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MEMORANDUM

TO: District Superintendents
District Title I Directors/Coordinators

FROM: Cheri Pierson Yecke, Ph.D

DATE: April 16, 2007

**SUBJECT: TEMPLATE FOR LOCAL EDUCATION AGENCY (LEA) TITLE I
PARENT INVOLVEMENT POLICY UNDER NO CHILD LEFT
BEHIND (NCLB) ACT OF 2001**

Contact Information

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NCLB Title I, Part A, requires that each local education agency (LEA) develop, jointly with parents, an LEA Title I Parent Involvement Policy. To facilitate this process, the Florida Department of Education (FDOE) has developed a sample template that can be used by districts when developing their district-level Title I Parent Involvement Policy. Districts may opt to utilize the sample template, attached to this memo, or they may develop their policy on their own as long as it includes all the required components.

The following items are attached for use as needed:

- Sample LEA Title I Parent Involvement Policy template
- Sample School–Parent Compact Template
- LEA generated strategies for actions and activities for components of Part III
- Parent Information and Resource Center (PIRC) links (see page 5)
- NCLB Evaluation Toolkit link (see page 17)

CHERI PIERSON YECKE, PH.D.
CHANCELLOR, K-12 PUBLIC SCHOOLS

Template for Local Education Agency (LEA) Title I Parent Involvement Policy Under No Child
Left Behind (NCLB) Act of 2001

April 16, 2007

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We are available to provide technical assistance or additional guidance as you and your staff develop or revise your LEA Title I Parent Involvement Policy. If you have any questions or need additional assistance, please contact Joyce Hobson by e-mail at Joyce.Hobson@fldoe.org or by phone (850) 245-0842.

CPY/jh

Enclosures

cc: Joseph M. Davis, Jr., Bureau Chief, Bureau of Family and Community Outreach
Cheryl Sattler, Bureau Chief, Bureau of Student Assistance
Lisa Bacen, Director, Title I, Bureau of Student Assistance

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**LOCAL EDUCATION AGENCY (LEA)
TITLE I PARENT INVOLVEMENT POLICY
U. S. DEPARTMENT OF EDUCATION AND FLORIDA
DEPARTMENT OF EDUCATION
SAMPLE TEMPLATE**

Bureau of Family and Community Outreach
Florida Department of Education

MARCH 2007



**Jeanine Blomberg
Commissioner of Education**

Local Education Agency (LEA)

Title I Parent Involvement Policy

U.S. Department of Education and
Florida Department of Education Sample Template*

NOTE: In support of strengthening student academic achievement, each 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 following sample template 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 as those that will support effective parental involvement and strengthen student academic achievement.

* U. S. Department of Education Sample Template

PART I. General Expectations

(NOTE: Each district in its LEA Title I Parent 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 have 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 will include a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate a 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. This will include providing information and school reports required under section 1111 of the ESEA in an understandable format, alternative formats upon request, and, to the extent practicable, in language that 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 participating children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is utilized, 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. (U. S. Department of Education Sample Template)*

PARENTAL INFORMATION AND RESOURCE CENTER (PIRC)

The LEA will inform parents and parental organizations of the purpose and existence of the parental Information and Resources Center (PIRC) in the State. Florida has two PIRCS: The Florida Partnership for Family Involvement in Education (<http://www.partnershipcenter.usf.edu>) and The Florida PIRC at Family Network on Disabilities of Florida (<http://fndfl.org>). Districts may use the following link to notify parents of the existence of the two Florida PIRCS:
http://www.floridapartnership.usf.edu/pdfs/NCLB_PIRC_Parent_Notify.pdf.

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

NOTE: The LEA Title I Parent 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. The appendices section of this document contains LEA generated strategies for actions and activities for the components of Part II.

1. 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: What will be done, who will be doing it, when it will be done [timeline], and how it will be done.)

2. 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: What will be done, who will be doing it, when it will be done [timeline], and how it will be done.)

3. 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 actions: What will be done, who will be doing it, when it will be done [timeline], and how it will be done.)

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

(List actions: What will be done, who will be doing it, when it will be done [timeline], and how it will be done.)

5. 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 schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention paid 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 regarding 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. Districts may want to utilize the LEA Title I Parent Involvement Policy Evaluation Toolkit to assist with this evaluation. The Toolkit may be downloaded at <http://www.nclbeval.org>. Please note that districts must involve parents in the review, and revision if necessary, of this Toolkit before it is implemented.

(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.)

Capacity Building

1. name of school district will build the schools' and parents' capacity for strong parental involvement in order to ensure effective involvement of parents

and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities specifically described below:

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

- 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
- 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 actions: What will be done, who will be doing it, when it will be done [timeline], and how it will be done.)

C. The school district will educate the entire school staff on how to communicate and work with parents as equal partners and how to coordinate parent programs between parents and schools, by:

(List actions: What will be done, who will be doing it, when it will be done [timeline], and how it will be done.)

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 operating parent resource centers, that encourage and support parents in participating in the education of their children, by:

(List actions: What will be done, who will be doing it, when it will be done [timeline], and how it will be done.)

E. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an

understandable format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

(List actions: What will be done, who will be doing it, when it will be done [timeline], and how it will be done.)

PART III. Discretionary LEA Title I Parent Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training,
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training,
- paying reasonable and necessary expenses associated with 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,
- maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with participating children and 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

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

This policy was adopted by the _____ name of school district _____ on ____ mm/dd/yyyy____ 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 an LEA Title I Parent Involvement Policy is not an official U.S. Department of Education/Florida Department of Education document. It is provided only as an example.

Appendices

School-Parent Compact Sample Template*

U.S. Department of Education and
Florida Department of Education 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 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. Schools at the elementary level must discuss the compact with parents at annual parent-teacher conferences.

* U. S. Department of Education Sample Template

SCHOOL-PARENT COMPACT

 name of school and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) 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

School Responsibilities

 name of school 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 during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

(Describe when and how the school will provide reports to parents.)

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

(Describe when, where, and how staff will be available for consultation with 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,*
- *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 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)

 name of school 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 school wide 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 all parents of children participating in Title I, Part A programs (participating students) to this meeting, and will encourage them to attend.

4. Provide information to parents of participating students in an understandable 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, name of school 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 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 preferable but are *not* required)

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

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

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

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

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

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

- Develop and disseminate a district-wide calendar of parent involvement activities.
- Provide Title I monthly planners for teacher-parent communication.
- Provide trainings, workshops, sample annual meeting flyers, agendas, Parents-Right-to-Know letters, etc.
- Ensure parent involvement activities tracking form is submitted district each month (e.g., First Day of School activities, Report Card nights, FCAT Explorer nights, Grandparents' Night).

- Implement District Parent Resource Centers (i.e., Mobile Parent Resource Van, Successful Parent Involvement activities, Sparkplugs distribution).
- Provide technical assistance to principals to ensure NCLB Section 1118 requirements for districts and schools are met.
- Require that each School Improvement Plan (SIP) has at least two parent involvement activities under each academic goal.
- Collaborate with school leadership to provide technical assistance on School Improvement Plan, parent involvement plan and school-parent school compacts.
- Recommend district training and professional development for principals and associated staff on interpretation and implementation of laws.
- Integrate parent involvement into in-service training for teachers.
- Provide opportunities for district staff to present parent involvement information at school faculty meetings.
- Incorporate parent involvement into new teacher district-level orientation.
- Provide annual family involvement vendor showcase for schools.
- Fund opportunities for any speaker to provide parent involvement workshops and trainings for Title I.

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

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

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

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

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

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

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

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