link to learning skills and talents, including summer programs for students.
- Service integration through partnerships involving school; civic, counseling, cultural, health, recreation, and other agencies and organizations; and businesses.
- Service to the community by students, families, and schools (e.g., recycling, art, music, drama, and other activities for seniors or others).
- Participation of alumni in school programs for students.

Challenges

- Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities.
- Inform families of community programs for students, such as mentoring, tutoring, business partnerships.
- Assure equity of opportunities for students and families to participate in community programs or to obtain services.
- Match community contributions with school goals, integrate child and family services with education.

Redefinitions

- *"Community" to mean not only the neighborhoods where students' homes and schools are located but also any neighborhoods that influence their learning and development.*
- *"Community" rated not only by low or high social or economic qualities, but by strengths and talents to support students, families, and schools.*
- *"Community" means all who are interested in and affected by the quality of education, not just those with children in the schools.*

Results for Students

- Increased skills and talents through enriched curricular and extracurricular experiences.
- Awareness of careers and of options for future education and work.
- Specific benefits linked to programs, services, resources, and opportunities that connect students with community.

Results for Parents

- Knowledge and use of local resources by family and child to increase skills and talents or to obtain needed services.
- Interactions with other families in community activities.
- Awareness of school's role in the community and of community's contributions to the school.

Results for Teachers

- Awareness of community resources to enrich curriculum and instruction.
- Openness to and skill in using mentors, business partners, community volunteers, and others to assist students and augment teaching practices.
- Knowledgeable, helpful referrals of children and families to needed services.

Epstein, J.L. et. al. (2009). School, family and community partnerships: Your handbook for action (3rd Ed.). Thousand Oaks, CA: Corwin.

AREA 4: COMMUNITY ENGAGEMENT PROCESS

Ohio Leadership Advisory Council's *Ohio's Leadership Development Framework, 2008*

Superintendent	District Leadership Team	Building Leadership Team
<p>Area 4 emphasizes the importance of:</p> <ul style="list-style-type: none"> Meaningfully involving all relevant stakeholders to assist the superintendent and board in establishing district goals. Gaining support for needed improvements and to sustain a focus on district goals. Managing change needed to improve student achievement. Assessing the effectiveness of the community engagement process. Engaging both internal and external community members, defined as those individuals who affect or are affected by the success of the district [typical stakeholder groups include students, teachers, paraprofessionals, support staff, school administrators, students' immediate family members, school board members, community leaders, local business and industry representatives, and citizens who live in the community(ies)]. 		
<h3>Essential Practices</h3> <p>Use this reference guide to consider the district's level of implementation of each of the essential leadership practices.</p>		
<ol style="list-style-type: none"> 1. Collaborate effectively with internal and external community members in the development and support of district goals. 2. Communicate clear expectations with regard to district goals. 3. Offer opportunities for meaningful input and feedback from internal and external community members with regard to district goals. 4. Ensure that partnership activities are focused on district goals. 5. Provide for training/support as needed by internal and external community members to enable them to meaningfully participate in activities aligned with district goals. 	<ol style="list-style-type: none"> 1. Collaborate effectively with internal and external community members in the development and support of district goals. 2. Communicate clear expectations with regard to district goals. 3. Offer opportunities for meaningful input and feedback from internal and external community members with regard to district goals. 4. Develop partnerships focused on district goals. 5. Provide for training/support as needed by internal and external community members to enable them to meaningfully participate in activities aligned with district goals. 	<ol style="list-style-type: none"> 1. Ensure that building strategies/action steps for instruction and achievement are aligned with district goals. 2. Engage internal and external community members in establishing and supporting building-level strategies/action steps for improving instruction and achievement. 3. Communicate clear expectations with regard to building-level strategies/action steps for improving instruction and achievement on an ongoing basis. 4. Offer opportunities for meaningful input and feedback from internal and external community members with regard to building-level strategies/action steps for improving instruction and achievement. 5. Develop collaborative partnerships aligned with building-level strategies/action steps for improving instruction and achievement. 6. Provide for training/support needed by internal and external community members to enable them to meaningfully participate in activities aligned with building-level strategies/action steps for improving instruction and achievement.
LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Level III C -- Parent/Family, Student, Community Involvement

SELECT DEGREE OF EFFECTIVENESS

Area 1: Parent Participation & Perception

Has the district leadership team (DLT) evaluated the level of parent participation and its impact on student performance? Using the best available data from records of participation, parent surveys, parent focus groups, etc., determine the district's effectiveness in:

Engaging parents in activities designed to share information of their child's academic progress and performance (e.g., parent-teacher conferences, automated progress reports/updates, automated home notices/hotline)?

Ensuring all parents- considering gender and disaggregated groups- generally believe that the district focuses on positive outcomes for all students?

Ensuring all parents- considering gender and disaggregated groups- generally believe that the district provides a safe environment for learning?

Ensuring all parents- considering gender and disaggregated groups- generally believe that the district demonstrates sensitivity to the needs of children with academic or behavioral difficulty?

Ensuring all parents- considering gender and disaggregated groups- generally believe that the district provides a challenging curriculum to help students meet their maximum potential?

Area 2: Communication

Has the district leadership team (DLT) fostered effective communication with parents for the purpose of improving student performance?

Using the best available data from records of participation, parent surveys, parent focus groups, etc., determine the district's effectiveness in:

Informing families' knowledge and skills in supporting their children's learning at home and their child's academic progress at school?

Building families' knowledge and skills in supporting their children's learning at home and their child's academic progress at school?

Implementing a system of two-way communication for families, using language that is clear and that fosters family participation?

Communication is in the primary language of the parent?

Providing for a range of meaningful family activities that reflect the specific needs and characteristics of their students' families?

Providing ongoing professional development for administrators, teachers, and other staff on how to build strong partnerships with families?

Area 3: Student Participation & Perception

Has the district leadership team (DLT) evaluated the level of student participation and support and its impact on student performance?

Using the best available data from records of participation, parent surveys, parent focus groups, etc., determine the district's effectiveness in:

Ensuring all students- considering gender and disaggregated groups- generally believe that the district focuses on positive outcomes for all students?

Ensuring all students- considering gender and disaggregated groups- generally believe that the district provides a safe environment for learning?

Ensuring all students- considering gender and disaggregated groups- generally believe that the district demonstrates sensitivity to their needs when they experience academic or behavioral difficulty?

Ensuring all students- considering gender and disaggregated groups- generally believe that the district provides challenging curriculum to help them meet their maximum potential?

Area 4: Community Involvement & Support

Has the district leadership team (DLT) evaluated the level of community participation and support and its impact on student performance?

Using the best available data from records of participation, parent surveys, parent focus groups, etc., determine the district's effectiveness in:

Engaging community agencies to actively work with the district in support of improved student outcomes?

Engaging pre-schools to actively participate with the district in professional development, provision of transition services, and curricular planning?

Informing the community of student performance in the primary language(s) of the community?

Working with parent organizations (e.g., PTA/PTO), community organizations, and local businesses to focus on the academic success of students?

Involving, as appropriate, community partners in policy development and the school planning process?

Welcoming community partners into the district and schools?

Working with community partners to maximize the use of available resources in improving student performance?

Level III C -- Parent/Family, Student, Community Involvement

SELECT DEGREE OF EFFECTIVENESS

Area 1: Parent Participation & Perception

Has the building leadership team (BLT) evaluated the level of parent participation and its impact on student performance? Using the best available data from records of participation, parent surveys, parent focus groups, etc., determine the building's effectiveness in:

- Providing activities designed to share information with parents of their child's academic progress and performance (e.g., parent-teacher conferences, automated progress reports/updates, automated home notices/hotline)?
- Ensuring all parents- considering gender and disaggregated groups- generally believe that the building focuses on positive outcomes for all students?
- Ensuring all parents- considering gender and disaggregated groups- generally believe that the building provides a safe environment for learning?
- Ensuring all parents- considering gender and disaggregated groups- generally believe that the building demonstrates sensitivity to the needs of children with academic or behavioral difficulty?
- Identify and monitor the number and percentage of parents - by gender and disaggregated student group who generally believe that the building provides a challenging curriculum to help students meet their maximum potential?

Area 2: Communication

Has the building leadership team (BLT) fostered effective communication with parents for the purpose of improving student performance? Using the best available data from records of participation, parent surveys, parent focus groups, etc., determine the building's effectiveness in:

- Providing information to build families' knowledge and skills in supporting their children's and their child's academic progress at school?
- Providing training to build families' knowledge and skills in supporting their children's learning at home and their child's academic progress at school?
- Implementing a system of two-way communication for families, using language that is clear and that fosters family participation?
- Ensuring that communication is in the primary language of the parent?
- Providing for a range of meaningful family activities that reflect the specific needs and characteristics of students' families?
- Offering ongoing professional development for administrators, teachers, and other staff on how to build strong partnerships with families?

Area 3: Student Participation & Perception

Has the building leadership team (BLT) evaluated the level of student participation and support and its impact on student performance? Using the best available data from records of participation, parent surveys, parent focus groups, etc., determine the building's effectiveness in:

- Ensuring all students- considering gender and disaggregated groups- generally believe that the building focuses on positive outcomes for all students?
- Ensuring all students- considering gender and disaggregated groups- generally believe that the building provides a safe environment for learning?
- Ensuring all students- considering gender and disaggregated groups- generally believe that the building demonstrates sensitivity to their needs when they experience academic or behavioral difficulty?
- Ensuring all students- considering gender and disaggregated groups- generally believe that the building provides challenging curriculum to help them meet their maximum potential?

Area 4: Community Involvement & Support

Has the building leadership team (BLT) evaluated the level of community participation and support and its impact on student performance? Using the best available data from records of participation, parent surveys, parent focus groups, etc., determine the building's effectiveness in:

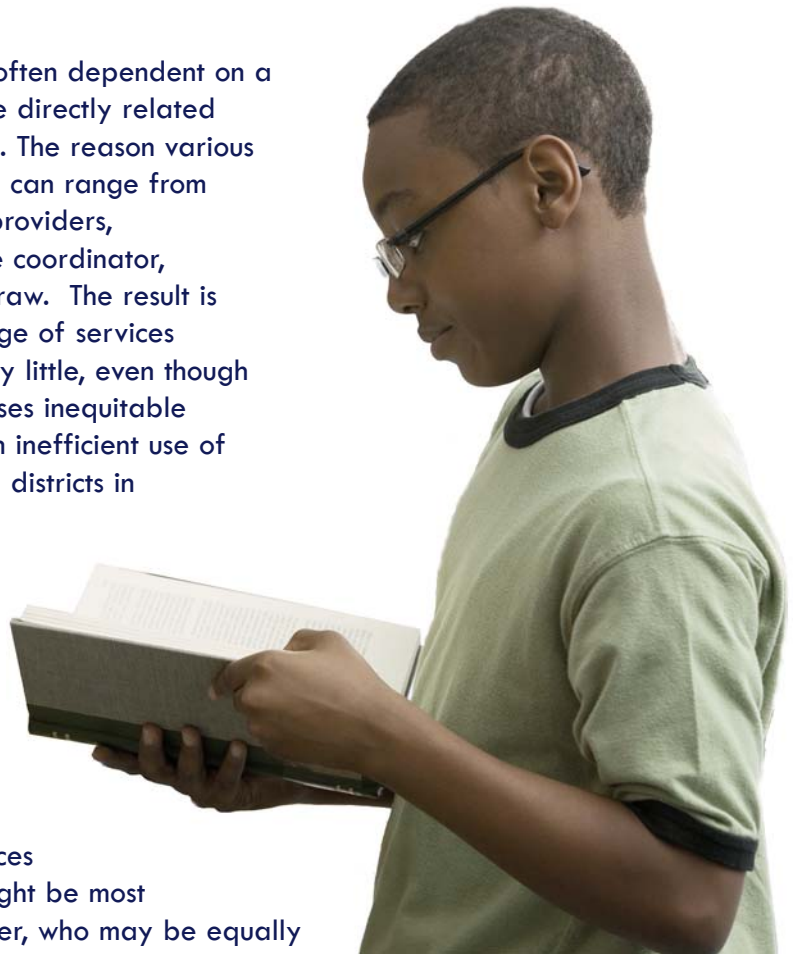
- Engaging community agencies to actively work with the building in support of improved student outcomes?
- Engaging pre-schools to actively participate with the building in professional development, provision of transition services, and curricular planning?
- Effectively communicating information on student performance in the primary language(s) of the community?
- Working with parent organizations (e.g., PTA/PTO), community organizations, and local businesses to focus on the academic success of students?
- Involving, as appropriate, community partners in policy development and the school planning process?
- Welcoming community partners into the school?
- Working with community partners to maximize the use of available resources in improving student performance?

HAMILTON COUNTY FAMILY AND CHILDREN FIRST COUNCIL SCHOOL COORDINATION ASSESSMENT GUIDE

In 2007, the Hamilton County Family and Children First Council developed a biennial plan that focused on the priority: Youth Succeed in School. The plan was developed by a broad spectrum of representatives of dozens of agencies, along with parents and school representatives. Research during the plan development process determined that a comprehensive coordination of all school services was vital for overall student success, but that an assessment tool to measure a school's strengths, challenges, resources and needs was not available. A summary of the problem statement regarding the lack of an assessment tool was identified by committee members as follows:

The kind of program a school receives is often dependent on a mixture of factors that may or may not be directly related to the needs of the school and its students. The reason various services are provided at any given school can range from student and family need to proximity of providers, funding availability, presence of a service coordinator, motivation of school staff or luck of the draw. The result is that some schools end up with a wide range of services and programs and others end up with very little, even though the needs of both may be equal. This causes inequitable distribution of resources and sometimes an inefficient use of dollars across schools and between school districts in Hamilton County.

Schools are also frequently unaware of what they need. They typically know they need *something* and usually broadly define their needs in terms of mental health services, although often they need other kinds of programs as well. Sometimes schools may contact providers asking for interventions or services without a good understanding of what might be most helpful to their population and the provider, who may be equally unsure of how to assess the school needs, and as a result may just give the school what they ask for without benefit of a thorough assessment. The result can be a bad fit, with the school feeling as if its students and families were not adequately served and the provider feeling that services were not adequately utilized.



Subsequently, a School Coordination Committee was formed which was comprised of staff members of most of the agencies that provide school-based programs. The committee took on the assessment issue and developed an extensive, practical tool to be used in schools to determine their unique needs. This pioneering instrument has been piloted in three schools operating in three different school districts.

The tool is designed to be implemented by a trained evaluator who has experience with school environments, systems, and cultures. The assessment process consists of the following steps:

1. The evaluator first meets with the principal and whoever is determined to be the key school liaison to outline the process, to gain basic information about the school's unique milieu and to gain the principal's perspective on the school and its constituents.
2. The evaluator conducts focus groups with teachers, parents, and students to get each group's particular view of the school's strengths, culture, community, and needs.
3. The evaluator collects demographic information about the school, the school history, the surrounding neighborhood, changes in the neighborhood and other relevant information.
4. Family engagement is measured by a survey sent home to parents and also given to teachers. School climate is measured through the use of a school climate checklist (note: this portion of the assessment has not yet been utilized but may be added in future assessments depending on funding availability to support this assessment component).
5. The evaluator compiles a summary report, including the findings of the interviews and focus groups. The report outlines the school's strengths and areas of need, identifies current resources in the school and in the community, looks at the school's challenges and opportunities, and suggests a plan to address the school's needs. There are three next step planning options in the report (current, better, best) so that the school leadership team can match implementation plans with available resources. Each intervention included in a report is aligned with the relevant tier in ODE's Comprehensive System of Learning Supports.
6. The summary report is reviewed by an interagency committee that offers feedback and further suggestions to ensure that the information recommendations in the summary report are clear, relevant and comprehensive.
7. The evaluator shares and discusses the summary report with the school principal and designated staff.

The process is designed to be completed within approximately six weeks, depending on availability of the school staff.

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SCHOOL ASSESSMENT TOOL OUTLINE

FACE SHEET (to be completed in advance)

School name	
Demographics for current school year:	
Grade Levels	
Number of students	
Racial composition of students	
Number of staff (teachers, admin, maintenance)	
Percent of students on free/reduced lunch	
Percent of special education students	
School hours	
Neighborhood in which school is located	
Percentage of students who walk to school; percentage who take the bus	
Demographics as of last academic year:	
Student average daily attendance rate	
Mobility/stability rate	
Number of students eligible for supplemental educational services (SES)	
Number of students receiving supplemental educational services	
Number of students entering with school vouchers	
Number of students leaving with school vouchers	
Disciplinary actions:	
Number in Alternative to Suspension	
Number in Alternative to Expulsion	
Number In School Suspension	
Number of Suspensions	
Number of Expulsions	
Academic information:	
School rating	
Achievement test ranking	
AYP (Adequate Yearly Progress) Met or not met?	
Annual Performance Index Met or not met?	
Staff:	
As of current academic year	
How long principal has been at this school (including current academic year)	
Percentage of teachers that have been there more than 3 years (including current academic year)	
School Psychologist? Part time (#hrs/wk) or Full Time?	
School Social Worker? Part time (#hours/week)	
School Nurse? Part time (#hours/week) or Full Time?	
Parent Coordinator? Part time (#hours per week) or Full Time	
Other student support personnel-i.e. Tutor(s), Intervention Specialist(s), Counselor etc.	

Group Questions

The following information is to be obtained in individual interviews and focus groups. The items listed in bold are most important. Information generated from answers to the following un-bolded questions can be obtained as time permits. Focus groups should be held with separate groups of 1) administrators and support staff, including the principal; 2) teachers; 3) students; and 4) parents. Ask the principal to identify additional groups or individuals (e.g. school counselor, etc.) to interview. Each group should be asked all of the following questions so that all perspectives can be obtained. The interviewer should avoid posing any of the questions that are not relevant to a particular group or are factual questions that would result in the same answer from each group.

SCHOOL HISTORY

Have there been any significant or unusual events in the school in the past 3 to 5 years?

Select all that apply:

Change in principal

Change in grades offered

**Change in neighborhood school services
(i.e. student population demographics)**

Death of student(s) or teacher(s)

Negative change in school status

Failure of school levy

Other: list

How did this impact the school? Teachers? Students? Families?

School Building

How old is school building? What physical shape is the school in? Is school clean? Is school air conditioned? Are classrooms crowded? Is space available for mental health and social services?

Relationship with Surrounding Community

Describe neighborhood school is located in. Describe relevant demographic or social changes in the neighborhood over the past several years and how this has impacted the school. How does surrounding community view the school? Is relationship positive or negative or neutral? Are there any nearby places where the students “hang out”? Is neighborhood considered safe? What is the crime index? Does school have any business partners? How active are they? Does any organization donate money or volunteers to the school? Does the school have a relationship with community coalitions in the neighborhood? What is the relationship between school and any nearby churches? Do students provide any community service in the neighborhood?

COMMUNITY RESOURCES

Coordinator

Is there a person assigned to handle all or some of the community resources or agencies that provide services or programs in the building? Is coordinator full time or part time? What hours does coordinator work, i.e. during or after school or both? Who pays coordinator’s salary? Who does coordinator report to? How has this worked out? If there is not a coordinator, who handles resources or agencies who come into the building?

Needs of student population

What are the biggest social service needs of students at your school? Rank in order of importance.

- Mental health services
- Substance abuse services



- Health care services
- Truancy/attendance case management
- Conflict management
- Family services
- Grief counseling
- Behavior management
- Other: specify

What are biggest health problems in the school? Does school have a relationship with nearby health clinic?

Agencies Providing Services to School Population

What services are provided in the building for students, teachers or families? Check those that apply and list agency providing service. List/describe utilization of each service.

- Mental Health Services (e.g. open cases)**
- Mental Health assessments and referrals (non-open cases)**
- Crisis Intervention Services**
- Family services, including counseling**
- After school recreational program**
- After school tutoring**
- Social Skills groups**
- Anger management groups**
- Peer mediation program**
- Substance abuse services**
- Bereavement services**
- Class presentations**
- Teacher trainings**
- Teacher behavior management consultation services**
- Leadership development activities**
- Mentoring**
- Nutrition services**
- Other (please specify)**



How were these services selected? Who pays for them? Are they evaluated for effectiveness? Which have been most satisfactory? Why? Which have been least satisfactory? Why? Are there ample amounts of each service? Which services are available to all students regardless of family income?

Enrichment and After School Activities

What after school activities does the school have? If so, who provides them? How well attended are they? Is security present or needed? **Does school offer art, music, physical education or other enrichment activities during school day? Is there summer programming?**

PARENT AND FAMILY ENGAGEMENT

Family Friendly Atmosphere of School

Is school environment welcoming for parents? Is principal readily available to parents? Are parents greeted warmly by office staff when they enter the building? Is there a regular newsletter that goes home to parents informing them of school activities and volunteer opportunities? Do teachers meet with parents after school hours? Is there an orientation program for incoming students and parents? **Are there opportunities for parents and teachers to get together at social events, such as family fun nights?** Do a majority of teachers attend these events? If there is a substantial minority language population, is written communication provided in that language? Does school provide in-service training to help teachers work with parents? Is there a policy that requires staff to inform and enlists the help of parents immediately when their child is falling behind or is

having social or behavioral problems? Can parents observe in classrooms? Checklist could be completed and summarized to see what actions could be taken to make your school more family friendly.

The Ohio Department of Education (ODE)

A Virtual Reality Tour of a Family Friendly Partnership School

See <http://www.education.ohio.gov> Search: Family Friendly Partnership

Related Resources and Links - The National Family Friendly Partnership Collaborative/Checklist related to the TOUR developed by the Tennessee Parent Information and Resource Center.

Ohio Community Collaboration Model for School Improvement/Implementation Guide

GUIDELINE 7 -- Engagement of Parents and Families in School-Home Learning Partnerships Maximizes the Potential for Effective Instruction and Student Learning.

Ohio Climate Guidelines, Benchmark D: Parents and other caregivers are welcome in the school, and their support and assistance are sought.

The Partnership - The Florida Partnership for Family Involvement in Education

www.partnershipcenter.usf.edu

Creating Family Friendly Schools: Family-Friendly Schools Checklist

The National PTA - National Standards for Family-School Partnerships

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

www.pta.org/national_standards.asp

The National Network of Partnership Schools

Epstein's Framework of Six Types of Parent Involvement: Type 3 Volunteering-Results for Parents

- *Awareness that families are welcome and valued at school.*

www.partnershipschools.org

Parent Advisory Committee

Is there an active parent teacher committee that has input on policy or advises school administration? Who sits on committee? Is committee really active or just a perfunctory committee? How long has each member been a committee member? Who leads the committee? How often does committee meet? Is there a mechanism for obtaining other parent input on new policies and programs?

Parent Attendance at school events

What formalized activities exist for parents during the school year? Check all that apply and list approximate number of attendees for each during last time event was held.

Open Houses

Family Fun Nights

Student Performances

Donuts with Dads; Muffins with Moms or similar activities

Athletic events

Meet the principal event

Other: specify

Are there opportunities for parents to volunteer for school related activities? How many volunteer?

Does school have a parent coordinator? How many hours a week? Who pays parent coordinator's salary?

Is there a parent center in the school?

School Staff

List number of school staff by category. Describe staff's perceptions of schools' strengths and challenges.

Student Perceptions of School

Describe students' perception of strengths and challenges of the school.

Do students feel safe?

Do students feel they are treated fairly at school?

Do students feel teachers are there to help them?

Do students feel there are sufficient extra curricular activities for them to participate in?

School Readiness

Is there a place in school for a coordinator office? Space for groups and services? Security after school?

Does principal support idea of services in building? Is principal willing to meet regularly with coordinator?

Will principal attend special after school or evening activities for families? Are principal or teachers interested in training on mental health and related issues? Do teachers have regular team and/or staff meetings at which trainings could occasionally occur?

Financial Resources

What entitlement programs does school access? How much? How is it spent? Who determines how it

will be spent? Who manages it? List any grants school is receiving. List any donations school is

receiving. Does school have a grant writer? Does district support grant writing activities? In what way?

©Hamilton County FCFC

FIRST IMPRESSIONS:

School Sign

- Visible?
- Welcoming parents?
- Reflect diversity of the students?

Parking for Parents and Visitors

- Marked?
- Accessible to and from office?
- Is there enough parking?

Entrance

- Clearly marked for all parents?
- Welcoming parents and visitors?

Front Office

- Parent/visitor friendly?
- Staff trained on customer service?
- Confidentiality for students, parents?
- Is there a welcome gift?



NAVIGATING THE BUILDING:

Family Resource Area

- Is it highly visible to parents/staff?
- Do you use a room(s), part of the school library, or a bulletin board for this purpose?
- Is it well maintained (current information, updated regularly, appealing to the parent - comfortable chairs, etc?)

Classrooms

- Can staff give "parent friendly" directions to different areas of the school?
- Does each part of the school welcome parents/visitors?
- Will parents/visitors know and be able to see what children are studying and why these things are important?

SCHOOL CULTURE:

What is the message you school "sends" to parents/visitors?

- Do you talk about the message you want to send?
- How do you send the message?
 - Newsletters
 - Webpage
 - Family Events
 - Staff meetings, professional development sessions, etc.
 - Other
- Who is the primary messenger?
 - Teachers
 - Students
 - Office Staff
 - Other
- Does your staff (teachers, front office, janitor, cafeteria workers & bus drivers) know and send a "welcome" message?
- Do you and your staff feel safe and secure in the school environment
- Will parents/visitors feel comfortable and welcome enough to return again and to help students succeed in anyway they can?**

Developed by the Tennessee Parent Information and Resource Center based on The Ohio Department of Education's Family Friendly Partnership Project

Center for Social Organization of Schools (CSOS)

<http://www.csos.jhu.edu>

<http://www.csos.jhu.edu/p2000/sixtypes.htm>

The Center for Social Organization of Schools (CSOS) was established in 1966 as an educational research and development center at Johns Hopkins University. The Center maintains a staff of full-time, highly productive sociologists, psychologists, social psychologists, and educators who conduct programmatic research to improve the education system, as well as full-time support staff engaged in developing curricula and providing technical assistance to help schools use the Center's research. The Center currently includes the federally-supported Center for Research on the Education of Students Placed At Risk, and the Center on School, Family and Community Partnerships.

Facts and Terms Every Parent Should Know About ESEA

Archived Information

<http://www.ed.gov/print/nclb/overview/intro/parents/parentfacts.html>

President Bush made a commitment to ensure that all children receive a high quality education so that no child is left behind. And just one year after the President first took office, the *Elementary and Secondary Education Act* (ESEA) passed overwhelmingly with support from Republicans and Democrats in Congress. ESEA has led to higher standards and greater accountability throughout the Nation's school systems. Here are some key facts and terms that you should know about how this historic law helps your child:

THE FACTS ABOUT ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

- **Funding:** ESEA gives school districts more money. In fact, President Bush and Congress are spending more money than ever before on the education of America's children.
- **Flexibility:** ESEA gives states and school districts more control and more flexibility to use resources where they are needed most. Principals and administrators will spend less time filling out forms and more time helping your child learn.
- **Accountability:** ESEA holds schools and school districts accountable for results. Schools are responsible for making sure your child is learning.
- **School District Report Cards:** ESEA gives parents report cards so they can see which schools in their district are succeeding and why. With this information, *No Child Left Behind* gives parents, community leaders, teachers, principals, and elected leaders the information they need to improve schools.
- **Public School Choice:** ESEA may let you transfer your child to another public school if the state says that your child's school is "in need of improvement." Your school district may pay for transportation for your child. Contact your child's school district to find out if your child has this opportunity.
- **Extra Help with Learning:** ESEA may also provide your child with free tutoring and extra help with schoolwork if the state says your child's school has been "in need of improvement" for at least 2 years. This extra help is often referred to as Supplemental Educational Services. Contact your child's school district to find out if your child qualifies.
- **Parental Involvement:** ESEA requires schools to develop ways to get parents more involved in their child's education and in improving the school. Contact your child's school to find out how you can get involved.

- **Measuring Knowledge:** *ESEA* requires states to test your child in reading and math every year in grades 3-8. Your child will also be tested at least once in high school. The tests will help you, your child, and your child's teachers know how well your child is learning and when he or she needs extra help.
- **Scientifically Based Research:** *ESEA* focuses on teaching methods that have been proven by research to work. There will be no more experimenting on children with educational fads.
- **Reading First:** *ESEA* provides more than one billion dollars a year to help children learn to read. Reading First is the part of *ESEA* that is dedicated to ensuring all children learn to read on grade level by the third grade. Reading First provides money to states and many school districts to support high quality reading programs based on the best scientific research. Contact your child's school district to find out if its reading program is based on research.
- **Teacher Quality:** *ESEA* provides funding to help teachers learn to be better teachers.

TERMS EVERY PARENT NEEDS TO KNOW

- **Title I** — This is the part of *ESEA* that supports programs in schools and school districts to improve the learning of children from low-income families. The U.S. Department of Education provides Title I funds to states to give to school districts based on the number of children from low-income families in each district.
- **State Assessments** — This refers to the tests developed by your state that your child will take every year in grades 3-8 and at least once in high school. Using these tests, the state will be able to compare schools to each other and know which ones need extra help to improve. Contact your child's school or school district to find out more details about your state's tests.
- **Adequate Yearly Progress (AYP)** — This is the term *ESEA* uses to explain that your child's school has met state reading and math goals. Your school district's report card will let you know whether or not your child's school has made AYP.
- **School in Need of Improvement** — This is the term *ESEA* uses to refer to schools receiving Title I funds that have not met state reading and math goals (AYP) for at least two years. If your child's school is labeled a "school in need of improvement," it receives extra help to improve and your child has the option to transfer to another public school, including a public charter school. Also, your child may be eligible to receive free tutoring and extra help with schoolwork. Contact your child's school district to find out if your child qualifies.
- **Supplemental Educational Services (SES)** — This is the term *ESEA* uses to refer to the tutoring and extra help with schoolwork in subjects such as reading and math that children from low-income families may be eligible to receive. This help is provided free of charge and generally takes place outside the regular school day, such as after school or during the summer.
- **Highly Qualified Teacher (HQT)** — This is the term *ESEA* uses for a teacher who proves that he or she knows the subjects he or she is teaching, has a college degree, and is state-certified. *ESEA* requires that your child be taught by a Highly Qualified Teacher in core academic subjects.

Hamilton County Educational Service Center

<http://www.hcesc.org>

Vision Statement

To be a leader in advancing education and learning

Mission Statement

We...

- ...build success for students, schools, and communities
- ...offer services and products of superior quality and value
- ...build and sustain collaborative relationships
- ...coordinate and leverage resources
- ...provide leadership for results

Expertise. With more than 500 professionals, we have the experience and expertise to help you meet critical challenges. We apply leading-edge knowledge, quality processes, and proven implementation experience to help you achieve your goals.

Breadth. We have access to - and use - resources at the local, regional, state, and national levels.

Integrated Service Delivery. Our systemic approach provides you with a seamless integration of quality consultation, professional learning, direct service for students, and business solutions.

Measurable Outcomes. Better use of your resources, better schools, better teaching, better learning.

Hamilton County Family & Children First Council

<http://www.hamilton-co.org/hcfcfc/>

What we do...

The vision of the Hamilton County Family and Children First Council is a transformed service system for Hamilton County families and children. This new partnership will empower families to shape community resources to meet their needs and will support our diverse communities as they maintain responsibility for their children.

We understand the uniqueness of the communities we service and strive to meet the needs of each of them. We value diversity among our staff and encourage each employee to take responsibility and make contributions to improve our services. It is this commitment that drives us to serve with integrity, excellence, compassion and professionalism.

The National Center for Culturally Responsive Educational Systems

<http://www.nccrest.org>

Project Overview

The National Center for Culturally Responsive Educational Systems (NCCRESt), a project funded by the U.S. Department of Education's Office of Special Education Programs, provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education. The project targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports.

Mission

Supporting state and local school systems to assure a quality, culturally responsive education for all students.

Goals

NCCRESt supports the implementation of the Individual with Disabilities Education Act as it extends the goals of the No Child Left Behind Act of 2001. To accomplish these goals, NCCRESt will:

- Develop accurate baselines and analyze the impact of change efforts on placement and outcomes for students from culturally and linguistically diverse backgrounds.
- Synthesize and expand research-based practices for culturally and linguistically diverse students.
- Leverage the continued improvement of schools with large proportions of culturally and linguistically diverse student populations through state technical assistance plans, collaborative work with existing technical assistance networks, asset mapping, continuous school improvement processes, and regional and state leadership academies.
- Engage a national discourse across local, professional practice, and policy communities on improving educational outcomes for culturally and linguistically diverse students.
- Develop products, including research syntheses, policy briefs, and public communication activities that inform a variety of audiences about effective and evidence-based teaching and school organizational practices that support successful educational outcomes for students from culturally and linguistically diverse backgrounds.

The National Center for Family and Community Connections with Schools (SEDL) <http://www.sedl.org/connections/about.html>

The Center links people with research-based information and resources that they can use to effectively connect schools, families, and communities. It emphasizes connections that directly impact student achievement in reading and mathematics, as well as connections that contribute to the students' overall success in school and in life. The Center reviewed emerging findings and research to develop an online database, annual conferences and annual reports to help advance procedural knowledge and to link research findings to practice.

A Toolkit for Title I Parental Involvement

This toolkit is designed to provide information to those who are implementing Title I Part A parental involvement provisions. With the assistance of these tools, users can increase the *transparency* for parental involvement in children's education.

The toolkit provides two types of information:

Explanations for Title I, Part A notification and involvement provisions—This text describes the actions and processes that State Education Agencies (SEAs), Local Education Agencies (LEAs), and schools must take to meet the provisions of Title I, Part A.

Possible tools—These tools provide examples of information sheets, checklists, letters, surveys, and other resources SEAs, LEAs, and schools can use to assist them in implementing Title I, Part A notification and involvement provisions.

In this toolkit, SEDL provides detailed explanations of the Title I, Part A parental involvement provisions as well as thirty-three tools to assist state departments of education, districts, and schools in meeting these requirements. Both the explanations and the tools are designed to help educators increase parental involvement and provide opportunities for parents to engage in and support their children's academic achievement. The toolkit includes information on the following topics:

- Policy, Planning, and Building Capacity
- Communication, Notification, Reporting, and Information Sharing
- Parent Rights and Options
- Meaningful Involvement and Decision Making
- Fund Allocations

The toolkit was prepared by SEDL program associate Chris Ferguson under a contract with Windwalker Corporation located in Washington D.C. for the U.S. Department of Education Contract No. ED-04-CO-0084/0003.

Ohio Department of Education

Parent Engagement Package

Summary

The ESEA Act of 2001 requires that districts and schools provide parents with information and notices in a uniform and understandable format, and to the extent practicable, in a language that parents can understand.

The term “parent” includes a legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). This package includes a number of hyperlinks intended to assist districts and schools with the implementation of ESEA. See: ODE Home Page - CCIP - Document Library - Parent.

A Virtual Reality Tour of a Family-Friendly Partnership School

The virtual tour of a family friendly partnership school, begins in the parking lot and leads viewers on a narrated tour of the building, including the office, classroom, cafeteria, gymnasium, library, and Parent Resource Center. Along the way, viewers see innovative examples of how schools can be more friendly and functional for students and families as well as for the entire community.

<http://www.education.ohio.gov> Search: Family Friendly Partnership

- View The National Family Friendly Partnership Collaborative for more useful tools and information.
 - See *Related Resources and Links* section of the Family Friendly Partnership School site or use Yahoo or Google to search for the collaborative directly.
- Call Toll Free the Ohio Parent Information and Resource Center (Ohio PIRC) 24 hrs./7 days a week at 1-888-647-4729 to order FREE CD of the tour.
- Contact Ann Bohman, ODE Educational Consultant, Center for School Improvement, Office of Federal Programs at Toll Free 1-877-644-6338 or ann.bohman@ode.state.oh.us for more information on this topic.

Ohio Family and Children First

<http://www.fcf.ohio.gov/>

Ohio Family and Children First (OFCF) is statutorily defined as the Governor's Cabinet for children and families that was established in 1993 by Section 121.37 of the Ohio Revised Code. The OFCF Cabinet Council is comprised of ten state agencies (ODA, ODADAS, ODE, ODH, ODJFS, ODMH, ODMRDD, ODRC, ODYS, and OBM). Locally, the county commissioners regulate the 88 county Family and Children First (FCF) Councils.

Vision

A seamless system of care exists for all of Ohio's families and children.

Purpose

The purpose of the cabinet council is to help families seeking government services by streamlining and coordinating services, resources, and systems. To accomplish this purpose, cross-system collaboration, leadership, and authority of the OFCF Cabinet is required.

OFCF Cabinet Council's Role

The OFCF Cabinet and the 88 county FCF councils are the critical opportunity structure that is needed for Ohio's economic future. The OFCF Cabinet is responsible for:

- Serving as the Governor's clearinghouse for federal and private grants that often requires a collaborative structure for the application and implementation of the grant. By collaborating on grants, departments can share resources in preparing for grants; align existing and future efforts; and be more successful in obtaining federal and private monies.
- Aligning services, resources, initiatives, policies/rules, and planning requirements across departments. This would reduce the duplication of efforts that often occurs across and within departments and thus, reduce the fiscal impact on the state.
- Advising the Governor, General Assembly, and local government regarding the state's provision of services and the needed alignment of resources to build a coordinated service delivery system for children and families. This level of accountability would ensure the Cabinet is working to improve the well-being of children, families, and communities.
- Strengthening the county FCF councils by providing leadership, outreach, and being responsive to locally identified barriers impacting service delivery to children and families. Services, supports, and resources are provided locally, not at the state level. Therefore, it befits the Cabinet to strengthen the local service delivery structure so a seamless system of care does exist for all children and families.

County FCF Council's Role

The county FCF councils are responsible for:

- Mobilizing child and family serving partners to address the needs of children and families through comprehensive planning to identify, prioritize, and implement needed services to fill the gaps. FCF councils must annually monitor, evaluate, and communicate progress to improving the well-being of children and families to the OFCF Cabinet.
- Aligning services, resources, initiatives, and policies/rules to reduce the duplication of efforts that often occurs from the state level and at the local level.
- Coordinating services and supports for individual families that require family-centered team planning, community involvement, pooled resources, and identification of existing and needed services.
- Recruiting and supporting families to be active contributing members on council and advocate on behalf of children and families.

Ohio Parent Information and Resource Center

<http://www.ohiopirc.org>

Ohio PIRC

2400 Reading Rd. • Cincinnati, OH 45202-1478

Toll Free: (888) OHPIRC9 (647-4729) • 24 Hrs / 7 Days a week

Talicia McNealy, Manager, Talicia.mcnealy@uwgc.org, Phone: (513) 762-7118

www.OhioPIRC.org

Ohio PIRC is a non-profit parent information and resource center established in partnership with Every Child Succeeds, United Way 211, Cincinnati Parents for Public Schools, and is funded by the U.S. Department of Education, Office of Innovation and Improvement. Ohio PIRC provides parents, families, students, educators, and communities with information, resources, and training as mandated by the No Child Left Behind Act.

Parent Involvement

Parent Action Guide for Parents and Communities

(April 23, 2004)

Public Education Network

http://www.publiceducation.org/pdf/nclb/parental_involvement.pdf

Introduction

While parents are mentioned over 300 times in various part of the Elementary and Secondary Education Act, this Action Brief will concentrate on Section 1118, Title I of the Act. It is the only section in the Act devoted solely to parental involvement, and if implemented effectively, provides the core elements that incorporate many of the other parental involvement provisions of ESEA. As you become familiar with ESEA through the various other PEN/NCPIE Action Briefs, you will find parental involvement roles defined throughout. These are important for you to know as well, but Section 1118 provisions are the core around which all of the other parental involvement provisions revolved. More specifically, Section 1118 requires that every school district and every school receiving Title I dollars must have a written parent involvement policy, as well as build school capacity to effectively implement the parent policy provisions. This policy must be developed jointly with, approved by, and distributed to parents of participating children and the local community. It must ensure that strong plans for parental involvement are in place in every Title I school, and should be designed to encourage and sustain active parental involvement. The policy is the 'plan,' and requires both parents and schools to write down procedures and elements believed to constitute the most effective partnership between the school and families. Since Section 1118 does not contain enforcement provisions (for instance, nothing happens to a school if it does not have a policy, follow the provisions of the law, or fails to implement the polices), school districts and schools often overlook this provision, or fail to make it an educational priority. In that case, parents need to take the lead in assuring the development of an effective parental involvement policy. This Action Brief will help by providing a review of Section 1118 and what the law requires.

Public Education Network

<http://www.publiceducation.org>

Public Education Network (PEN) is a national association of local education funds (LEFs) and individuals working to advance public school reform in low-income communities across our country. PEN believes an active, vocal constituency is the key to ensuring that every child, in every community, benefits from a quality public education. PEN and its members are building public demand and mobilizing resources for quality public education on behalf of 12 million children in 32 states, the District of Columbia and Puerto Rico. PEN has expanded its work internationally to include members in Mexico, Peru, the Philippines, South Africa and Tanzania.

PEN Mission

To build public demand and mobilize resources for quality public education for all children through a national constituency of local education funds and individuals.

PEN Guiding Principles

- Public education is fundamental to a democratic, civil, prosperous society.
 - Public schools are critical institutions for breaking the cycle of poverty and redressing social inequities.
 - Education reform must be systemic to be effective.
 - Public engagement, community support, and adequate resources are essential to the success of public education.
-

Strive: Cincinnati • Northern KY

<http://www.strivetogether.org/about/>

Strive drives the success of our children, from cradle to career. Founded in 2006, *Strive* is a unique partnership spanning all sectors of Greater Cincinnati society. Together, we're working to help each child in our urban core succeed from birth through some form of college into a meaningful career. *Strive* unites common providers around shared issues, goals, measurements and results, and then actively supports and strengthens strategies that work. *Strive* is focused on home, school and community: the building blocks for successful students, productive citizens and thriving cities.

Strive is a partnership of organizations who care deeply about the education of our children. Together, these partners represent all areas of our community.

We are

- the educators who teach;
- the nonprofits who support teaching and well-being;
- the philanthropies that provide financial support to both;
- the elected officials who create policy change;
- and the corporations who need a local, skilled workforce.

We believe that education

- must be holistic, because what happens outside of school is just as important as what happens inside of school;
- providers must be accountable and make decisions based on data;
- is a cradle to career endeavor, and that working together is key to eliminating the “cracks” that children might fall through;
- must be fair so that every child, regardless of circumstance, can find the support they need to achieve their dreams.

APPENDIX A OHIO DOCUMENTS

Ohio State Board of Education Parent and Family Involvement Policy

May 18, 2007 *** Approved July 10, 2007

The State Board of Education of Ohio recognizes parents and families as children's first and most important teachers. When parents enroll their children in school, from preschool through high school, the responsibility of education and care is shared with the school and the community. Partnerships among families, schools and communities that are child-centered and family-strengthening can engage, guide and motivate students to be productive citizens in a global society.

With the passage of Ohio Senate Bill 311, the Ohio Revised Code [ORC 3313.472 (B)] now states the State Board of Education is required to adopt recommendations for the development of parental involvement policies in consultation with the National Center for Parents at the University of Toledo.

The State Board of Education strongly encourages local school boards to incorporate into local policies the following recommendations included hereto, which will enhance existing parent involvement policy requirements stated in ORC Sections 3313.472 (A), 3324.04 and 3324.06; *No Child Left Behind (NCLB)*, Title I, Section 1118; *Individuals with Disabilities Education Improvement Act (IDEA) 2004* Sections 650 and 664. These recommendations incorporate the State Board of Education's School Readiness Guiding Principles and School Climate Guidelines on family involvement. The State Board intends that these recommendations be used in the development of local practices, programs, data collection and evaluation.

The following are existing state requirements for parent involvement policies, as stated in ORC 3313.472 (A):

"Each school district board of education of each city, exempted village, local and joint vocational school district is required to adopt a policy on parental involvement in the schools of the district.

- 1) **The policy shall** be designed to build consistent and effective communication between parents and foster caregivers of students enrolled in the district and teachers and administrators assigned to the schools their children attend.
- 2) **The policy shall** provide the opportunity for parents and foster caregivers to be actively involved in their children's education and to be informed of the following:
 - (a) The importance of the involvement of parents and foster caregivers in directly affecting the success of their children's or foster children's educational efforts;
 - (b) How and when to assist their children or foster children in and support their children's or foster children's classroom learning activities;
 - (c) Techniques, strategies, and skills to use at home to improve their children's or foster children's academic success and to support their children's or foster children's academic efforts at school and their children's or foster children's development as future responsible adult members of society."

In support of the parent and family involvement policy and recommendations, the State Board of Education has directed the Ohio Department of Education to build the capacity of local district and schools by providing effective family and community engagement models, products and professional development to support the local districts in systematically integrating parent and family involvement into Ohio's preschool through high-school education system.

The State Board of Education also directed the Ohio Department of Education to develop a bi-annual outcomes-driven plan, including a strategy to leverage existing resources and to develop a measure for family involvement. The measure will be approved by the State Board of Education.

Ohio State Board of Education Parent and Family Involvement Policy Recommendations [ORC 3313.472 (B)]

Local school boards, districts and schools shall adopt a policy on parent involvement. Districts and schools are encouraged to incorporate the following recommendations that support parent and family involvement in children's education and in school activities.

Although research and existing federal, state and local policies use the term *parents*, we prefer to include *families* so that it is inclusive of children's primary caregivers who are not their biological parents, such as foster caregivers, grandparents and other family members. In some cases, the term families might also represent professionals such as child service case managers and parole officers who act as caregivers when a parent is unavailable or needs support.

Parent and Family Involvement in Education

- Respect and value parents and families as children's first teachers and the primary decision-makers in children's education.
- Assist parents and families in acquiring techniques, strategies and skills, by offering trainings and materials they can use, to support children's at-home learning and academic success in school.
- Provide parents and families with timely and meaningful information in understandable language on Ohio's academic standards; state and local assessments; and legal requirements so that they can make informed decisions about their children's academic future. These legal requirements include Title I, Section 1118; parent participation rights under IDEA; and gifted students under ORC 3324.04 and 3324.06.
- Collaborate with community-based programs, including health and human service providers, to ensure that the parents and families have the resources they need to be involved in their children's education, growth and development.
- Coordinate and integrate parent and family involvement programs and activities into Head Start, Reading First, Early Reading First, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Programs, public preschool, special education, gifted students' services, parent resource centers and other community activities.
- Help parents and families create supportive conditions at home that emphasize the importance of education and learning.

Parent and Family Involvement in Schools

- Respect, value and involve parents and families as partners and decision-makers in school continuous improvement planning.
- Develop policies regarding school involvement with parents and families and distribute the policy in language they can understand.

- Create parent and family engagement activities that respect the various cultures, languages, practices and customs; and build relationships among parents, families and schools through bridging economic and cultural barriers.
- Promote consistent and effective two-way communication between all students' parents, family members and school personnel.
- Prepare parents and families to be involved in meaningful meetings and discussions with administrators, teachers and staff.
- Design a range of meaningful opportunities for parents and families to be involved in schools that reflect the specific needs and characteristics of parents and families in a particular school or district.
- Create welcoming and supportive school environments for parents and families that are child-centered and family-strengthening.
- Provide logistical support (e.g., transportation, child care) so parents and families can participate in school-sponsored family involvement events.
- Encourage businesses and industries to offer parent- and family-friendly policies that support parent and family involvement in children's school activities

Guidance for Implementation

The following are evidence-based practices and processes that districts and schools are encouraged to use to effectively implement their parent and family involvement policies:

- Collaborate with health and human services agencies to provide access; coordinate support services for students, parents and families.
- Build strong partnerships and assist parents and families in connecting with entities such as community-based programs, higher-education institutions, libraries and business resources to enhance students' in-school and out-of-school learning opportunities, including field-based education, internships, mentoring programs, arts and sports programs, and community service activities.
- Offer ongoing and systematic professional development for administrators, teachers and pupil-services staff on the utility of building strong partnerships with families; the importance of reaching out to families through multiple communication pathways; designing meaningful parent conferences; and implementing and coordinating family involvement programs schoolwide.
- Develop a comprehensive parent, family and community engagement plan with parents, families and community members, based on parent, family, student and school needs, with defined outcomes, measurements, strategies and activities grounded in research and logically linked to academic achievement; and incorporate into continuous improvement and school improvement plans.
- Evaluate annually and modify a comprehensive parent, family and community engagement plan using outcome data and input from families, students, school staff and community members.
- Dedicate fiscal, personnel, facilities and other resources to support the ongoing implementation of effective family and community engagement strategies with attention given to schools with low-achieving students.
- Designate a district position to a parent and family coordinator, advocate or ombudsman to coordinate family and community engagement strategies. The designated person should be knowledgeable in school program planning, evaluation, group facilitation, community collaboration, cultural competence and family ecology.

Sample Parent and Family Involvement Policy

Introductory Notes

Representatives of parent associations, education policy organizations, regional education support agencies and the Ohio Department of Education prepared this sample Family Engagement policy as a tool for school districts to refer to as they form their own district policies. The sample policy is based on principles of effective practice for engaging families in their child's learning and school. It also meets and exceeds the expectations expressed the State Board Parent and Family Involvement policy, and in state and federal law.

Sample Parent and Family Involvement Policy

This Board of Education recognizes that each parent and family member serves as their child's first teacher and decision-maker in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such partnerships encourage greater involvement of parents in their children's education, which generally results in higher academic achievement, improved student behavior and reduced absenteeism.

In accordance with statute and the State Board of Education of Ohio's Parent and Family Involvement Policy, this policy uses the term "families" in order to include children's primary caregivers who are not their biological parents, such as foster caregivers, grandparents and other family members.

To encourage partnerships with families and communities, this Board of Education is committed to the following actions:

Welcome all Families into the School Community:

1. Promote welcoming, supportive and student-centered schools;
2. Provide professional development for school staff that helps build partnerships between families and schools;
3. Offer family activities that relate to various cultures, languages, practices and customs, and bridge economic and cultural barriers;
4. Give coordination, technical and other reasonable support to assist families and schools in planning and implementing activities.

Offer Parents Support:

1. Establish a shared approach to child guidance and discipline;
2. Provide information to families to support the proper health, safety and well-being of their children;
3. Provide information and opportunities for families to be involved in monitoring student progress.

Communicate Effectively:

1. Provide information to families about school policies, procedures, programs and activities;
2. Promote regular and open communication between schools and families;
3. Communicate with families in a format and language that is understandable, to the extent practicable;
4. Provide families with timely and meaningful information regarding Ohio's academic standards, state and local assessments, and pertinent legal provisions;
5. Prepare families to be involved in meaningful discussions and meetings with school staff.

Offer Volunteer Opportunities:

1. Provide volunteer opportunities for families to support their students;
2. Support other needs, such as transportation and child care, to enable families to participate in school-sponsored family involvement events.

Encourage Learning at Home

1. Offer training and resources in areas such as literacy and technology to help families learn strategies and skills that support at-home learning and success in school;
2. Work with families to establish learning goals for their children and to help them accomplish these goals;
3. Help families provide school and home environments that encourage learning and extend learning at home.

Involve Families in Decision Making Activities:

1. Engage families in the process of school review and improvement planning;
2. Engage families in the development of the district-wide parent involvement policy and in the dissemination of this information to families and the community.

Collaborate with the Community:

1. Build partnerships and connect families with community-based programs and other resources;
2. Coordinate and integrate family involvement programs and activities with district initiatives and community-based programs that encourage and support families' participation in their children's education, growth and development.

****Implementation**

The district superintendent will work together with families of district students on a comprehensive plan for engaging families in partnerships supporting their student's academic achievement and the school's review and improvement process. The district, together with family representatives, will annually review the content and effectiveness of the plan, identify any barriers to family participation and continuously improve the parent and family involvement plan with evaluation findings.

**Districts receiving Title I funds may consider using this document to further detail their plan implementation. See the U.S. Department of Education, Appendix D: District Wide Parental Involvement Policy at: <https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=1045>

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Sec. 1118. ESEA Parental Involvement

(a) LOCAL EDUCATIONAL AGENCY POLICY-

- (1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.
- (2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will —
 - (A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;
 - (B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
 - (C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);
 - (D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;
 - (E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and
 - (F) involve parents in the activities of the schools served under this part.
- (3) RESERVATION-
 - (A) IN GENERAL- Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.
 - (B) PARENTAL INPUT- Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.
 - (C) DISTRIBUTION OF FUNDS- Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

- (1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- (2) SPECIAL RULE- If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.
- (3) AMENDMENT- If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.
- (4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT- Each school served under this part shall —

- (1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;
- (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
- (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
- (4) provide parents of participating children —
 - (A) timely information about programs under this part;
 - (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
- (5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

- (d) **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT-** As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —
- (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
 - (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —
 - (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - (B) frequent reports to parents on their children's progress; and
 - (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- (e) **BUILDING CAPACITY FOR INVOLVEMENT-** To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —
- (1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 - (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
 - (3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
 - (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

- (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- (9) may train parents to enhance the involvement of other parents;
- (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (11) may adopt and implement model approaches to improving parental involvement;
- (12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.
 - (f) ACCESSIBILITY– In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.
 - (g) INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS- In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.
 - (h) REVIEW- The State educational agency shall review the local educational agency's parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.

District Wide Parental Involvement Policy - - - Sample Template

NOTE: *In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).*

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required District wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a)(2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

PART I. GENERAL EXPECTATIONS (Sample Template)

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, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

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

 - (A) that parents play an integral role in assisting their child's learning;*
 - (B) that parents are encouraged to be actively involved in their child's education at school;*
 - (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
 - (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*
- [For States where a Parental Information and Resource Center is established] The school district will inform parents and parental organizations of the purpose and existence 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 (Sample Template)

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], by:

(List activities.)

5. The _____ **name of school district** _____ will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

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

6. The _____ **name of school district** _____ will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

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

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

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

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

(List activities.)

- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

(List activities.)

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

(List activities.)

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

(List actions.)

PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS (Sample Template)

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 children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

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

PART IV. ADOPTION (Sample Template)

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)

*This sample template of a District Wide Parental Involvement Policy is not an official U.S. Department of Education document. It is provided only as an example.

School Parental Involvement Policy Plan - - - Sample Template

NOTE: *In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy/plan that contains information required by section 1118 of the Elementary and Secondary Education Act (ESEA) (parental involvement policy/plan). Reviewed by parents of participating children periodically and need not be school board approved.*

Schools, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy/plan. Schools are not required to follow this sample template or framework. If they establish the school's expectations for parental involvement and include all of the components listed under "Description of How a School Will Implement Required School Parental Involvement Policy/Plan Components" they will have incorporated the information that section 1118 requires be in the school parental involvement policy/plan. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parental involvement and strengthen student academic achievement.

* * * * *

PART I. GENERAL EXPECTATIONS (Sample Template)

NOTE: There is no required format for written expectations; this is a sample of what might be included. The **name of school** agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies/plans meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. (See Enclosure)
- Schools will notify parents of the policy/plan in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy/plan will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school 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 language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.

- The school will build its own and the parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - (A) *that parents play an integral role in assisting their child’s learning;*
 - (B) *that parents are encouraged to be actively involved in their child’s education at school;*
 - (C) *that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
 - (D) *the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY / PLAN COMPONENTS (Sample Template)

NOTE: The School Parental Involvement Policy/Plan must include a description of how the district will implement or accomplish each of the following components. [Section 1118, ESEA.] 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** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA: *(List actions)*
2. The **name of school** 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** will hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by: *(List activities)*
4. The **name of the school** will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet by: *(List activities)*
5. The **name of the school** will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by: *(List actions)*

6. The name of the school will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by: *(List actions)*
7. The name of school will take the following actions to provide each parent timely notice: when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by: *(List actions)*
8. The name of school will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --
 - the state's academic content standards,
 - the state's student academic achievement standards,
 - the state and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child's progress, and
 - how to work with educators:*(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)*
9. The name of school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by: *(List activities)*
10. The name of school will, with the assistance of its 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)*
11. The name of school 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, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: *(List activities)*
12. The name of school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: *(List actions)*

**PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY/PLAN COMPONENTS
(Sample Template)**

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

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

* * * * *

PART IV. ADOPTION (Sample Template)

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

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

(Signature of Authorized Official)

(Date)

(This school policy/plan need NOT be board approved-same as the district policy under the New Regulations 10-08)

School-Parent Compact - - - Sample Template

SAMPLE TEMPLATE

NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

SCHOOL-PARENT COMPACT

The name of school district, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year _____ .

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The name of school district will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

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

[Describe when the parent-teacher conferences will be held.]

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

[Describe when and how the school will provide reports to parents.]

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

[Describe when, where, and how staff will be available for consultation with parents.]

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

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

[Describe the ways in which parents will support their children's learning, such as:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.]*

* * *

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The _____ name of school district _____ will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the _____ name of school district _____ will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.

2. Notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School	Parent(s)	Student
Date	Date	Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

***This sample template of a School-Parent Compact is not an official U.S. Department of Education document. It is provided only as an example.**