



Title I Parental Involvement Requirements Overview

District and School

September 2014

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Parent Participation in Developing Title I Plan

Each year as a district/school applies for Title I funds, parents of children who receive these services are to be involved in the joint development of the Title I Part A plan.

Parents of Title I students are also involved with the planning, review and evaluation of parent involvement activities that address the needs of the families in supporting their students to meet the state's high academic standards. *[Title I, Part A, Subpart 1, section 1112, 1118]*

- Parents of children receiving Title I services are to be involved in the planning, review and improvement of the Title I program.

The Title I Parent Involvement Plan

In support of strengthening student academic achievement, each district and school that receives Title I, Part A funds or services must develop jointly with, agree on, and distribute to parents of participating children, a written parental involvement plan that contains information required by the Elementary and Secondary Education Act (ESEA). The plan establishes the district's and school's expectations for parent involvement, describes how the district and school will implement a number of specific parent involvement activities, and is incorporated into the district's Title I, Part A, application in SERVS.

Personnel have the option of writing separate District Parent Involvement and School Parent Involvement Plans or combining the two into a District-School Parental Involvement Plan. Districts with two or more Title I schools are encourage to have a District Parent Involvement Plan and each school have their own School Parent Involvement Plan. Each of these plans is outlined below.

The District Parent Involvement Plan

School districts, in consultation with Title I parents, can use the sample template provided by the Minnesota Department of Education as a framework for the information to be included in their parent involvement plan. School districts can follow the sample template to establish the district's expectation for parent involvement and ensure all of the components have been incorporated. School districts, in consultation with Title I parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parent involvement and strengthen academic achievement. Appendices One and Two *[Title I, Part A, Subpart 1, Section 1112, Section 1116, section 1118(a), and section 1118(b)] Guidance, C.3 and C.4 (LEA), and D.1 (school).*

The District-School Parent Involvement Plan

The District Parent Involvement Plan and the School Parent Involvement Plan are generally two separate documents; however, for charter schools (with one site) and districts with one school receiving Title I funds, the components for the district and school policies may be addressed in either one parent involvement plan (District-School plan) or two parent involvement plans (a district plan and school plan).

A district-school planning to combine the plans into one document, in consultation with Title I parents can use the sample template as a framework for the information to be included in their district-school parent involvement plan. The district-school can follow this sample template to establish the district-school expectation for parent involvement and ensure all of the components have been incorporated. Districts-schools, in consultation with Title I parents, are

encouraged to include other relevant and agreed-upon activities and actions that will support effective parental involvement and strengthen student academic achievement. Appendix Three [Title I Part A, Subpart 1, section 1118 (a) (2) (b) (2-3)]

Keep the following points in mind regarding the district, school, and district-school parent involvement plan:

- Each year, the parent involvement plan must be updated and distribution of the updated plan to parents and the community must be documented.
- Are parents given an equal opportunity to provide input? Are they a part of the creation of the plan, or are they just shown the final product?
- Are parents asked to evaluate the plan's effectiveness each year?

The School Parent Involvement Plan

Schools, in consultation with Title I parents, can follow the sample template as a framework for the information to be included in their parent involvement plan. Schools can follow this sample template to establish the school's expectation for parent involvement and ensure all of the components have been incorporated. Schools, in consultation with Title I parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parent involvement and strengthen student academic achievement. The school parent involvement plan must include such information as the school-parent compact, annual parent meeting, annual assessment of parent involvement, and more. Appendix Four [Title I Part A, Subpart 1, section 1118 (b - e)]

The School-Parent Compact

Each school that receives Title I, Part A funds or services must develop a compact jointly with Title I parents stating how parents, school staff and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the Minnesota state standards. There must be a scheduled parent/teacher conference in elementary schools, at least annually, to review the compact. Appendices 5 and 6 [Title I Part A, Subpart 1, section 1118 (d) (1-2)] Guidance D.8-10.

Things to consider in development:

- How will the school/teacher communicate with parents about the curriculum, district and classroom assessments, instruction, and the state standards?
- When and how will the school/teacher provide reports to parents regarding the student's progress?
- When and how will parent meet with the teacher and volunteer, observe or participate in the child's class?
- When, where and how will the school/teacher communicate with parents?
- How is the value/success of the compact evaluated?
- How are parents involved in the development/review and evaluation process?
- Are there elements included regarding how a parent can enhance learning at home?

Things to consider during the school-parent compact conference:

- It is recommended that the parent/Title I teacher compact conference be held in the fall and could be part of the scheduled fall conference.
- In a schoolwide program the Title I teacher could be the classroom teacher.
- Schools should maintain documentation when the parent/Title I teacher conference occurred and all the required elements of the compact were discussed. See Appendix 5.
- A parent/Title I teacher conference is required for Title I elementary schools.
- It is not required to have the compact signed by the parent or school staff.

The Annual Title I 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 be involved in the Title I program. This is different from the Annual Review meeting, which is also a requirement. At this meeting, it should be explained that parents have a right to be involved in the Title I program as well as offer suggestions for their involvement. The meeting must be documented with an agenda, minutes, sign-in list, etc. It may be a good idea to do more than the law requires for this meeting, especially if there are often problems with attendance. Appendix 7

[Title I, Subpart 1, section 1118(c)(1) and (2), ESEA.] Guidance, D.5.

Keep the following in mind regarding the annual Title I parent meeting:

- This can be an introduction to the Title I program, for example: selection and exit criteria, curriculum, assessments, ways that parents can support their child's education at home. The format of the meeting is flexible; a workshop, a welcome night, etc. Preferably, this meeting occurs at the beginning of the school year.
- This meeting, whatever form it takes, must be documented with an agenda, sign-in sheets, minutes and flyers.
- Are parents involved in planning the meeting and creating the agenda?
- Can the Title I Annual Meeting be combined with a fall event the school is already having?
- Is there two-way communication at this meeting, or is it the teacher /administrator giving information to parents about the program?

Developing and Evaluating Parent Involvement Activities

Annually the Title I program staff, with the involvement of parent must assess the involvement of parents in the program and the Title I parent involvement activities in improving the academic success of their students. Including identifying barriers to greater participation by parents in 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, and use the findings of such evaluation to design strategies for more effective parental involvement, The assessment methods must be documented so that it is available for review. The parent involvement Action Team would be a valuable resource for providing information on the effectiveness of parent involvement activities. Appendix 8

[Title I, Subpart 1, section 1116(b)(4)] [Title I, Subpart 1, section 1118 (a)(2)(B)(E) and section 1118(e)(1)]

Keep the following in mind regarding the evaluation of parent involvement:

- How to evaluate the parent involvement component is a local decision. Most often, it is a survey sent out to parents. Other methods could be phone calls, attendance records or student achievement. The idea is to give parents a chance to voice their feelings by asking them, “How did we do?”
- Are the evaluation results discussed with parents? Or for example, are the parents comments just read and filed?
- Do parents play an equal role in evaluating their involvement?
- Keep in mind the goal of the activity and how it will be measured. There should be student academic goals and other community goals, for example school climate or parent leadership.

Parents’ Right to Know

ESEA requires districts receiving Title I funds to notify parents of each student attending a Title I building that they, as parents, may request information regarding the professional qualifications of the student’s classroom teachers and paraprofessionals. This notification must be disseminated at the start of each school year. Also, if parents request this information, the school must provide the response in an easily understandable format. Appendices 9 and 10 [Title I, Subpart 1, section 1111(h)(6)(A), ESEA.] *Guidance, C-6.*

Keep the following in mind regarding the parents’ right to know clause:

- This notification must occur annually.
- This notification must be disseminated at the start of the school year.
- The method used to notify parents must be documented.
- Schools must have the information regarding staff qualifications ready to distribute to parents upon request.

Parents’ Right to Know: Students Being Taught by “Highly Qualified” Staff

ESEA requires schools to notify parents if students are taught four consecutive weeks or more by a teacher or paraprofessional that is not “highly qualified.” Appendix 11 [Title I, Part A, Subpart 1, Section 1111(h)(6)(B)(ii), ESEA.] *Guidance, D-3.*

- This information must be written in a format that parents can understand.
- This information must be distributed in a timely manner

Student Recruiting Information

Schools and school districts receiving funds under any ESEA Title program must, upon request, provide student directory data (names, addresses, and telephone numbers) to military recruiters and institutions of higher education. School districts must notify parents of their right to request that this information be withheld from disclosure, and districts must comply with such requests. [Title I, Part A, Subpart 1, Section 9528 (a) (1-3)]

Staff Development

The Title I program should educate teacher, pupil services personnel, principals, and other staff 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 in the education of their child. This should include information about specific trainings or programs offered to staff.

[Title I, Part A, Subpart 1, Section 1118(a)(2)(C)(ii)(e)(3)] Guidance, D-3.

Keep the following in mind regarding staff development activities:

- This requirement could be evidenced by parent training sessions or workshop, copies of handouts and/or newsletters distributed to staff, and examples of information exchanged at staff meetings.
- Leadership training for staff, for example action team and site council members.
- Evidence of learning communities, such as conducting book studies, via agendas, handouts, and sign-in sheets.

Providing Opportunities for Training Parents

The Title I program should provide parents with opportunities to become partners with the school in promoting the education of the child at school and at home. This should include information about specific methods parents can use at home to complement their child's classroom education.

[Title I, Part A, Subpart 1, Section 1118(a)(2)(C)(ii)(e)(3)] Guidance, D-3.

Below are a few things to keep in mind regarding opportunities to train parents:

- This requirement could be evidenced by parent training sessions or workshop, copies of handouts and/or newsletters distributed to parents, and examples of information exchanged at parent-teacher conferences.
- Leadership training for parents, for example, action team and site council members.

The Annual Review Meeting

Each year, the school must hold a meeting to review the entire Title I program. This meeting typically takes place in the spring of the school year. Therefore, if there are programmatic changes to be made, they can be implemented the subsequent school year. Questions to be considered include: "What worked well this year?" and "What changes would we like to make for the next year?"

Keep the following in mind regarding the annual review meeting:

- It is not required that parents attend the annual review meeting.
- Parents must be informed of the results of this meeting.

School Report Cards

The Elementary Secondary Education Act requires the state to prepare annual reports for parents (Individual Student Report, ISR) and the public on the academic achievement of all public school districts and schools in the state. Notification must be disseminated to parents and the community in a format that is available for their review.

[Title I, Part A, Subpart 1, Section 1111(h)(1) and (2), ESEA.] Guidance, B-5 (SEA) and C-7 (LEA).

Priority, Focus and Continuous School Family Notification

The Minnesota Department of Education requires all schools that are identified as a Priority, Focus or Continuous Improvement must notify the family of each student enrolled in the school. Schools must promptly notify parents by communicating directly using mail or email. And through a broader means such as the internet, media, backpacks and community agencies that serve the families. [Parent notification templates](#) can be found in multiple languages on the MDE website.

Keep the following in mind regarding the Priority and Focus School family notification:

- This notification must occur annually.
- This notification applies to identified Title I schools.
- When a Title I school is identified each student's family must be notified.
- Explain what the notification means.
- Explain what the school is doing to address the concerns.
- Explain how families can become involved in addressing the academic issues that caused the school to be identified. List specific resources and trainings that are available through the year to help parents or guardians support their child's education.
- This notification must be disseminated promptly after the MCA II scores are officially released.
- The language must be understandable and to the extent practicable, in a language that parents can understand.
- The method used to notify families must be documented.

Parent Participation in the Implementation Team

When a school receiving Title I funds is identified as priority, focus or continuous improvement, it must seek input from parents and the community in selecting meaningful interventions aligned with the turnaround principles that will be implemented in these schools. *[ESEA Flexibility Frequently Asked Questions, August 3, 2012, A-16]*

District Complaint Procedures

Districts that receive Title I, Part A funds must disseminate, free of charge, adequate information about the complaint procedures to parents of students, and appropriate private school officials or representatives. Appendix 12

[General Provisions Regulations, at 34 CFR Sections 299.10 – 299.12.]

Appendix 1: District Title I Parent Involvement Plan Checklist

District Name:

Date:

All school districts receiving Title I funds are required under Section 1118(a) (2) of the Elementary Secondary Educational Act (ESEA) to develop a written parent involvement plan for the school district that establishes the district's expectations and specifically describes how the district will meet the require components of the document. ESEA states that the district parent involvement plan must be jointly developed with parents, and may be incorporated into the existing school district plan and distributed to parents of participating children, to the extent practicable in a format and language parents can understand.

Checklist of Required Expectations

1. The parent involvement plan states that the district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children. Yes No
2. The parent involvement plan states that the district will work with its schools to ensure that the required school-level parent involvement plan meet the Title I requirements, and include, as a component, a school-parent compact. Yes No
3. The parent involvement plan states that the district will incorporate this district-wide parent involvement plan into its district plan. Yes No
4. In carrying out the Title I parent involvement requirements, to the extent practicable, the District name and its schools will 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 an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents can understand. Yes No
5. The parent involvement plan states that if district plan for Title I 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 Minnesota Department of Education. Yes No
6. The parent involvement plan states that the district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I funds reserved for parent involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I allocations greater than \$500,000.) Yes No
7. The parent involvement plan states that the district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I funds reserved for parent involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I allocations greater than \$500,000.) Yes No
8. Districts that receive less than \$500,000 must carry out the requirements of parent involvement under ESEA, but they aren't required to reserve any specific amount from their Title I, Part A allocation to do so. No means Not Applicable Yes No

Checklist of Required Components

- The parent involvement plan states how the LEA involves parents in the joint development of the district parent involvement policy/procedures and Title I Plan under section 1112 (ESEA Application). Yes No
 - The parent involvement plan states how the LEA provides coordination, technical assistance and support to schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. Yes No
 - The parent involvement plan states how the LEA builds the schools' and parents' capacity for parent involvement and described in Section 1118(e). Yes No
- 3.1 The parent involvement plan states how the LEA will assist parents of the children being served in understanding state standards, district and school assessments, and how to monitor a child's progress.
- 3.2 The parent involvement plan states how the LEA will provide materials and training to help parents work with their children. Yes No
- 3.3 The parent involvement plan states how the LEA will 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. Yes No
- 3.4 The parent involvement plan states how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and to the extent practicable in a language the parents can understand. Yes No
- 3.5 The parent involvement plan states how the LEA will provide reasonable support for parental involvement activities. Yes No
- The parent involvement plan states how the LEA coordinates Title I parent involvement activities with other agency parental involvement activities that encourage & support parents in more fully participating in the education of their children, such as Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and state-run preschool programs. Yes No
 - The parent involvement plan states how the LEA conducts, with parents, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the school and what the barriers are to parental participation that needs to be addressed and use the findings of the evaluation to design strategies for school improvement and to revise parent involvement policy/procedures as necessary. Yes No
 - The parent involvement plan states how the LEA involves parents in the activities of the schools served under this part. Yes No

- The parent involvement plan states how the LEA involves parents in the process of school review and improvement under ESEA Section 1116, if applicable Yes No

Optional district parent involvement plan components:

- 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 parent involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- training parents to enhance the involvement of other parents
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend those conferences at school
- adopting and implementing model approaches to improving parent 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 parent involvement activities

Appendix 2: District Parent Involvement Plan

[District Name]
Title I Parent Involvement Plan
[School Year]

District Mission Statement emphasizing Parental Involvement

[*District/ Name*] is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

Part I. District Expectations

Each school district must establish the district's expectations for parent involvement. [Section 1118(a)(2), ESEA.]

[*District name*] agrees to implement the following requirements:

[*District name*] will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

[*District name*] will work with its schools to ensure that the required school-level Parent Involvement Plan meets the Title I requirements, and include, as a component, a school-parent compact.

[*District name*] will incorporate this district-wide Parent Involvement Plan into its district plan.

In carrying out the Title I parent involvement requirements, to the extent practicable, the [*district name*] and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents can understand.

If the [*district name*] plan for Title I 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 Minnesota Department of Education.

If applicable, [*District name*] will involve the parents of children served in Title I schools in decisions about how the one percent of Title I funds reserved for parent involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

Part II. District Parent Involvement Plan Required Components

[*District name*] will take the following actions to involve parents in the joint development/revision of its district parent involvement plan.

1. How will parents be included in development/revising the parent involvement plan?
 - Activity/Activities
 - Date/Dates
 - Contact Person
 - Phone Number

[*District name*] will involve parents in the joint development of the district plan, review and improvement [i.e. district plan, section 1112, schoolwide section 1114, and/or school improvement section 1116].

2. How will the district involve parents in the joint development of the Title I plan?
 - Activity/Activities
 - Date/Dates
 - Contact Person
 - Phone Number
3. How will the district inform parents of the school report card?
 - Activity/Activities
 - Date/Dates
 - Contact Person
 - Phone Number
4. How will the district notify the parents that the district has been identified that it needs improvement?
 - Activity/Activities
 - Date/Dates
 - Contact Person
 - Phone Number

5. How will the district consult with parents about the district plan for improvement?
 - Activity/Activities
 - Date/Dates
 - Contact Person
 - Phone Number
6. How will the district conduct staff development for implementing effective strategies for parental involvement?
 - Activity/Activities
 - Date/Dates
 - Contact Person
 - Phone Number
7. [District name] will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance, through the following activities specifically described below.
 - Activity/Activities
 - Date/Dates
 - Contact Person
 - Phone Number
8. [*District name*] will build the schools' and parents' capacity for strong parent 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.
 - Activity/Activities
 - Date/Dates
 - Contact Person
 - Phone Number
9. [*District name*] will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
 - the state's academic content standards
 - the state's student academic achievement standards,
 - the state and local academic assessments including alternate assessments,
 - the requirements of Title I,
 - how to monitor their child's progress, and
 - how to work with educators

List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that support educating parents on the above topics.

- Activity/Activities

- Date/Dates
 - Contact Person
 - Phone Number
10. *[District name]* will, with the assistance of its Title I 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 parent involvement.
- Activity/Activities
 - Date/Dates
 - Contact Person
 - Phone Number
11. *[District name]* will, with the assistance of its Title I schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- Activity/Activities
 - Date/Dates
 - Contact Person
 - Phone Number
12. *[District name]* will coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Activity/Activities
 - Date/Dates
 - Contact Person
 - Phone Number
13. *[District name]* will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.
- Activity/Activities
 - Date/Dates
 - Contact Person
 - Phone Number

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

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.

- Activity/Activities
- Date/Dates
- Contact Person
- Phone Number

15. *[District name]* will involve parents in the decisions regarding how funds reserved for parent involvement activities will be allocated:

- Activity/Activities
- Date/Dates
- Contact Person
- Phone Number

Part III. Discretionary District Parent Involvement Plan Components

[District name] Parent Involvement Plan may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following:

- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Provide 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.
- Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Train parents to enhance the involvement of other parents.
- In order to maximize parent involvement and participation in their children's education, 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 those conferences at school.

- Adopt and implement model approaches to improving parent involvement.
- Establish a district parent advisory council to provide advice on all matters related to parent involvement in Title I, Part A programs.
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent involvement activities.
- Provide other reasonable support for parent involvement activities under section 1118 as parents may request.

Part IV. Adoption

[District name] Parental Involvement Plan has been developed/revised jointly with, and agreed on with, parents of children participating in Title I programs, as evidenced by meeting minutes.

This Parent Involvement Plan was developed/revised [district name] on [insert date] and will be in effect for the period of school year [insert current school year]. [District name] will distribute this plan to all parents of participating Title I children on or before [date].

Signature of Title I Authorized Representative

Date

These parents were involved with the development of this document:
(List parents)

*This template of a District Parent Involvement Plan is a modified version of the sample provided in the U.S. Department of Education Parental Involvement Guidance, provided by Minnesota Department of Education and Minnesota Parent Information Resource Center.

Appendix 3: District/School Parent Involvement Plan

[District/School Name]
Title I Parent Involvement Plan
[School Year]

District/School Mission Statement emphasizing Parental Involvement

[District/School Name] is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

Part I. District Expectations

District must establish the district's expectations for parent involvement. [Section 1118(a)(2), ESEA.]

The [District/School Name] agrees to implement the following requirements:

- [District/School Name] will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I programs. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- [District/School Name] will work with its schools to ensure that the required school-level parent involvement plan meets the Title I requirements, and includes, as a component, a school-parent compact.
- [District/School Name] will incorporate this district-wide parent involvement plan into its district plan.
- In carrying out the Title I parent involvement requirements, to the extent practicable, [District/School Name] and its schools will 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 an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the [District/School Name] plan for Title I is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when it submits the plan to Minnesota Department of Education.
- [District/School Name] will involve the parents of children served in Title I schools in decisions about how the one percent of Title I funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I allocations greater than \$500,000.)

Part II. District/School Parent Involvement Plan Required Components

1. [District/School Name] will take the following actions to involve parents in the joint development of its district/school parent involvement plan:
 - a. How will parents be included in writing the parent involvement plan?
 - Activity/Activities
 - Date/Dates
 - Contact Person
 - Phone Number
2. [District/School Name] will involve parents in the process of district and school plan, review and improvement [i.e. district plan, section 1112, schoolwide section 1114, and/or school improvement section 1116];
 - a. How will the school/district inform parents of the school report card?
 - b. How will the district/school notify the parents that their child's school has been identified as needs improvement?
 - c. How will the school identify students who qualify for Title I services?
 - d. How will the district/school involve parents of students in the identified sub-groups as part of the school support team?
 - e. How will the district/school conduct staff development for implementing effective strategies for parental involvement?
 - Activity/Activities
 - Date/Dates
 - Contact Person
 - Phone Number
3. [District/School Name] will involve parents, in an organized, ongoing, and timely way, in the planning, review and improvement of programs under this part, including planning, review and improvement of the school parent involvement plan.
 - Activity/Activities
 - Date/Dates
 - Contact Person/s
 - Phone Number
4. [District/School Name] will offer a number of flexible meeting options, such as 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.
 - Activity/Activities
 - Date/Dates
 - Contact Person/s
 - Phone Number

5. [District/School Name] will provide the following necessary coordination, technical assistance and other support to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
 - Activity/Activities
 - Date/Dates
 - Contact Person/s
 - Phone Number
6. [District/School Name] 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 activities specifically described below.
 - Activity/Activities
 - Date/Dates
 - Contact Person/s
 - Phone Number
7. 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.
8. [District/School Name] will, with the assistance of its Title I schools, provide support to parents of children served by the school district or school, as appropriate, in understanding topics such as the following.
 - the state's academic content standards,
 - the state's student academic achievement standards,
 - the state and local academic assessments including alternate assessments,
 - the requirements of Title I,
 - how to monitor their child's progress, and
 - how to work with educators.

List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that support educating parents on the above topics.

- Activity/Activities
- Date/Dates
- Contact Person/s
- Phone Number

9. [District/School Name] will provide parents of participating children, 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.

10. [District/School Name] will, with the assistance of its Title I 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.
 - Activity/Activities
 - Date/Dates
 - Contact Person/s
 - Phone Number
11. [District/School Name] will, with the assistance of its Title I schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
 - Activity/Activities
 - Date/Dates
 - Contact Person/s
 - Phone Number
12. [District/School Name] will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
 - Activity/Activities
 - Date/Dates
 - Contact Person/s
 - Phone Number
13. [District/School Name] will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.
 - Activity/Activities
 - Date/Dates
 - Contact Person/s
 - Phone Number
14. [District/School Name] will coordinate and integrate parental involvement strategies under Title I 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.]

- Activity/Activities
- Date/Dates
- Contact Person/s
- Phone Number

15. [District/School Name] will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan 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 to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement plan.

Describe actions, such as how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.

- Activity/Activities
- Date/Dates
- Contact Person/s
- Phone Number

16. [District/School Name] will 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,

Describe when and where the annual meeting will be held.

- Activity/Activities
- Date/Dates
- Contact Person/s
- Phone Number

17. [District/School Name] will involve parents in the decisions regarding how funds reserved for parental involvement activities.

- Activity/Activities
- Date/Dates
- Contact Person/s
- Phone Number

18. 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.

- Activity/Activities
- Date/Dates
- Contact Person/s
- Phone Number

Part III. Shared Responsibilities for High Student Academic Achievement

As a component of the school-level parental involvement plan, 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.

- Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement;
- Provide frequent reports to parents on their children's progress; and
- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

- Activity/Activities
- Date/Dates
- Contact Person/s
- Phone Number

Part IV. Discretionary District/School Parent Involvement Plan Components

The [District/School Name] Parent Involvement Plan may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following activities:

- Involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of that training.
- Provide 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.
- Pay 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.
- Train parents to enhance the involvement of other parents.

- In order to maximize parental involvement and participation in their children's education, 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 those conferences at school.
- Adopt and implement model approaches to improving parental involvement.
- Establish a district parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
- Provide other reasonable support for parental involvement activities under section 1118 as parents may request.
 - Activity/Activities
 - Date/Dates
 - Contact Person/s
 - Phone Number

Part V. Accessibility

In carrying out the parental involvement requirements of this part [District/School Name], to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of 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.

- Activity/Activities
- Date/Dates
- Contact Person/s
- Phone Number

Part VI. Adoption

The [District/School Name] Parent Involvement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I programs, as evidenced by meeting minutes and sign-in sheets.

On [insert date] the [District/School Name] Parent Involvement Plan will be in effect for the period of [insert current school year].

The [District/School Name] will distribute this plan to all parents of participating Title I children on or before [date].

Signature of Title I Authorized Representative

Date

Parents were involved with the development of [District/School Name] Parent Involvement Plan:
(List names)

*This template of a District/School Parent Involvement Plan has been developed by combining two documents, the modified version of the sample provided in the U.S. Department of Education Parental Involvement Guidance and the sample of the School Parent Involvement Plan provided by Minnesota Department of Education and the Minnesota Parent Information Resource Center.

Appendix 4: School Parent Involvement Plan

[School Name]
Title I Parent Involvement Plan
[School Year]

[School Name] is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

Part I. School Parent Involvement Plan Required Components

1. [School Name] will jointly develop/revise with parents the school parent involvement plan and distribute it to parents of participating children and make available the parent involvement plan to the local community.
 - Activity/Activities
 - Date/Dates
 - Contact Person/s
 - Phone Number
2. [School Name] will 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.
 - Activity/Activities
 - Date/Dates
 - Contact Person/s
 - Phone Number
3. [School Name] will offer a number of flexible meeting options, 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.
 - Activity/Activities
 - Date/Dates
 - Contact Person/s
 - Phone Number
4. [School Name] will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under section 1112, schoolwide under section 1114 and the process of the school review and improvement under section 1116.
 - Activity/Activities
 - Date/Dates

- Contact Person/s
- Phone Number
- 5. [School Name] will provide parents of participating children –
 - a. timely information about programs under this part;
 - b. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - c. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
- Activity/Activities
- Date/Dates
- Contact Person/s
- Phone Number
- 6. 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.

Part II. Required Shared Responsibilities for High Student Academic Achievement

As a component of the school-level parent involvement plan, 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.

- Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement;
- Provide frequent reports to parents on their children's progress; and
- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.
 - Activity/Activities
 - Date/Dates
 - Contact Person/s
 - Phone Number

Part III. Building Capacity Requirements 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 –

- a. 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.

- Activity/Activities
 - Date/Dates
 - Contact Person/s
 - Phone Number
- b. 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.
- Activity/Activities
 - Date/Dates
 - Contact Person/s
 - Phone Number
- c. 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.
- Activity/Activities
 - Date/Dates
 - Contact Person/s
 - Phone Number
- d. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Activity/Activities
 - Date/Dates
 - Contact Person/s
 - Phone Number
- e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand.
- Activity/Activities
 - Date/Dates
 - Contact Person/s
 - Phone Number
- f. Shall provide such other reasonable support for parental involvement activities under this as parents may request.
- Activity/Activities

- Date/Dates
 - Contact Person/s
 - Phone Number
- g. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- h. 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.
- i. 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.
- j. May train parents to enhance the involvement of other parents.
- k. 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.
- l. May adopt and implement model approaches to improving parental involvement.
- m. May establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
- n. May develop appropriate roles for community-based organizations and businesses in parent involvement activities.

Part IV. Accessibility Requirements

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 of children with limited English proficiency, parents of 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.

- Activity/Activities
- Date/Dates
- Contact Person/s
- Phone Number

Part V. Adoption

This [School Name] Parental Involvement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I program, as evidenced by meeting minutes.

The Parent Involvement Plan was developed by [School Name] on [date] and will be in effect for the period of [insert current school year]. The school will distribute this Parent Involvement Plan to all parents of participating Title I children and make it available to the community on or before [date].

Signature of Title I Authorized Representative

Date

These parents were involved with the development of this document:
(List Names)

*This template of a District/School Parent Involvement Plan has been developed by combining two documents, the modified version of the sample provided in the U.S. Department of Education Parental Involvement Guidance and the sample of the School Parent Involvement Plan provided by Minnesota Department of Education and the Minnesota Parent Information Resource Center.

Appendix 5: Title I School-Parent Compact Checklist

District Name: _____ Date _____

Schools receiving Title I funds are required under Section 1118(d) of the Elementary Secondary Educational Act (ESEA) to develop a school-parent compact, jointly with parents. ESEA states that in elementary schools, at least annually, there shall be a scheduled parent/teacher conference to discuss the compact as it relates to the child's achievement. The compact and parent/teacher conference is a component mentioned the school's parent involvement policy/procedures.

Checklist of Required Components

1) Describes the school's responsibility to provide a high quality curriculum and instruction in a supportive and effective learning environment.

Yes No

2) Describes ways a parent can participate as appropriate in decisions relating to the education of their child such as serving on the school site council, PTA, Title I parent involvement committee.

Yes No

3) Addresses the importance of communication between teachers and parents on an ongoing basis through a minimum of:

- An annual parent/teacher conference to review compact.
- Reasonable access to staff.
- Opportunities to volunteer, participate in classroom activities, and observe classrooms.

Yes No

4) Describe ways the parent can be responsible for supporting their child's learning, such as how they can monitor their child's homework, attendance, television watching

Optional School-Parent compact components:

- Identify ways the student can be responsible for their academic success.
- Be specific and grade level appropriate.

Appendix 6: School-Parent Compact

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. Yearly the compact should be evaluated to determine its effectiveness with revisions made as necessary.

Elementary schools must schedule annually a parent/teacher conference to discuss the compact.

[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 [insert current school year] 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/teacher will communicate with parents about the curriculum, district and classroom assessments, instruction, and the state standards.]

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/teacher will provide reports to parents regarding the student's progress.]

4. Provide parents reasonable access to staff, opportunities to volunteer, participate in their child's class, and to observe classroom activities, as follows:

[Describe when and how parent can meet with the teacher, volunteer, participate in the child's class or observe. Describe when, where and how the school/teacher will communicate with parent.]

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.*
- *Attend parent/teacher conference.*
- *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.]*

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specially, 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 (number) 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.]*

Appendix 7: Title I Annual Parent Meeting

Sample Agenda

Welcome:

Ice Breaker:

- Play “Am I as Smart as a Fifth Grader” or whatever grade Title I is serving. This could include sharing grade level standards.

Review Title I program:

- What is Title I?
- How do children qualify?
- What is the exit criterion?
- Explain assessments and statewide tests
- What is the school/district is doing to keep parents informed and involved about their child’s progress?
- Share ideas how parents can help their child with reading and math.

Questions & Answers:

- Provide an opportunity for parents to share with the school what they can do to help parents become involved with their child’s education.

Review:

- Parents have a right to request the qualifications of their child’s teachers.
- Parents have a right to be involved in their child’s education and the school wants to make it as easy as possible for all parents to take part.

Appendix 8: Evaluating Family Engagement Activities

The logic model, designed by Redding and Keleher (2010) offers a framework for designing and evaluation family engagement.

1. **Type or category:** Is this program aimed at enhancing parent involvement, parenting skills, and/or strengthening the school community? Will the program address specific challenges faced by some students? Some parents?
2. **Target audience:** Will the program include parents? Teachers? Students? Others? Is it designed for certain grade levels? Interests? Characteristics of participants?
3. **Purpose, goals, and objectives:** What does the program intend to accomplish? Objectives may be identified by asking:
 - a. Knowledge: What will participants know that they did not know prior to their participation in the program?
 - b. Skills: What will participants be able to do that they were not able to do prior to their participation in the program?
 - c. Actions: In what ways will participants' behaviors and habits change as a result of newly acquired knowledge and skills?
4. **Theory of action:** A theory of action addresses the ways in which the program will “work” in changing participants' knowledge, skills, and actions. A theory of action is determined by asking:
 - a. Incentives: How will the program enhance the participants' motivation to achieve the intended outcomes?
 - b. Capacity: How will the program provide the participants with the necessary knowledge and skills to achieve the intended outcomes?
 - c. Opportunity: How will the program remove barriers that stand in the way of participants achieving the desired outcomes and provide them with avenues for personal adaptation of the program's proposed or prescribed practices?
5. **Activities, tasks, outputs, timeline, and responsibilities:** This is the common planning component in the logic model, linking elements of the program to its purpose and providing a roadmap for implementation.
6. **Evaluation design—data sources, criteria, data analysis:** The evaluation design is suited to the purpose of the program and includes the instruments, forms, and data sources necessary to make formative and summative determinations about the program.
7. **Uses of evaluation results:** Will periodic reports be prepared? How will the information be shared? With whom? For what purpose? How will the program be improved in response to the findings?

Redding, S., & Keleher, J. (2010). Evaluating parent programs. In D. B. Hiatt-Michael (Ed.), *Promising practices to support family involvement in schools* (pp. 151–170). Charlotte, NC: Information Age Publishing.

Appendix 9: Parents' Right to Know: Teacher Qualifications

ESEA Section 1111(h) (6) (A)

School districts are required to notify parents of ALL children in ALL Title I schools in the beginning of each year, that parents have the right to request and receive timely information on the professional qualifications of the student's classroom teachers. This requirement applies to all parents of the children in the school—whether or not the students receive Title I services—and all Title I schools, both targeted assistance and schoolwide.

When the parent of child requests information on their child's classroom teacher's professional qualifications, districts must respond in a timely manner, to the requested information, at a minimum, report the following:

- a. Whether or not the teacher has met Minnesota's licensing requirements for the grade level(s) and core academic subject(s) they teach.
- b. Whether or not the teacher is teaching under a variance status.
- c. The education level and subject area of the teacher's college degree major and any graduate degree or certificate held.
- d. Whether the child is provided services by paraprofessionals, and if so, their qualifications.

Schools that receive Title I funds shall provide to each parent:

- Information on the level of achievement of the parent's child on the state academic assessments.
- Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, by a teacher who is not highly qualified.
- This information provided to parents shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The notification must take place at the start of each school year.

Appendix 10: Parents' Right-to-Know Letter: Child's Classroom Teacher's Qualifications

Sample

Dear Parent/Guardian,

At [name of school] we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal rules related to teacher qualifications as defined in Elementary Secondary Education Act. These rules allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching.
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived.
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact me at [contact information].

Sincerely,

School Principal

Appendix 11: Parents' Right to Know: Parent Four Week Letter

Sample

Dear Parent or Guardian:

The federal Elementary Secondary Educational Act (ESEA) Act of 2001 gives parents of students attending Title I schools the right to know certification information about the teachers and paraprofessionals who work with their children. The law requires schools to notify parents when their child has been assigned or taught for four or more consecutive weeks by a regular or substitute teacher of a core academic subject who is not highly qualified (as defined by ESEA) in the subject(s)/level(s) s/he is currently teaching.

The teacher currently assigned to your child's classroom may be certified in a different subject/level from the one s/he is currently teaching or is a substitute teacher who has been teaching your child for four weeks or more.

Please be advised that all teachers are provided with ongoing professional development opportunities and are taking coursework to obtain certification in the appropriate field. In addition, each teacher's service is reviewed throughout the year and rated annually. This rating covers content knowledge as well as overall teaching methods and ability. If you require further information about the status of the teacher(s) to whom your child is currently assigned, please contact the principal.

Student's Name:

Current Subject/Grade Level and Class:

Sincerely,

School Principal

Appendix 12: Complaint Procedures

Memorandum

To: LEA Representatives
Title I Coordinators
Superintendents

From: John Moore, Director, Student Support
Re: Complaint Procedure Process for Elementary Secondary Education Act Title Programs

Date: June 6, 2012

Title IX, General Provisions of the Elementary and Secondary Education Act (ESEA) requires that the state education agency (SEA) provides guidance to all local education agencies (LEAs) for resolving complaints. Any organization or individual may file a complaint if there is reason to believe that either an LEA or the SEA is not correctly administering an ESEA program.

A complaint is a signed, written statement citing an alleged violation of Public Law 107-110, the regulations governing the law, or other applicable state or federal laws or regulations, either by the SEA or a school district. The complaint should describe the alleged violation and include the facts and circumstances on which the statement of alleged violation is based. Any organization or individual may file a complaint if there is reason to believe that either an LEA or the SEA is not correctly administering an ESEA Title program.

Complaint Procedure

Please review the following complaint procedure that LEAs are to follow when submitting a complaint to the Minnesota Department of Education (MDE), Student Support.

Mail complaint to:
Director of Student Support
Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113

Process for Complaints Pertaining to an LEA

Complaints pertaining to LEAs should be addressed to the Director of Student Support of the Minnesota Department of Education. A cover sheet tracking the process outlined below will be attached to the complaint. State ESEA Title Program personnel will investigate these complaints. The complaint will be resolved within 60 business days.

Within 60 days of receiving a complaint regarding an LEA, the SEA will:

1. Notify the complainant of the receipt of the complaint.
2. Notify the LEA of the receipt of the complaint and the nature of the alleged violation.
3. Assign program specialist to review the facts and circumstances of the complaint.
4. Conduct an on-site, compliance-monitoring visit if necessary, including a publicly announced meeting to hear testimony from all interested parties, if the SEA determines such a meeting is needed, or if one is requested by the district's Parent Advisory Committee.

5. Determine if a violation of law or regulation has occurred.
6. If the SEA determines a violation has occurred, require the LEA to take corrective action to return to compliance.
7. If the SEA determines a violation has occurred, determine whether Title program funds need to be returned and the amount to be returned.
8. Notify all parties of results of the review and determinations.
9. If the SEA determines that no violation of law or regulation has occurred, the SEA will attempt to resolve or negotiate programmatic concern.

Appeals

Once the SEA has investigated the complaint and made a determination, either party may appeal to the assistant commissioner for the Office of Student and School Success of the Minnesota Department of Education to review the findings. The assistant commissioner, or his/her representative, will review the SEA's investigation and findings, interview parties involved in the complaint, hold a public meeting if needed, and make a final determination of compliance. After the assistant commissioner's final determination, either party may request a review by the U.S. Secretary of Education.

Process for Complaints Pertaining to Actions by MDE Student Support Office

If a complaint alleges that the SEA has violated applicable law or regulation, the complaint will be referred directly for review and investigation to the assistant commissioner for the Office of Student and School Success

Within 60 business days of receiving the complaint:

1. The assistant commissioner will assign the review to a unit or section not involved in the administration of the program. This unit or section will follow the procedural steps outlined above.
2. If needed, an independent audit will be performed.
3. If the SEA cannot investigate and resolve the complaint within 60 days because of the complexity of the complaint, exceptional circumstances involved in a particular complaint, or other unforeseen difficulties, the SEA will notify both the complainant and the LEA of the circumstances. The SEA, the LEA, and the complainant will negotiate an extension of time.

Appeals

Following the assistant commissioner's determination, either party may appeal directly to the U.S. Secretary of Education.

Resources

A Toolkit for Title I Parent Involvement

This toolkit is designed to provide information to those who are implementing Title I Part A parental involvement provisions. By using these tools, you can increase the "transparency" for parental involvement in children's education. [Southwest Educational Development Laboratory](#)

Supporting Parent, Family, and Community Involvement in Your School

Deborah Davis, June 2000, Northwest Regional Educational Laboratory

This guide provides ideas and suggestions taken from research on family and community involvement in schools and can help school staff and others design a long-term approach to garnering the positive involvement of all concerned. These ideas represent the tip of the iceberg of what is possible. There are as many solutions for creating a comprehensive plan to involve parents, families, and the community in the education of children, as there are schools. Each school has its own demographic mix, community context, and history. The ideas presented in this tool can be modified and expanded upon to suit the needs of the school.

[Supporting Parent Family, and Community Involvement in Your School](#)

Parent Involvement Evaluation Toolkit

This document is designed to assist district and school level educators meet the evaluation requirements of Section 1118, Parental Involvement in Title I of the Elementary Secondary Education Act (ESEA). It is a work in progress developed by the Evaluation Working Group sponsored by the Regions III and IV Regional Technical Assistance Center at the University of South Florida.

[Parent Involvement Evaluation Toolkit](#)

Harvard Family Research Project

The Harvard Family Research Project provides research-based resources that engage families as a strategy to achieve student success.

[Harvard Family Research Project](#)

National Network of Partnership Schools

The National Network of Partnership Schools (NNPS) uses research-based approaches to organize and sustain programs for family and community involvement at the school, district, state and the community agency level.

[National Network of Partnership Schools](#)

Handbook on Family and Community Engagement

The [Handbook on Family and Community Engagement](#) is intended to provide educators, community leaders, and parents with a succinct survey of the best research and practice accumulated over the years.

Elementary Secondary Educational Act, section 1118

[Ed.gov](#)

Questions should be directed to:

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651.582.8763