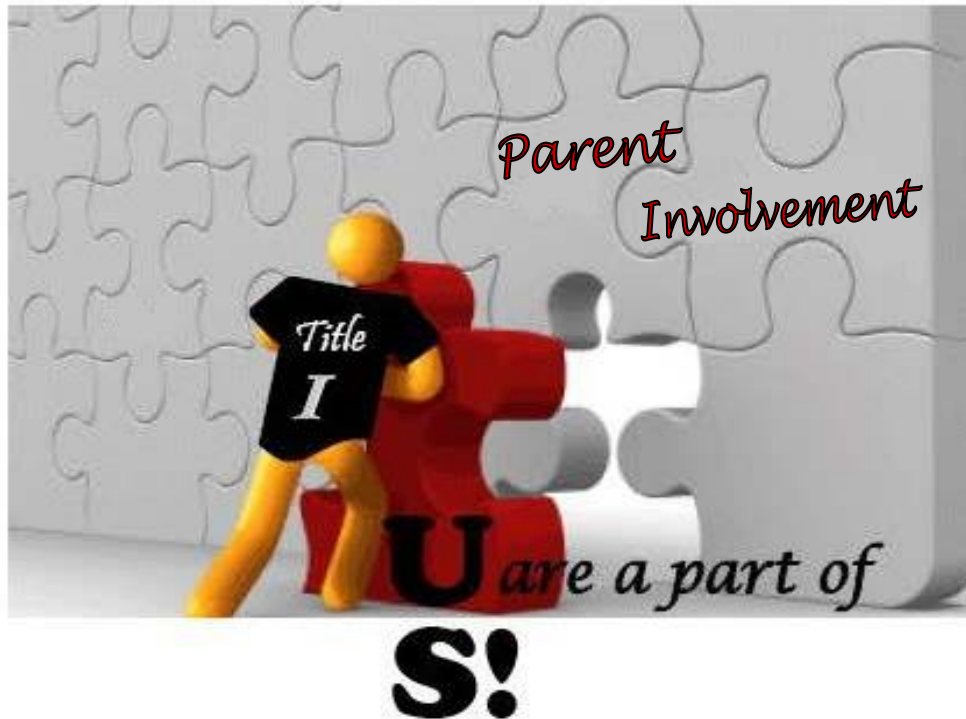


JEFFERSON COUNTY PUBLIC SCHOOLS



TITLE 1 PARENT INVOLVEMENT LOCAL SCHOOL GUIDE

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Title I Parent Involvement District Policy

This policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to, parents of students participating in the Title I program. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand. This policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

EXPECTATIONS FOR PARENT INVOLVEMENT

Contingent on confirmation of resources and other necessary information being provided by state and federal authorities, it is the intent of the Board that parents of participating students shall be provided with flexible opportunities for organized, on-going, and timely participation in the planning, review, and improvement of the Title I program, including opportunities to suggest modifications, based on changing needs of parents and the schools.

All comments indicating parents' concerns with the Title I plan shall be collected and submitted along with the plan to the Department of Education.

The Title I program shall be designed to assist students to acquire the capacities and achieve the goals established by law, as well as the goals and standards established by the Board. These goals and standards shall be shared with parents in a manner that will give them: (1) timely information about programs; (2) a description and explanation of the school's curriculum, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet; the achievement level of their child on each of the state academic assessments; and (3) if requested, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children.

SUPPORT FOR PROGRAM

If the District's Title I allocation is \$500,000 or more, the District shall reserve not less than one per cent (1%) of its allocation for the purpose of promoting parent involvement and shall distribute to Title I schools not less than ninety-five percent (95%) of the reserved funds. Parents of participating students shall be provided the opportunity to help decide how this portion of the Title I funds will be allotted for parental involvement activities.

The District will provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. These measures may include, but shall not be limited to, the following:

1. Designation of resources to assist in communicating with parents, transporting them to meeting sites and/or implementing home visits, providing child-care for meetings, encouraging them to use available parent resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his/her educational achievements. Resources may include individuals, agencies, materials, and services.
2. Sharing options for coordinating and integrating Title I program strategies with services of other community programs, businesses, and agencies.

3. Identification of ways in which parents can be involved in staff training activities to demonstrate the value of parent involvement and various techniques designed to successfully engage parents as equal partners in their child's education.
4. Making a good faith effort to convene an annual meeting at a convenient time to which all parents of participating children shall be invited and encouraged to attend for informing parents of their school's participation in and requirements for Title I programs and of their rights to be involved.
5. Designing and conducting an effective annual evaluation process whereby parents can share their ideas about the content and effectiveness of this policy in improving the academic quality of schools receiving Title I funds, and the plan designed to implement it. The process shall focus on the following questions:
 - Does this policy increase parent participation?
 - What barriers to parent participation still exist, and how can they be reduced or removed?The findings produced by the annual evaluation shall be utilized to design strategies for school improvement and for revising this policy, if necessary.
6. In the design of activities and materials for parents, particular attention shall be given to reaching and involving those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

SCHOOL POLICY

Each school shall submit to the Superintendent and Board, for review and comment, its Title I school parent involvement policy, which must meet all legal requirements, including a school-parent compact developed in keeping with legal requirements. This policy shall be developed jointly with, and distributed by the school to, parents of participating students.

A copy of each school's parent involvement policy and accompanying checklist shall be kept on file in the Central Office.

REFERENCES:

Section 1118 of Improving America's Schools Act (IASA) of 1994
P. L. 107-110 (No Child Left Behind Act of 2001) KRS 158.645,
KRS 158.6451

RELATED POLICIES:

03.112, 08.1345, 09.11

Adopted/Amended: 01/13/2014
Order #: 2014-004

Title I Parent Involvement Requirements

Title I School: _____

Parent Involvement Allocation: _____

Requirements:

The **Title I** law requires each school receiving **Title I** funds to include meaningful parent input in the decisions regarding how parent involvement funds will be used to increase parent involvement at the local school.

Each school **must** distribute a copy of the District's Parent Involvement Policy to each parent. A copy of the policy is found in this handbook.

Each school **must** convene an annual meeting (Open House, Orientation, etc.) to inform parents of the school's **Title I** services, parent involvement initiatives, and to encourage parent input.

Each school **must** develop a) School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and b) a Parent Involvement Policy that explains how the school and parents will build and develop a partnership to help children achieve the State's high standards.

A copy of the school's Parent Involvement Policy, School-Parent Compact and **Title I** annual meeting agenda **must** be submitted to the **Title I** Office. Include sign-in sheet with meeting agenda.

Each **Title I** school is responsible for involving parents in an annual evaluation and review of its parent involvement activities.

- The **SBDM** Council is encouraged to approve and adopt the Parent Involvement Policy and School-Parent Compact.
- Each school is encouraged to select one parent representative to serve on the District's Parent Advisory Council.
- Close collaboration with **FRYSC** Coordinators and the **PTA** is highly encouraged in the implementation and monitoring of parent involvement initiatives.
- The **Title I** Office will monitor the use of local school **Title I** Parent Involvement Allocations.

Title 1 Parent Involvement Compliance Checklist School - Based

These questions may assist a district and school in knowing if parent involvement requirements have been met at the school level. For a school parent involvement program to be in compliance, each question must be answered with a "YES."

1. Does the school hold an annual meeting, at a convenient time, and invite parents of participating children? Does the meeting inform parents of their school's participation in Title I, Part A, explain the requirements of the parent involvement statute, and the parent's right to be involved?
2. Was the school Parent Involvement Policy developed jointly and agreed upon by the parents of participating Title I students through meaningful consultation?
3. Has the Parent Involvement Policy been distributed to parents?
4. Does the Parent Involvement Policy describe implementation of:
 - An annual meeting held at a convenient time to inform parents of school's participating in Title I and what this means for them?
 - A flexible number of meetings where transportation, childcare or home visits are provided as needed?
 - The involvement of parents in an organized, ongoing and timely way to assist in planning, reviewing and improving, the Parent Involvement Policy and the school parent involvement program on an annual basis?
 - Findings from the annual evaluation and their utilization in revising the Parent Involvement Policy?
5. Does the Parent Involvement Policy provide timely information concerning
 - The Title I program?
 - School performance profiles that show the school's progress toward meeting the learning goals/academic expectations?
 - The individual student assessment results and interpretation of those results?
 - A description of the school curriculum?
 - An opportunity for parent input to allow for suggestions and participation in decisions relating to the education of their children?
6. Was the School-Parent Compact developed with the parents of the participating Title I children?
7. Does the compact describe how parents, the entire school staff and students will share the responsibility for improving student achievement?
8. Does the compact describe how the school and parents will build and develop a partnership to achieve Kentucky's high standards?
9. Does the compact provide:
 - A description of the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet Kentucky's performance standards?
 - A description of the ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance;

homework completion and television watching; volunteering in the classroom and participating in decisions related to their child's education?

- A description of the importance of ongoing communication between parents and teachers by at least one annual parent-teacher conference where the compact is discussed as it relates to the child's achievements; frequent reports on the child's progress and reasonable access by the parent to the school staff?

10. Does the Parent Involvement Policy ensure effective parent involvement and support partnerships among schools and the community by:

- Providing materials and training to parents?
- Using the assistance of parents to educate teachers, pupil service personnel, principals and other staff in the value and utility of contributions from parents and how to reach out and work with parents as equal partners in implementing and coordinating parent involvement and building ties between home and school?
- Coordinating and integrating Title I parent involvement strategies with those of Head Start, Even Start, Early Reading First, Reading First, Parents as Teachers Program, and Home Instruction Program for Preschool Youngsters and public preschools? Providing activities and opportunities such as parent resource centers, training in child development and other areas to help the parents become a full partner in their child's education?
- Ensuring that information related to school and parent programs, meetings and other activities is sent to the parents in the language used at home?

11. Does the school provide full opportunity for the participation of parents with limited English proficiency or with disabilities?

12. Does the school conduct an annual evaluation of the effectiveness of the school's Parent Involvement Policy and parent involvement activities?

13. Does the school have documentation to substantiate the above answers? Such documentation could include agendas from parent meetings or trainings and comments from parents.

Talking Points

Tool to be used as a guide for Principal/others as they conduct their (required) annual Title I Parent Meeting

1. **Title I** is the largest federally funded program in education. It began in 1965 when President Lyndon Johnson recognized the extreme difficulty children were having learning to read. These children were from low income and disadvantaged areas and backgrounds.
2. **Title I** has gone by many different names over the years. You may be familiar with the **Title I** program as *No Child Left Behind*. Additional names include **NCLB**, **ESEA** or the *Elementary & Secondary Education Act* or even *The Improving America's School Act*. In the past it was also called Chapter 1.
3. The purpose of **Title I** is to ensure that every child – even disadvantaged/low-income children – has a fair, equitable, and significant opportunity to obtain a high-quality education and reach at minimum, proficiency on challenging state academic standards and assessments. In order for this plan to be accomplished, **Title I** provides additional funding and resources to schools and districts. Each school has the authority to determine the way or ways the funds are used with some limited restrictions. Those restrictions are:
 - **Title I** funds can not take the place of existing revenue, but can be used to augment or supplement the existing programs within the school.
 - **Title I** funds can only be used on scientifically based researched instructional practices/materials – those that have proven to be effective.
 - Title I Parent Involvement Funds must be used to support meaningful parent involvement activities which lead to increased student achievement levels.
 - And, parents must be involved in the decision-making process of how the funds are spent
4. This year, the District received a little more than _____ for its federal Title I allocation.
5. Our school _____ received \$_____ fill in amt. school received. These funds are being spent on _____ this school year.

Our Parent Involvement Budget from **Title I** is \$_____ fill in amt. school received. We need you to be involved in the decision making of how these funds are spent to best meet the needs of our school. Altogether this school received a little over \$_____ fill in total amt. school receives.

6. These figures are based on our percentage of free and reduced lunch applications. This school has almost _____%_ at risk students.
7. This school year your **Title I PAC** Representative is _____.
(Last year's **PAC** representative was) _____.

Please contact her/him if you have information to share or need additional information about parent activities and involvement. The **PAC** Council meets monthly.

8. Annually, in addition to the school survey, the **Title I** office sends out a survey to parents seeking information regarding how the parents have been involved in the school. This survey typically arrives in the spring toward the end of the school year. We urge you to take the time to complete the survey and if you have questions about the survey, please call the school.
9. Please look at the attached sheet for ways you can be involved in your child's education. (school-based)
10. You will also find a copy of the District's Parent Involvement Plan and our school's Parent Involvement Plan.
11. A SAMPLE copy of the School Parent Compact is included.

Title 1 Parent Advisory Council Mission:

The Parent Advisory Council's mission is to involve families, schools and the community in the educational success of all children through unified active participation, clear understanding, communication and adequate training.



Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

Title I Parent Advisory Council Representative

Expectations/Responsibilities

- Remember that you have been selected to represent all the parents and all the children in your Title I school.
- Attend scheduled PAC meetings.
- Share ideas and information with your Title I school.
- Work collaboratively with your Title I school's principal, FRYSC coordinator and PTA in order to increase parent involvement.
- Participate and provide feedback regarding your Title I school's parent involvement activities, policies, and use of its Title I parent involvement allocation.
- Participate and provide feedback regarding the district's Title I parent involvement policy and activities.
- Consider serving on your Title I school's FRYSC Advisory Board, SBDM Council, SBDM Committees, or PTA Board.
- Participate in Parent-Teacher Conferences.
- Support Family Literacy activities at your Title I school.
- Be a continuous learner by participating in workshops and training that enhance parenting skills and support student achievement.

***Title I Parent Advisory Council Meeting Dates
2014-2015***

**All sessions @ 10:30 a.m. at JCPS Gheens Academy
4425 Preston Highway
Louisville, KY 40213**

9/12/14

10/10/14

11/14/14

12/14/14

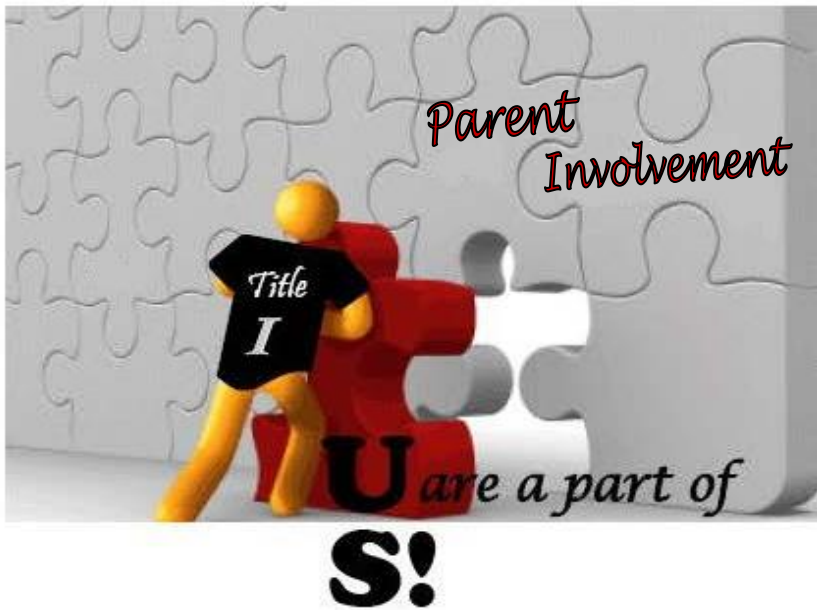
1/9/15

2/13/15

3/13/15

4/10/15

***DATES ARE SUBJECT TO CHANGE**



JCPS Parent Advisory Council

Mission Statement: To involve families, schools and the community in the educational success of all children through unified active participation, clear understanding, communication and adequate training.

Please submit the name of one parent representative to serve on the district's Title I Parent Advisory Council.

Name of Parent: _____

Parent's Address: _____
(Include zip code please)

Parent's Phone #: _____ **email:** _____

Name of School

Principal's Signature

Please return to: Title I Office, JCPS Gheens Academy
Attn: Toni Smith, Parent Involvement Specialist
Phone (502) 485-6285
Fax (502) 485-3355

NCLB Parent Notification

There are two requirements for Title I schools under the No Child Left Behind (NCLB) Act involving information provided to parents related to teacher qualifications. Parents have a right to the following information concerning the teacher(s) of their student:

Requirement 1: Parents may request and are allowed to receive essential information about the professional qualifications of their student's classroom teacher(s).

Requirement 2: Parents must be notified when their child is taught for four or more consecutive weeks by a teacher who is not highly qualified.

REQUIREMENT 1

Background:

Districts that receive Title I funds are required, at the beginning of each school year, to notify the parents of students attending any school that receives funds under Title I, that they may request, and the district will provide, at a minimum, the following information:

- Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency license or waiver through which the state qualifications or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

This required information can be obtained via the Education Professional Standards Board (EPSB) web site. Making this information portal available to parents may minimize the number of formal requests the school needs to address. Access is as follows:

- Step 1 Log into < www.kyepsb.net
- Step 2 Click on "Check Educators Credentials"
- Step 3 Enter the teachers name and select Jefferson County
- Step 4 Click "Search"

Procedures:

1. The district provides the initial required notification to parents via the August/September edition of "Parent Connection". This notice refers parents to their student's school for assistance. If a parent is unable or unwilling to access the information using the EPSB web site, the law requires we provide it.
2. Schools should require the parent to complete the upper portion and left hand column of the attached form entitled "Parent Request for Information on the Professional Qualifications of Their Child's Teacher".
3. The school then accesses the required information using the EPSB web site and completes the lower right hand portion of the form. A copy should be kept on file in the school.

[The law also permits parents to request information concerning the professional qualifications of any paraprofessional assigned to their student. If assistance is needed to respond to this type of inquiry, contact your Human Resource (HR) staffing representative. Keep in mind that all paraprofessionals in our district are considered highly qualified (HQ) under the law. They all either have completed sixty (60) hours of post secondary education or have passed a rigorous test of academic skills.]

REQUIREMENT 2

Background:

All schools that receive Title I, Part A, must notify every parent of a student in a class whose child is being taught, for four or more weeks, by a teacher who is not highly qualified. This requirement applies to all teachers, including substitutes, whether or not their funding source is Title I. It applies to all teachers providing instruction in the "core academic subjects" which are English (reading, language arts or writing); mathematics; science; foreign languages; civics and government (political science); economics; history and geography (social studies); and art/music.

Procedures:

Teachers who are not HQ for all or part of their teaching schedule:

1. The principal will review the schedule of any teacher with a questionable HQ status who is teaching a core academic subject (CAS).
2. If there is a question as to the HQ status of a teacher, the principal will request that teacher complete HOUSSE for specific course(s) taught (www.kyepsb.net). Click on "Check H.Q. Status". Click on "Highly Qualified Teacher Calculator".)
3. The principal will send the attached letter entitled "Notice of Teacher Status" to all parents of children in classes taught by a teacher who is not HQ.
4. The principal should respond to any parent request for additional information regarding a teacher who is not HQ within seven (7) working days using the attached form "Parent Request for Information on the Professional Qualifications of Their Child's Teacher" form. The information that is required to be provided can be accessed via the EPSB web site (www.kyepsb.net). If assistance is required, contact your HR staffing representative.

Substitute Teachers who are not HQ

1. The Substitute Teacher Center reviews all requests for substitute teachers that will extend for four consecutive weeks or twenty days or more.
2. The Substitute Teacher Center will seek to provide a substitute who is certified **and** highly qualified for substitute positions that are Core Academic Subjects (CAS).
3. If a substitute teacher is not HQ, the Substitute Teacher Center will send a reminder to the principal who will notify parents of students being taught in a particular class using the sample letter entitled "Letter of Notification to Parents of Professional Qualifications of Child's Classroom Substitute Teacher" attached.
4. The principal can respond to any parent request for additional information on a substitute teacher who is not HQ using the attached form "Parent Request for Information on the Professional Qualifications of Their Child's Teacher" form. Again, the information can be accessed via the EPSB web site (www.kyepsb.net). The response should be provided within seven (7) working days. If assistance is required, contact the Substitute Teacher Center.

Emergency Certified or Conditionally Certified Teachers who are not HQ:

1. The HR Specialist will notify the principal of any teacher whose teaching credential is "emergency" or "conditional" for teaching any core academic subject.
2. The principal may request that the teacher complete HOUSSE for verification of HQ status for teaching any of the core academic subjects.
3. The principal should use the attached letter entitled "Notice of Teacher Status" to notify parents of students in "core academic subjects" (CAS) classes of any teacher who is not HQ.
4. The principal should respond to any parent request for additional information regarding a teacher who is not HQ within seven (7) working days using the attached form "Parent Request for Information on the Professional Qualifications of Their Child's Teacher". The information that is required can be accessed via the EPSB web site (www.kyepsb.net). If assistance is required, contact your HR staffing representative.

[ALL OF THE FORMS REFERENCED HEREIN ARE LOCATED ON THE JCPS WEB SITE. GO TO: EMPLOYEES > DROP DOWN BOX SELECT FORMS ONLINE > NAME OF FORM]

Parent Request For Information on the Professional Qualification of Their Child's Teacher

Date: _____ Student's Name: _____

School: _____ Teacher's Name: _____

Parent's Signature: _____

As a parent of (child's name) who is being taught by (teacher's name). I am requesting the information checked below regarding the teacher's professional qualifications:

Parents, please check information being requested.	<i>(District Response; For District use only)</i> Date: _____ Signature: _____
<input type="checkbox"/> Does the teacher meet the state qualifications and licensing criteria for the grades and subjects he or she teaches?	YES NO COMMENT:
<input type="checkbox"/> Is the teacher teaching under an emergency or conditional status because of special circumstances?	YES NO COMMENT:
<input type="checkbox"/> Teacher's college major	MAJOR:
<input type="checkbox"/> Advanced degrees	DEGREES:
<input type="checkbox"/> Field of discipline of the certification or degree	FIELD OF DISCIPLINE:
<input type="checkbox"/> If my child is taught by a paraprofessional, please indicate his/her qualifications.	QUALIFICATIONS:

Sample Letter

Notification to Parents of Professional Qualifications of Child's Classroom Substitute Teacher

Date _____

Dear Parent or Guardian,

The No Child Left Behind (NCLB) Act of 2001 brought sweeping changes to public schools throughout the nation. One of these changes requires that any school in receipt of Title I funds must inform parents if their child is assigned a teacher in the core academic subjects for four or more consecutive weeks who is not yet "highly qualified."

While the Jefferson County Public Schools is committed to providing quality instruction to all students by employing the most qualified individuals to teach and support each student in the classroom, it is sometimes difficult to employ fully certified and highly qualified **substitute** teachers to cover regular teacher absences due to medical/child rearing leaves, death, relocations, resignations and/or emergency circumstances after school has begun.

Even though a substitute teacher may not meet NCLB criteria it does not mean that they do not have the credentials to serve as a substitute teacher under Kentucky law. All Jefferson County Public School Substitute Teachers have the proper Kentucky credentials to teach here.

Your child's substitute teacher, Mr./Ms. _____ who teaches _____ does not meet the NCLB highly qualified criteria at this time. However, please know that the district will continue to provide professional development and support to Mr./Ms. _____ in order to assure that your child receives the best possible educational services available.

If you would like additional information regarding the specific professional qualifications of Mr./Ms. _____, please do not hesitate to contact me at _____.

Sincerely,

(Principal's Name),
Principal

**SAMPLE
Notice of Teacher Status**

Dear Parent or Guardian,

The federal *No Child Left Behind Act* (NCLB) requires that by the end of the 2005-06 school year, teachers who teach core academic subjects meet the following requirements:

1. Hold a bachelor's, or higher
2. Hold full Kentucky certification, and
3. Demonstrate competency in each of the core academic subjects taught.

Schools are required to notify parents if a teacher who does not meet the NCLB requirements has taught their child for four or more consecutive weeks. This notice applies to all teachers in core academic subjects in Title I schools. The core academic subjects are English, reading/writing, mathematics, science, foreign languages, political science, social studies, art and music. Even though a teacher may not meet NCLB criteria it does not mean that they do not have the credentials to serve as a teacher under Kentucky law. All Jefferson County Public School Teachers have the proper Kentucky credentials to teach here.

The following teacher(s) who teach your child do not currently meet the NCLB requirements:

Teacher	Course Taught	NCLB Requirement(s) Not Met

These teachers do have the skills and experience to teach your child; they simply do not meet the NCLB requirements. Keep in mind that these teachers have until the end of the 2005-06 school year to meet the requirements. These teachers are involved in training and/or coursework to satisfy the requirements.

Please contact me by phone at _____ or by email at _____ if you have any questions about this letter. Please contact _____ by phone at _____ or by email at _____ to request the specific qualifications of these teachers.

Sincerely,

Principal

Sample School-Parent Compact

A School-Parent Compact is an agreement among groups that firmly unite them. JCPS Elementary School-Parent Compact was developed jointly with school staff, students, and parents. As a school community, JCPS Elementary will focus its School-Parent compact on the academic standards to support all students and help them reach proficiency or beyond in reading, writing, and mathematics. Below are the ways each team member will be accountable for helping to achieve this goal.

School Staff/Teachers Will:

- Provide high quality, rigorous, "best practices" instruction daily.
- Use student achievement data to make instructional decisions and to address the diverse learning styles of students.
- Communicate positively and timely with parents and keep them informed of their child's progress.
- Provide a positive learning environment for all students to experience success.
- Welcome parents as partners in the education of their children.
- Participate in professional development experiences that continue to improve classroom instruction.

Families/Parents Will:

- Ensure that my child attends school regularly and on time.
- Support the Community School and offer ideas related on how to improve the educational process.
- Provide a safe and positive place for my child to do his or her homework.
- Welcome teachers as partners in the education of my children.
- Participate in opportunities to learn about the school, needed services, and ways to support my child.
- Talk with my child daily about his or her school experience.

Students Will:

- Attend school regularly and on time.
- Support the Community School and ask for help when needed.
- Complete homework on time.
- Welcome teachers and parents as partners while they work to help me achieve.
- Participate in school activities and always try my best.
- Talk with my parent(s)/guardian(s) daily about my school experience.

Teacher's Signature _____ Parent's Signature _____ Student's Signature _____

SAMPLE - SCHOOL BASED Title I Parent Involvement Annual Evaluation

Directions: The purpose of this survey is to gather information from parents on how well the school communicates with parents of children who receive Title I services. Please take a minute to answer the questions. Suggestions on how we can meet the needs of parents are welcome.

Please circle Yes or No and return to the school. Thanks for your valuable input.

- | | | | |
|-----|---|-----|----|
| 1. | Were you notified that your school has a Title I Program? | Yes | No |
| 2. | Were you notified that your school received Title I funds to increase parent involvement in order to improve student achievement? | Yes | No |
| 3. | Were you invited to provide input on the use of Title I parent involvement funds for parent involvement activities that enhance parent knowledge? | Yes | No |
| 4. | Did you receive a copy of the Parent Involvement Policy and the School Parent Learning Compact? | Yes | No |
| 5. | Were you invited to attend a meeting that included information about the Title I Program? | Yes | No |
| 6. | Have you been invited to a Parent-Teacher Conference this year? | Yes | No |
| 7. | Were you offered information or suggestions on how to support your child's academic achievement and homework completion, etc? | Yes | No |
| 8. | Have you been asked how the school could improve the parent involvement program? | Yes | No |
| 9. | Do you receive student progress reports in a timely manner? | Yes | No |
| 10. | Is the information provided to you by the school understandable? | Yes | No |
| 11. | Has the school staff been supportive and willing to help you? | Yes | No |
| 12. | Has the Title I Program helped your child to learn? | Yes | No |

Comments/Suggestions:

Name (Optional) _____ School _____ Date _____

Organized Plan for Increasing Parent Involvement & Appropriate Parent Involvement Activities for the use of Title I Funds

Beginning of the School Year:

- Transition meetings for Pre-K to Primary program or Primary program to 4th grade, Elementary to Middle school, or Middle school to High school
- Open House, if it has items on the agenda about Title I
- Annual Title I meeting
- Testing information about the school (Released information on test scores)
- Other: _____

Fall of the School Year:

- Family Literacy Nights/Meetings
- Workshops on Successful Parent Teacher Conferences
- Parent Teacher Conferences (October)
- Family Math Nights/Meetings
- Informational meetings about Science Modules, and/or GE Math/Science Initiative
- Other; _____

Winter Months:

- Parenting workshops on various topics based on surveys or school needs or school foci, such as "Homework Helpers for Parents", Discipline Behavior and Improving Attitudes, Holding High Expectations for Your Child, Supporting Your Child's Learning & Academic Success.
- Transition meetings for 5th Grade to Middle School
- Parent Teacher Conferences (February)
- Other: _____

Early Spring:

- Transition meetings continued
- Family Literacy/Math Events continued
- Understanding Assessment & Testing Workshops
- Enrollment Meetings (February for Elementary)
- Comprehensive School Improvement Planning meetings
- Other: _____

End of School Year:

- Informational meetings about Summer School or other summer learning opportunities
- Other: _____

Suggested Topics for Workshops, Meetings, and Activities for Title I Parent Involvement

Topics for Enhanced Student Achievement Levels

- Helping with homework: plans & strategies
- Family Literacy Programs, such as GED, Improving Family Literacy Levels, Adult Ed. Classes, etc.
- Supporting your child's literacy development
- Helping my child to Learn to read/write
- Supporting my child in Math/Family Math programs
- Test Taking Tips: *Scoring well on tests; how parents can help or other informational meetings regarding **STATE ASSESSMENTS***
- Science or other content area activities geared to parents: *What My Child Needs to Know*
- Informational sessions about **Every 1 Reads, Read to Achieve, etc.**
- Informational sessions about Extended School Services
- AP Course information – *Helping your Child Enroll in Rigorous Classes (Gear Up KY)*
- Helping your child prepare for college: *Preparation Tracks & Tips*
- Helping establish good work & study habits with your child/adolescent/teen
- Summer program offerings or other extended learning opportunities: *Parent Information Session*
- Learning styles: *What Parents Need to Know*

Topics for Overall School Improvement

- Transition meetings
- Attendance
- Understanding the Discipline Code/Plan
- Test taking strategies/information for parents
- School safety issues
- Drop-out prevention: *The Parent's Important Role*
- Drug/Alcohol/Tobacco/Substance Abuse Prevention
- Bullying: What Parents Need to Know & Do
- Keeping kids out of gangs: What A Parent Can & Must Do
- ADD & ADHD: Parent Information Session

Topics Which Improve Parenting Skills

- Communicating with you adolescent/child/teenager
- Getting the most out of parent teacher conferences
- Conflict resolution: *Avoiding the Fights*
- Your child's self esteem
- Nutrition & Health, Flue Prevention, etc.
- Being a positive role model for your child
- Supporting your child's education
- Establishing routines, rules and high expectations for your child
- Helping your child be responsible and organized
- Helping your child develop high self-esteem

Topics for Developing & Increasing Parent Capacity

- Understanding **NCLB**
- My child's **Title I** School: *What Does It Mean?*
- How can I be involved in the school? *What A Parent Needs to Know*
- Graduation requirements: *Information for Parents*
- **SBDM** training/committee membership: *What are my Responsibilities?*

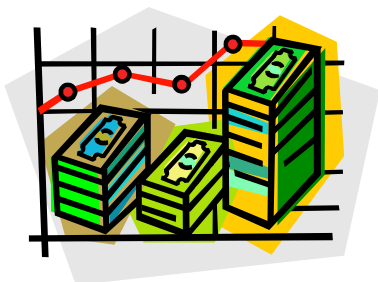
Best Practices for Spending Title I Parent Involvement Funds: *A Worksheet*



1. How much Title I Parent Involvement money do we have?
2. What are some good uses for these funds?
3. How did we spend our Title I parent Involvement funds last year?
4. Was the plan successful? In what ways?
5. What ideas can we brainstorm for using Title I Parent Involvement Funds which will enhance student achievement?
6. What ideas can we brainstorm for using Title I Parent Involvement Funds which will enhance family literacy levels?
7. What ideas can we brainstorm for using Title I Parent Involvement Funds which will enhance parenting skills?
8. What goals have been established in the school CSIP Plan in which Title I Parent Involvement Funds can assist?
9. What did the needs survey from the school's stakeholders tell us about the type of activities that were necessary?

A Check List for using after a plan for spending Title I Parent Involvement Funds has been established

1. How does this expenditure enhance student achievement levels?
2. How does this expenditure help with overall school improvement efforts?
3. How does this activity positively impact parent involvement and student achievement?
4. Is this activity aligned with the Comprehensive School Improvement Plan?
In what ways?
5. How many parents and families (and ultimately students) will be affected by this activity, plan and/or expenditure?



Title I Parent Involvement Funds Frequently Asked Questions (FAQs)

1. May we spend our Title I Parent Involvement funds for a dinner to thank the parents for volunteering?

*No, **Title I** Parent Involvement funds must be spent on meaningful parent involvement activities which lead to overall school improvement and/or increased student achievement levels. You may, however, pay for refreshments for a parent meeting with **Title I** Parent Involvement Funds.*

2. May we wait until May to spend our Title I Parent Involvement funds?

Yes, you may wait; however, waiting until May to spend the funds will make it difficult to have a positive impact on the school--academic achievement, parent involvement, etc.--for that school year.

3. Do I need to include parents in the planning of how Title I Parent Involvement Funds are spent?

*Yes, parents must be involved in the decision making process of how the **Title I** Parent Involvement Funds are spent.*

4. May we spend our Title I Parent Involvement funds on books to send home with the students so that parents can read with their child?

*No, **Title I** Parent Involvement funds must be spent on parent trainings, workshops, or family literacy activities. Some examples include meetings on helping the child with homework, family budgeting, preparing your child for test success, preventing substance abuse, dropout prevention, preparing your child for college, etc.*

5. May we use Title I Parent Involvement funds to pay for faculty/staff lunches during meetings such as Open House and Parent Teacher Conference Days?

*No, **Title I** Parent Involvement funds must be spent on activities which enhance parenting skills, improve student achievement levels, support overall school improvement efforts, computer training courses, state regional conferences for parents, etc.*

6. May we spend our Title I Parent Involvement funds to pay for parent fees to chaperone field trips?

*No, **Title I** Parent Involvement Funds must be spent to increase student achievement levels or for overall school improvement efforts.*

7. May we carry over our Title I Parent Involvement funds and use them next year?

No, you may not carry them over—use them or lose them.

8. Where can I get more information about the best use of our Title I PI funds? Toni Smith, 485-6285.

Meals and Refreshments Guidelines

Meals and refreshments, including beverages, are only allowable when in conjunction with a meeting having a clearly defined educational purpose. An agenda and sign-in sheet must accompany the payment or reimbursement request.

Limited exceptions may occur and must be approved **in advance** by a Cabinet member with notification to the Chief Financial Officer.

Student and Adult Activity Funds are exempt from these Guidelines.

1. Staff morning or afternoon meetings – refreshments are not an allowable expense.
2. Staff lunch or dinner meetings – lunch and dinner are not an allowable expense.
3. Staff meetings after regular work hours – for meetings lasting at least three hours, healthy snacks are available through School and Community Nutrition Services or may be purchased elsewhere – limited to \$2.00 per person.
4. Refreshments during meetings involving parents or community – Grants or Activity Funds only –
 - Meetings of two hours or less – \$2.00 per person
 - Meetings of more than two hours – \$3.00 per person
5. Meals during meetings involving parents or community – Grants or Activity Funds Only – meals are only permissible with an approved educational justification explaining how food is an integral part of the educational program being presented to the parents or community, for example, a healthy food preparation demonstration.
 - Breakfast meetings – \$5.00 per person
 - Lunch meetings – \$10.00 per person
 - Dinner at a non-commercial site – \$15.00 per person
 - Dinner at a commercial site – \$25.00 per person (Activity Funds only)
6. Food provided to students – Grants, Activity Funds or General Fund, if the following restrictions are met:
 - No food may be served until 30 minutes after the last lunch
 - Permitted after school, weekends or days when school is not in session
 - Contact School & Community Nutrition Services for healthy options
 - Students may participate in parent or community meetings if the meeting is at least 30 minutes after the last lunch
 - Snacks – \$2.00 per student
 - Breakfast – \$5.00 per student
 - Lunch – \$10.00 per student
 - Dinner – \$15.00 per student

Selected Resources for NCLB Parent University

U.S. Department of Education. Education Publications Center, PO Box 1398, Jessup, MD. 20794-1398. 1-877-433-7827

Selected Online Resources

U.S. Department of Education Resources

Center on Innovation and Improvement (CII)

www.centerii.org

One of the federally funded national content centers. One of the Center's focus areas is Public School choice.

Choosing A School for Your Child

<http://www.pueblo.gsa.gov>

Creating Strong District Choice Programs

<http://www.ed.gov/admins>

Partnership for Reading

www.nifl.gov/partnershipforreading

U.S. Department of Education (USDE)

www.ed.gov

USDE ED PUBS On-Line Ordering System

www.ed.gov

USDE Especially for Parents

www.nclb.gov/parents

National Professional and Parent Organizations

Education Trust: www.edtrust.org

This site contains useful reports on student achievement and a link to an interactive database (edwatch) on achievement gaps between student groups and national achievement trends. There is also a special parent section. (Fact sheets are used throughout the sessions.)

National Coalition for Parent Involvement in Education (NCPIE): www.ncpie.org

NCPIE is a coalition for major education, community, public service and advocacy organizations working to create meaningful family-school-community partnerships in every school in America. Every month, NCPIE posts information about NCLB for parents.

National center for Family Literacy (NCFL): www.familit.org

NCFL is a recognized worldwide leader in family literacy development. Their mission is to help parents and children achieve their greatest potential together through quality literacy programs.

National PTA: www.pta.org

The National PTA is the largest volunteer organization in the country and is dedicated to providing relevant resource materials for parents in public education. Their website includes a wealth of information and parent materials, published in English and Spanish. Resources for members include advice on what parents can do to get involved in implementing NCLB.

Web Sites:

Family Involvement Network of Education (FINE)

<http://www.finenetwork.org/>

Great Schools

<http://www.greatschools.net/>

National Coalition of Title I Parents

<http://www.nctic1p.org>

National Information Center for Children and Youth with Disabilities

<http://www.nichy.org>

National Network of Partnership Schools

<http://www.partnershipschools.org>

The Education Trust

<http://www.edtrust.org/>

U.S. Department of Education

<http://www.ed.gov>

Kentucky Department of Education

<http://www.kyed.gov>

School Matters, Service of Standards & Poors

<http://www.schoolmatters.com>