

Title I Schoolwide Parental Involvement Requirements and Ideas



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Overview of Parental Involvement Requirements

These requirements apply to BOTH targeted assistance schools AND schoolwide programs.

- **Parental Involvement Policy**—In collaboration with parents, this policy should be updated annually, distributed to parents in some manner, and describe the ongoing activities that are held by the school to inform and involve parents in their child’s education. In large districts, the district and each of its Title I schools must have a unique parental involvement policy. In smaller districts, the district and its Title I schools may develop a joint policy; however, district level and school level requirements must be adequately addressed. All policies must meet US Department of Education (USDE) regulations.
- **School-Parent Compact**— In collaboration with parents, this is an agreement between the home and the school that outlines each party’s responsibility for supporting student learning. Each Title I school should have a compact outlining its unique needs. This compact must meet the USDE regulations.
- **Annual Parent Meeting**—Each year, schoolwide Title I schools are required to host a meeting for parents to explain the Title I program. (This is different from the Schoolwide Annual Review meeting, which is also required). This meeting should give parents the opportunity to actively participate and have input into the schoolwide program, as well as provide an overview of the updated schoolwide plan. Preferably, this meeting occurs at the beginning of each school year. You must be able to document this meeting with minutes, agendas, sign-in lists, etc.
- **Assessing the Parental Involvement Component**—At the end of each school year, you must assess your parental involvement component. How you conduct the assessment of the parental involvement component is a local decision. Most often, it is a survey sent out to parents. The idea is to give parents a chance to voice their feelings by asking them, “Did you have the opportunity to be involved in the schoolwide plan?” and “What are your suggestions or recommendations for improving the schoolwide program?”
- **Providing Opportunities for Training Parents**—Schoolwide Title I programs must provide parents with opportunities to become partners with the school in promoting the education of the child at school and at home. These opportunities should be aligned to schoolwide goals and should include information regarding specific methods parents can use at home to complement their child’s education toward reaching schoolwide goals. This requirement could be evidenced by notices of parent training sessions or workshops, copies of handouts and/or newsletter articles distributed to parents, and examples of information exchanged at parent-teacher conferences.
- **Annual Review Meeting**—This is a yearly review of the entire schoolwide program. This is where you would gather data about your schoolwide program, its implementation, student achievement data, perception data (including the parent assessment), program data and demographic data. This data should help you measure the success of your schoolwide plan in terms of how well it is being implemented AND its impact on student achievement. This information should be used to update the school’s comprehensive needs assessment and then revise the schoolwide plan each year. The schoolwide Annual Review Meeting is included under the parental involvement section since parents must be **informed of** the schoolwide Annual Review Meeting. Parents are not required to be invited to the annual review meeting.

***Parental
Involvement
Policy***

REQUIRED COMPONENTS OF A SCHOOLWIDE PARENTAL INVOLVEMENT POLICY

The following **MUST** be included in a schoolwide Parental Involvement Policy:

- **Annual Parent Meeting**—Convene an annual meeting to which all parents must be invited. The purpose of this meeting is to inform parents about the school's schoolwide program and initiatives and how their child is assessed, to discuss with parents the projects and activities carried out with Title I funds, to inform parents of their right to consult in the design, implementation, and evaluation of the schoolwide plan and schoolwide projects, to solicit parents' input, and to provide parents an opportunity to establish ways for maintaining ongoing communication.
- **Communicate with Parents**—This goes **BEYOND** providing information **TO** parents. This communication should be two-way and meaningful. Meet with parents periodically (e.g., during the regular parent-teacher conferences scheduled by the school). At this time, all classroom teachers should be prepared to discuss individual student goals, the student's progress, and methods the parents can use to complement the child's instruction.
- **Assessment of Parental Involvement**—Assess the parental involvement component of the schoolwide program annually. Survey parents to gather input. Provide timely responses to the recommendations made by the parents.
- **Parental Involvement Policy**— In collaboration with parents, annually review the parental involvement policy. Provide all parents with a copy of the policy.
- **Schoolwide School-Parent Compact**—In collaboration with parents, review the schoolwide School-Parent Compact. Provide all families with a copy of the compact.
- **Student Assessment**—Assess all students regularly to determine whether they are making adequate progress. Discuss with parents the school's curriculum, forms of assessments used, and the expected proficiency levels for these assessments.
- **Opportunities for Training Parents**—Provide mini informational sessions for parents on new curricula or grading methods to help them work with their child at home. Provide materials and suggestions to all parents to help them promote the education of their children at home. Encourage parents to promote recreational reading as a leisure activity for their children. Articles written in the school newsletter concerning reading and/or math issues, which will help parents become partners with the school in promoting the education of their child at school and home, could also be used to meet this requirement.
- **Schoolwide Annual Review Meeting**—An annual review of the schoolwide program is conducted at the end of the school year to assess the entire schoolwide program and address changes for the subsequent school year. Parents must be informed of the results of the schoolwide Annual Review Meeting.

Title I District Parental Involvement Policy Requirements

A Title I District Parental Involvement Policy must include the following components:

Part I – District Expectations

A school district's written parental involvement policy must establish the district's expectations for parental involvement.

Part II – District Parental Involvement Policy Required Components

The district parental involvement policy must describe how the district will incorporate the following six components.

1. Involve parents in jointly developing the district parental involvement policy;
2. Provide the coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;
3. Build the schools' and parents' capacity for strong parental involvement;
4. Coordinate and integrate parental involvement strategies under Title I with parental involvement strategies under other programs, such as Head Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPI), state-run preschool programs, and Title III language instructional programs;
5. 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 with Title I funds, including—
 - 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;
 - Using the findings of the evaluation to design strategies for more effective parental involvement; and
 - Revising, if necessary, the district's parental involvement policies.
6. Involve parents in the activities of schools served under the Title I program.

Part III – Discretionary District Parental Involvement Policy Components

The school district parental involvement policy can also include other discretionary components as identified by individual districts.

Part IV – Adoption of District Policy

The district parental involvement policy must be adopted by the district and provided to all parents of students served in a program supported with Title I funds.

Title I School Parental Involvement Policy Requirements

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental involvement policy agreed on by the parents that describes the requirements of (c) through (f) as listed below and outlined in Title I law:

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 improvement policy;
4. Provide parents of participating children –
 - i. timely information about programs under this part;
 - ii. 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
 - iii. 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 practically possible.
5. If the schoolwide program plan 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, each school 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.

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 the 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 parental involvement programs and activities with Head 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. May 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 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 district 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 district 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 part, as parents may request.

F. ACCESSIBILITY

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

School-Parent
Compact

School-Parent Compact TEMPLATE

Each school receiving funds under Title I 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 activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents. The compact must outline how parents, the 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.

SCHOOL-PARENT COMPACT

The name of school and the parents of the students participating in activities, services, and programs funded by Title I agree that this compact outlines how they 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 the school year school year.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The 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 (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, these 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 my child watches.*
- *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 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.*

***Schoolwide
Annual
Parent
Meeting***

REQUIRED COMPONENTS OF THE ANNUAL PARENT MEETING

Each year, Title I programs are required to host a meeting for parents to explain what the Title I program is and how parents can become involved in the Title I program. (This is different from the Annual Review Meeting, which is also a requirement). At this meeting, the following issues must be addressed:

- Explain schoolwide Title I
- Explain the schoolwide plan, goals; did the school meet the goals?
- Explain what participation in Title I programming means, including:
 - Review of the ten schoolwide components; how did the school do meeting the ten components?
 - Information on the forms of academic assessment used to measure student progress; and
 - Information on the proficiency levels students are expected to meet.
- Explain the district parental involvement policy, school parental involvement policy, and school-parent compact.
- Explain the right of parents to become involved in the school's programs and ways to do so.
- Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible.

In order to keep parents informed, schools must **invite all parents** of children participating in Title I Part A programs and encourage them to attend. Schools must also 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.

You must be able to document this meeting with minutes, agendas, sign-in sheets, etc. You may want to do more than the law requires for this meeting, especially if you often have problems with attendance.

Agenda for Annual Schoolwide Parent Meeting

Date _____

■ Family Activity—Display of student work

To get parents to attend the meeting, it is often helpful to begin the meeting by having some type of family activity that you've gotten the students excited about at school. Then encourage students to get parents to attend. Or, display the results of some student project on which the students have worked hard and that they would enjoy showing off to parents. Focus on making it fun for parents and students to come to school for this event and advertise it as if the schoolwide overview is only a secondary purpose of the meeting.

■ What is a schoolwide program? How do we still meet the needs of all students?

Schoolwide programming focuses on meeting the needs of all students in the regular classroom in addition to the add-on services supported through the implementation of the ten required components. Parents need to understand that, although the regular Title I pullout program may no longer exist, the needs of individual students are of paramount importance in a schoolwide program. Explain how you will identify students' needs and then meet those needs through varying instructional techniques and providing additional services when students are struggling. At this point it may be helpful to distribute to parents some type of flowchart or policy that illustrates how students will be assessed regularly to identify areas of need and the services that will be provided if a student is identified as needing more intensified instruction and services.

■ What are our schoolwide goals?

Explain to parents the goals that you have identified as a result of the needs assessment. Share with them how you researched the needs of your school and community, and share any particularly revealing data. Do not, however, overwhelm parents with data at this point. (Those parents who seem particularly interested or inquisitive about this process should be enlisted onto your schoolwide planning committee!) Explain the increase in student services and teacher professional development that has resulted from schoolwide programming.

■ How can parents be involved?

○ Individualized compact process

If you plan to design individualized compacts, briefly explain the process and that parents, students and teachers will work together to identify student learning goals and then share responsibility in reaching those goals.

○ Events for parents

Schoolwide programs are required to provide opportunities for parents to get involved in their child's education and to provide resources to parents that they can use to support learning at home. Share with parents what you plan to do to meet these components. They may be listed in your parental involvement policy, which could also be distributed to parents at this time. Remember that parental involvement activities should be focused on how parents can best help the school attain schoolwide goals.

○ Survey—what do you need to get involved?

Too often, educators tell parents what they can do to support the school. Instead, schoolwide staff needs to enlist parents in becoming partners in their child's education, which means sharing ideas on what both parents and teachers can do to work together to attain schoolwide goals. A good way to begin to open up this two-way communication with parents would be to either open up the meeting for ideas at this point or distribute a survey that asks parents what they would like to see the school do to get parents involved, to support parents, and to provide services that will assist their involvement.

■ Date of next scheduled event: _____

***Opportunities
for Training
Parents***

Opportunities for Training Parents

Title I regulations require programs to provide opportunities for training parents to become partners with the school in promoting the education of the child at school and at home. In addition, programs should provide information regarding methods that parents can use at home to complement the child's instruction.

The following items are examples of how schoolwide programs could provide opportunities for training parents. These are only suggestions and are certainly not inclusive to the ways in which you could inform and train parents.

- Invite parents to an Annual Parent Meeting to explain the schoolwide program
- Provide mini information sessions for parents, including:
 - Curricula introduction
 - Activity ideas for home
 - App/software training
 - School/classroom planning
- Provide parents with a school newsletter
- Provide parents with a school calendar of events
- Provide parents with strategies on working with their children at home
- Provide parents with a list of recommended books for children
- Invite parents to visit their child's classroom
- Survey parents annually to get their input into the schoolwide program
- Invite parents to a school open house
- Provide parents with information regarding how the schoolwide program works
- Involve parents in the design of the school compact
- Provide courses for parents, including:
 - Adult literacy courses
 - Mathematics courses
 - Homework help
 - Family literacy courses
 - Technology courses
 - Job seeking assistance

Ideas for Meeting the Requirement to Partner with Parents

Opportunities to promote the education of the child at home and at school—Partnering with Parents

- Host family nights to focus on the academic goals of the schoolwide plan.
- Enlist parents to participate on schoolwide committees.
- Ask parents to come to the school to present on areas of expertise.
- Assess parents to identify adult education classes in technology, the arts, and areas of their academic interest.
- Design parenting book clubs—ask an interested parent to coordinate the club and provide the school as a meeting place for parents to read interesting parenting books.
- Have a movie club. Each month, choose a particular movie that parents and students can watch together at the school or at home. Then host an activity night at the school that relates to the movie and education.
- Set goals for student learning with parents (could be done as part of the compact process).
- If there is a need, consider having classes at the school for parents to attain their GED or, if possible, by partnering with a college or through IVN to provide college level education classes.
- Provide childcare for all events hosted at the school.
- Have a homework club involving parents.



Information parents can use at home



- Send home information parents can use through the school newsletter.
- Go over the basics of SBR research with parents, especially regarding techniques that would be used at home.
- Set goals for student learning at a parent meeting (possibly at a parent-teacher conference), include responsibilities for parents and give clear information (maybe with handouts) on what they can do to meet their responsibilities.
- Organize backpack reading programs.
- Organize a movie month program—similar to the backpack reading program, design activity kits that go with certain movies. Parents and students can watch the movie together, then do educational activities that somehow align with the movie content. Examples could include reading books that have a similar theme or topic, writing activities, games, etc.
- Send assessment results (more than basic report cards) to parents. Include specific activities they could do at home to assist in weak areas identified in their child's assessment results.

***Assessment of
Parental
Involvement***

Sample



Parent Survey

Please complete this survey and return it to the person listed below. Your input is helpful in designing a school that best meets the needs of our students. Thank you.

1. Did you feel that you were encouraged to be involved in the development and implementation of our schoolwide plan?

Not at all	Some	Frequently
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3

2. Did you feel you were a part of the process for creating the school-parent compact?

3. Did you attend the fall parent meeting?

If yes, did you feel your input was expected and appreciated?

4. Did the parent policy accurately reflect the parental involvement program at our school?

5. Did you feel you were informed in a timely manner about your child's learning?

6. Did you utilize any of the material sent to you by our staff to promote working at home with your children?

7. Did you feel welcome at the school or whenever you communicated with our staff?

8. Were staff easy to contact when you had a question or problem, and did you feel your concern was taken seriously?

9. Would you like more opportunities for parental involvement at the school?

Suggestions:

10. I would be willing to help organize parental involvement activities.



Contact Information:

Not at all	Some	Frequently
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3

Thank you for your participation.

Return survey to:



***Schoolwide
Annual
Review
Meeting***

Sample

Notice to Inform Parents of Annual Review Meeting Results

During the week of _____, our schoolwide leadership team conducted the Annual Review of our schoolwide program. To conduct the review, we gathered data on student achievement and analyzed the programs we've implemented to raise student achievement. Some highlights of the data that was gathered include the following:

-
-
-
-
-

As a result of the Annual Review Meeting, we have made some changes that we hope will improve our schoolwide program and better support student achievement. We have made the following changes to our schoolwide plan:

-
-
-
-
-

If you would like more information on any of the above, please do not hesitate to contact _____ at _____ or by email at _____.

***Additional
Information
on Parental
Involvement***

Ideas for Making Parents

Feel



Welcome!

- ❖ Place a “WELCOME” sign on your door.
- ❖ Send out “Invitations” to all parents to visit your classroom. Try not to use a negative tone when you suggest the best times for them to visit. You could also include a form they can return to you indicating when they are most easily reached.
- ❖ During events that bring parents to the school (concerts, games, etc.), put up posters around the school inviting parents to visit each classroom. If they do visit, give them an example of their child’s work to take home or an assignment for the parent and child to do together.
- ❖ Create a **Title I Parent Activity Leader** position. Responsibilities could include:
 - Enlisting a team of parents to help the school write the schoolwide school-parent compact.
 - Surveying parents regularly for ideas for parental involvement meetings.
 - Communicating regularly with parents (via various technology devices) about what’s happening within the school.
 - Recruiting other parents to become involved in the school activities.
 - Dividing up all parent volunteers into groups which have their own responsibilities. These could be minor, like bringing a treat to a meeting, or major, like examining portions of the compact or providing assistance to the classroom teachers.
 - Being in charge of a parent volunteer program. This could include heading a workshop training parents on various topics, as well as helping to schedule and enlist volunteers.
- ❖ Establish a book lending library, asking parents to complete a “book feedback form” for the books checked out by.
- ❖ Host a “Parents and Teachers Work Day” on a Saturday morning, after school, or a weekday evening. Ask parents to come in and help you cut out materials for the classroom or games that they can take home and use with their child.

A Checklist for Schools

Making Your Family-Community Partnership Work

Following are examples of practices that schools can use to encourage family and community support of children's learning. They are meant to be advisory and should be adapted to each school's needs.

Parenting

- We sponsor family learning workshops on topics suggested by parents, and held at times and places easily accessible to all parents.
- We ask families what types of workshops or informational events they would be interested in attending and what session times are most convenient for them.
- We provide families with information on child development.
- We lend families books and tapes on parenting and parent workshops.
- We provide families with information about developing home conditions that support school learning.
- We survey parents to determine their needs, assign staff members to help address those needs, and work to link parents with community resources.
- We have a family resource center or help parents access other resource centers in the community.
- We have support groups for families with special interests and needs.
- We train staff members and support them in reaching out to all families.
- Other: _____

Communicating

- We schedule parent-teacher-student conferences to establish student learning goals for the year.
- We listen to parents tell us about their children's strengths and how they learn.
- We follow the "Rule of Seven" offering at least seven different ways that parents and community members can learn about what is happening in the school and comment on it.
- Teachers have ready access to telephones to communicate with parents during/after the school day.
- Staff members send home positive messages about students.
- We make efforts to communicate with fathers.
- Staff members make home visits.
- Parents know the telephone numbers and e-mail addresses of school staff members and the times teachers are available to take phone calls from parents.

- We involve families in student award and recognition events.
- We encourage and make provisions for staff members to communicate with parents about the child's progress several times each semester.
- We communicate the school's mission and expectations for students to parents.
- The school has a homework hotline or other kind of telephone system.
- We provide parents with structured ways to comment on the school's communications, for example, with mailed, phone, or take-home surveys.
- We have staff members available to assist and support parents in their interactions with the school (i.e., home-school liaisons).
- We send home communications regarding:
 - student academic progress,
 - meetings at school,
 - how parents can be involved in student activities,
 - Parent Teacher Association,
 - student discipline,
 - child development,
 - the curriculum,
 - how parents can be involved as volunteers,
 - how parents can be involved in school governance,
 - how parents can help with homework and encourage learning at home,
 - community resources available to families,
 - how parents can communicate with school staff, and
 - the school's philosophy of learning.
- We directly speak to parents (does not include leaving messages on answering machines) if students are having academic difficulty or causing classroom disruptions **before** a crisis occurs.
- We provide copies of school textbooks and publications about the school to the public library.
- Other _____

Learning at Home

- We have specific goals and activities that keep parents informed about and supportive of their children's homework.
- We offer learning activities and events for the whole family.

This information was adapted from:

Wisconsin Department of Public Instruction, Parents Plus of Wisconsin. (n.d.). *New Teacher Welcome Packet*. Retrieved August 6, 2007 from <http://dpi.wi.gov/fscp/pdf/fcswelpk.pdf>.

- We invite parents to borrow resources from school libraries for themselves and their families.
- We link parents with resources and activities in the community that promote learning.
- We give parents materials they can use to evaluate their child's progress and provide feedback to teachers.
- We help parents understand student assessments, including report cards and testing, and how to help students improve.
- School staff and school communications help parents link home learning activities to learning in the classroom.
- We include parents and other community members in developing children's learning outside of school activities.
- Other: _____

- We gather information about the level and frequency of family and community participation in school programs.
- Other: _____

Decision Making

- We encourage parents to attend school improvement team meetings.
- We assign staff members to help parents address concerns or complaints.
- We invite staff and parent groups to meet collaboratively, providing space and time to do so.
- We help families advocate for each other.
- We involve parents in
 - o planning orientation programs for new families
 - o developing parenting skills programs
 - o hiring staff members
- Other: _____

Volunteering

- We encourage families and other community members to show their support by attending school events.
- We offer youth service learning opportunities for students who want to volunteer in the community.
- We help school staff learn how to work with parent and community volunteers.
- We ask family members how they would like to participate as volunteers at their child's school or in the community, and we respond in a timely manner to their offers of assistance.
- We encourage family and community members to become involved as
 - o participants on the school improvement team
 - o presenters to students on careers and other topics
 - o assistants with art/music/science, etc. shows, read-aloud events, theater workshops, book swaps, and other activities
 - o tutors/mentors
 - o chaperones on field trips and other class outings
 - o instructional assistants in classrooms, libraries, and computer labs
 - o non-instructional assistants
 - o from-the-home contributors of baked goods, assembling materials, typing, etc.
- We offer volunteer opportunities for working single parents.
- We have a program to recognize school volunteers.

Collaborating with Community

- We act as a source of information and referral about services available in the community for families.
- We use a variety of strategies to reach out to adults, families, and children of all ages, races, and socioeconomic backgrounds in the community.
- We encourage local civic and service groups to become involved in schools in a variety of ways such as mentoring students, volunteering, speaking to classes, and helping with fund-raising events.
- We encourage staff and students to participate in youth service-learning opportunities.
- We open our school buildings for use by the community beyond regular school hours.
- We work with the local chamber of commerce or business/community organizations and public library to promote adult literacy.
- We have a program with local businesses that enhances student work skills.
- We widely publish and disseminate school improvement team meeting notices, summaries, and agendas, and encourage the feedback and participation of community members.
- Other: _____

STARTING POINTS:

An Inventory of Present Practices of School, Family, and Community Partnerships

Karen Clark Salinas, Joyce L. Epstein, and Mavis G. Sanders
National Network of Partnership Schools, Johns Hopkins University

This inventory will help you identify your school’s present practices for each of the six types of involvement that create a comprehensive program of school, family, and community partnerships. At this time, your school may conduct all, some, or none of the activities listed. Not every activity is appropriate for every school or grade level. You may write in other activities that you conduct for each type of involvement.

The Action Team for Partnerships (ATP) should complete this inventory, with input from the teachers, parents, the school improvement team, and others, as appropriate. These groups have different knowledge about all of the present practices of partnership in your school.

After you complete the inventory, you will be ready to write a Three-Year Outline and One-Year Action Plan of how your school will work to increase, improve, or maintain activities for each of the six types of involvement.

Directions: Check the activities that your school conducts and circle all of the grade levels presently involved. Write in other activities for each type of involvement that your school conducts.

To assess how well each activity is implemented, add these symbols next to the check-box:
* (for very well implemented with all families), + (a good start with many families), - (needs improvement).

TYPE 1 – PARENTING: BASIC RESPONSIBILITIES OF FAMILIES **At Which Grades?**

Assist families with parenting skills and setting home conditions to support children as students, and assist schools to understand families

- | | |
|--|------------------------------|
| <input type="checkbox"/> We sponsor parent education workshops and other courses or training for parents. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We provide families with information on child or adolescent development. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We conduct family support programs with parent-to-parent discussion groups. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We provide families with information on developing home conditions that support learning. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We lend families books or tapes on parenting or videotapes of parent workshops. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We ask families for information about children’s goals, strengths, and talents. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> We sponsor home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families. | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |
| <input type="checkbox"/> _____ | K 1 2 3 4 5 6 7 8 9 10 11 12 |

**TYPE 2 – COMMUNICATING: BASIC RESPONSIBILITIES
OF SCHOOLS**

At Which Grades?

Conduct effective communications from school to home and from home to school about school programs and children’s progress

- We have formal conferences with every parent at least once a year. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide language translators to assist families as needed. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide clear information about report cards and how grades are earned. K 1 2 3 4 5 6 7 8 9 10 11 12
- Parents pick up report cards. K 1 2 3 4 5 6 7 8 9 10 11 12
- Our school newsletter includes:
 - a calendar of school events K 1 2 3 4 5 6 7 8 9 10 11 12
 - student activity information K 1 2 3 4 5 6 7 8 9 10 11 12
 - curriculum and program information K 1 2 3 4 5 6 7 8 9 10 11 12
 - school volunteer information K 1 2 3 4 5 6 7 8 9 10 11 12
 - school policy information K 1 2 3 4 5 6 7 8 9 10 11 12
 - samples of student writing and artwork K 1 2 3 4 5 6 7 8 9 10 11 12
 - a column to address parents’ questions K 1 2 3 4 5 6 7 8 9 10 11 12
 - recognition of students, families, and community members K 1 2 3 4 5 6 7 8 9 10 11 12
 - other _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide clear information about selecting courses, programs, and/or activities in this school. K 1 2 3 4 5 6 7 8 9 10 11 12
- We send home folders of student work weekly or monthly for parent review and comments. K 1 2 3 4 5 6 7 8 9 10 11 12
- Staff members send home positive messages about students on a regular basis. K 1 2 3 4 5 6 7 8 9 10 11 12
- We notify families about student awards and recognition. K 1 2 3 4 5 6 7 8 9 10 11 12
- We contact the families of students having academic or behavior problems. K 1 2 3 4 5 6 7 8 9 10 11 12
- Teachers have easy access to telephones to communicate with parents during or after school. K 1 2 3 4 5 6 7 8 9 10 11 12
- Teachers and administrators have e-mail and/or a school website to communicate with parents. K 1 2 3 4 5 6 7 8 9 10 11 12
- Parents have the telephone numbers and/or e-mail addresses of the school, principal, teachers and counselors. K 1 2 3 4 5 6 7 8 9 10 11 12
- We have a homework hotline for students and families to hear daily assignments and messages. K 1 2 3 4 5 6 7 8 9 10 11 12
- We conduct an annual survey for families to provide reactions to school programs and share information and concerns about students. K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12

TYPE 5 – DECISION MAKING: PARTICIPATION AND LEADERSHIP **At Which Grades?**
Include families as participants in school decisions, and develop parent leaders and representatives

- We have an active PTA, PTO, or other parent organization. K 1 2 3 4 5 6 7 8 9 10 11 12
- Parent representatives are on the school’s advisory council, improvement team, or other committees. K 1 2 3 4 5 6 7 8 9 10 11 12
- We have an Action Team for Partnerships to develop a goal-oriented program with practices for all six types of involvement. K 1 2 3 4 5 6 7 8 9 10 11 12
- Parent representatives are on district-level advisory councils or committees. K 1 2 3 4 5 6 7 8 9 10 11 12
- We develop formal networks to link all families with their parent representatives for decision making. K 1 2 3 4 5 6 7 8 9 10 11 12
- We involve all parents to get input and ideas on school policies. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide information on school or local elections for school representatives. K 1 2 3 4 5 6 7 8 9 10 11 12
- We involve parents in selecting school staff. K 1 2 3 4 5 6 7 8 9 10 11 12
- We involve parents in revising school and/or district curricula. K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12

TYPE 6 – COLLABORATING WITH THE COMMUNITY **At Which Grades?**
Coordinate resources and services *from* the community for families, students, and the school, and provide services *to* the community

- We provide a resource directory for parents and students with information on community agencies, programs, and services. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide information on community activities that link to learning skills and talents, including summer programs for students. K 1 2 3 4 5 6 7 8 9 10 11 12
- We work with local businesses, industries, and community organizations on programs to enhance student skills. K 1 2 3 4 5 6 7 8 9 10 11 12
- We offer after-school programs for students, with support from community businesses, agencies, or volunteers. K 1 2 3 4 5 6 7 8 9 10 11 12
- We sponsor intergenerational programs with local senior citizen groups. K 1 2 3 4 5 6 7 8 9 10 11 12
- We provide “one-stop” shopping for family services through partnerships of school, counseling, health, recreation, job training, and other agencies. K 1 2 3 4 5 6 7 8 9 10 11 12
- We organize service *to* the community by students, families, and schools. K 1 2 3 4 5 6 7 8 9 10 11 12
- We include alumni in school programs for students. K 1 2 3 4 5 6 7 8 9 10 11 12
- Our school building is open for use by the community after school hours. K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12
- _____ K 1 2 3 4 5 6 7 8 9 10 11 12