

Frequently Asked Questions Regarding Title I Parent Involvement Policies/Plans

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Parent Involvement Policy/Plan Development and Activities

A-1. What is meaningful involvement of parents?

The Elementary and Secondary Education Act (ESEA) requires that parents are actively involved in the development, implementation, and evaluation of the parent involvement program as well as the school improvement process. For parent input to be meaningful, it must meet the following criteria:

- Occur regularly;
- Be two-way as in the form of a dialogue; and
- Ensure that parents are part of the decision making process.

The following are examples and non-examples of meaningful parent involvement:

Examples	Non-examples
Parents take leadership roles on LEA and school councils.	Review of survey results
Parent’s input is valued and included in the strategies and/or activities implemented.	Review and approval of plans, policies, etc.
LEAs and schools actively seek input from parents.	LEA or school dismisses or fails to implement parent input. (While there may be legal/statutory reasons not to implement a suggestion provided by a parent, the input should not be dismissed without consideration.)
Parent groups meet on a regular basis to assist LEAs and schools in the development and implementation of plans.	Parents are consulted on an “as-needed” basis only to meet compliance.
Parents are regular members of the school advisory councils/leadership teams.	The school “grabs” parents who happen to be available for policy development.
Meetings are scheduled at a time parents can attend.	Meetings are only scheduled during the regular school day for the convenience of the teachers and staff.

A-2. How can LEAs and schools ensure that parents are involved in the development of the school’s parent involvement policy (PIP)?

In developing PIPs, the Local Educational Agencies (LEAs) and schools should contact parents and ask for their collaboration in developing or revising the school’s policy. LEAs and schools may wish to create a committee, task force, parent council, or parent involvement team. In many schools in Florida, the School Advisory Council (SAC) serves in this capacity.

While this is not a requirement specifically outlined in statute [Section 1118, PL 107-110], it is recommended that this team be composed of all stakeholders and is a balanced representation of the school. LEAs are encouraged to use the same or similar guidelines when developing the LEA-wide parent committees.

A-3. Is an LEA required to have a standing committee to develop the LEA PIP?

No; statute does not require that the input from parents be gathered from a standing

committee. However, the LEA is encouraged to use the same committee throughout the year to ensure consistency in the development, implementation, and evaluation of its plan.

A-4. How many parents should be on the committee when developing and evaluating plans and policies?

Neither federal nor state statutes contain specific requirements for the composition of this committee or specify the number or percentage of parents required to provide input. The LEA and school should ensure that the committee contains a balanced representation of its Title I schools. The LEA should take into consideration the following:

- All Title I schools are represented (either directly or through regional representation);
- Inclusion of parents from all AYP subgroups (parents of students with disabilities, English Language Learners; and economically disadvantaged); and
- Mirrors the racial make up of its Title I schools.

Florida Statutes, Section 1001.452 outlines specific requirements for the composition of the School Advisory Councils. Additional information may be found at http://www.flsenate.gov/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1001.452&URL=CH1001/Sec452.HTM.

Section 1001.452(1)(b) describes a provision for LEA advisory councils which may be used as the group which develops the policies/plans. The Florida Department of Education (FLDOE) encourages LEAs to use a similar make up when creating parent advisory groups.

A-5. Can survey results be used to document input from parents?

Survey results may be used to gather data for the evaluation of the PIP. However, these results alone may not be used to document meaningful input from parents.

A-6. How can LEAs and schools involve the community to help ensure the effective involvement of parents?

While the statute does not specifically require the input of community in the development of the parent involvement policy, USDE encourages LEAs and schools to develop appropriate roles for community-based organizations, including faith-based organizations and businesses in parental involvement activities. These organizations should form partnerships with the schools involved and the parents to improve student academic achievement [Section 1118(e)(13), ESEA].

A-7. What specific information must an LEA's written parental involvement policy contain?

An LEA's written parental involvement policy must establish the LEA's expectations for parental involvement and describe how the LEA will—

- Involve parents in jointly developing the LEA's local plan under section 1112 and in the process of school review and improvement under section 1116;
- Provide the coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;
- Build the schools' and parents' capacity for strong parental involvement;
- Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), State-run preschool programs, and Title III language instructional programs;
- 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, Part A 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;
 - Revising, if necessary, the LEA's parental involvement policies; and
- Involve parents in the activities of schools served under Title I, Part A. [Section 1118(a)(2), ESEA].

A-8. Is the LEA required to have school board approval of the PIP?

No; parent involvement policies do not need to be approved by the school board unless the local school board's policy requires approval of such documents. LEAs should not allow the term "policy" to become a hindrance in adopting an LEA or school parent involvement policy. Schools may refer to the school parent involvement policy as a "plan" rather than a "policy."

A-9. How often is an LEA required to evaluate the PIP?

LEAs are required to conduct 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, Part A funds. The evaluation must be conducted with the involvement of parents and be used as a guide when making revisions to the PIP. The LEA is not required to use a specified format for the evaluation of the 2008-2009 PIP, but must ensure that the evaluation includes all of the following required components:

- Identification of 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;
- Use of the findings of the evaluation to design strategies for more effective parental involvement; and

- Revisions of, if necessary, the LEA's parental involvement policies.

The Florida Evaluation Working Group created a toolkit designed to assist schools and LEAs in conducting evaluations of parent involvement policies. The Parent Involvement Toolkit may be accessed at the following Web site: <http://www.nclbeval.org>

A-10. Is the LEA required to include information from school-level parent involvement activities in the LEA-wide parental involvement evaluation?

Yes; Section 1118(b)(1)(E), requires each LEA that receives funds under Title I Part A to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement actions. Further, Section 1116(a)(1)(D) requires LEA to review the effectiveness of the actions and activities the schools are carrying out with respect to parental involvement. The implementation of the activities outlined in the school-level PIP is part of this process.

A-11. Are Developmental Research Laboratory Schools required to develop an LEA-level and a school-level parental involvement policy?

Yes; LEAs that receive Title I funds must develop an LEA parental involvement policy in accordance with Section 1118. If a Lab School is a single-school LEA, then the LEA must also develop a school-level policy meeting the requirements of Section 1118. The LEA may wish to combine both the LEA-level and school-level parental involvement policies into one policy/plan that addresses all LEA and school-level required components.

A-12. How specific should the dates be in the PIP?

Dates and timelines in the PIP should be specific enough to guide the LEA or school in program implementation, monitoring, and evaluation.

A-13. Are there state-level requirements for parent involvement?

Yes; the Florida's Family and School Partnership for Student Achievement Act [Florida Statutes, Section 1002.23 (5)] addresses the state-level requirements for LEAs and schools related to parent involvement. The specific law may be accessed at http://www.flsenate.gov/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1002.23&URL=CH1002/Sec23.HTM.

A-14. Can the LEA or school use an existing PIP?

Yes; if the LEA or school already has a parent involvement policy that applies to all parents, the school may amend that existing policy, if necessary, to meet the requirements of section 1118(b). It is important to remember that parents must be involved in the process of developing, implementing, and evaluating the parent involvement policy, and parents must be a part of any decision to revise or continue an

existing policy. The LEA must maintain adequate documentation that the current plan did not need revision based on the results of the evaluation and barriers identified.

A-15. Are private schools served by Title I, Part A required to develop school-level PIPs?

No; the school-level PIPs are only required of public schools. However, the LEA is required to implement parent involvement activities at private schools in an equitable manner.

A-16. Are LEAs required to offer parent involvement activities for parents of participating children attending a private school?

Yes; under the equitable participation provisions of Title I, Part A, an LEA must provide eligible children enrolled in private elementary and secondary schools, on an equitable basis, special education services and other benefits under Title I, Part A, including parental involvement services and activities, that are comparable to the services and benefits provided to their public school counterparts. The amount of funds available to provide equitable services from the applicable reserved funds must be proportionate to the number of private school children from low-income families residing in the participating public school attendance areas.

To comply with this requirement, an LEA must provide equitable services to parents of private school participants from the funds set aside for this purpose. Activities for the parents of private school participants must be planned and implemented after meaningful consultation with private school officials and parents and conducted either in conjunction with the LEA's parental involvement activities or independently. Activities that LEAs can provide parents that will assist private school students in achieving high academic standards may include a written agreement between the LEA and parents of private school participants regarding the responsibilities of the LEA and parents in the Title I program, parent meetings, communication between the Title I teachers and parents on students' academic progress, parent-teacher conferences, and parent education [Section 200.65(a)(2) of the Title I Regulations and Section 1120, ESEA].

School-Level Parent Involvement Policies

B-1. What written parent involvement policies must schools develop?

ESEA requires that each school that receives funds from Title I, Part A develop, jointly with parents of participating children, a written parent involvement policy (PIP) that describes how the school will carry out the parent involvement requirements in section 1118(c) – (f), including the development of a school-parent compact.

B-2. Are schools required to review their 2008-2009 PIP?

Yes; Section 1118(c)(3) requires schools to periodically review and revise the school-

level PIP. The USDE has not yet defined “review” or “periodic”. An LEA is responsible for ensuring that a school's policy meets the changing needs of the local community. The LEA can request that a school revises the parental involvement policy. Schools that are adapting LEA parental involvement policies, which must be reviewed annually by law, should revise and update when the LEA does in order to reflect the changing needs of the parents and school.

B-3. Are LEAs required to include the information and/or results of school-level actions and activities in the evaluation of the LEA parent involvement policy?

Yes; Section 1116(a)(1)(D) of ESEA requires each LEA that receives funds under Title I Part A to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the actions and activities of the schools with respect to parent involvement. The purpose of the information is to inform the district, schools, and parents and to revise the policies as necessary to more effectively meet the needs of the parents of participating children.

B-4. Which parents are eligible to participate in parent involvement activities in a schoolwide program school?

Parent involvement is very important in all Title I programs. One of the components of a schoolwide program requires the school to employ strategies to increase parental involvement [Section 1114(b)(1)(F), ESEA.] Consistent with the purpose stated above, all parents in a schoolwide program school are eligible to participate in parent involvement activities. Activities should be designed to meet the academic improvement needs of the school.

B-5. Which parents are eligible to participate in activities for targeted assistance schools?

Targeted assistance programs are designed to assist the most academically needy children selected within a school in reaching Florida's academic content and achievement standards. Parent involvement activities may only be conducted for parents of participating students.

A school may provide, on an incidental basis, parents of children who have not been selected to participate in the Title I program. According to USDE non-regulatory guidance, this would be allowable only if the Title I program:

- Is designed to meet the special educational needs of the children who are failing, or most at risk of failing, to meet Florida's challenging student performance standards and is focused on those children; and
- The inclusion of parents of non-participating children does not:
 - Decrease the amount, duration, or quality of Title I services for Title I children or their parents;
 - Increase the cost of providing the services; or

- Result in the exclusion of children who would otherwise receive Title I services.

B-6. What notification and dissemination requirements apply for LEA- and school-level PIPs?

Each LEA and school served under Title I, Part A must notify parents of its written parent involvement policy. This notification must be in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, provide the notice and the policy in a language the parents can understand. The LEA and/or school may distribute a summary of the PIP to all parents as long as the entire parent involvement policy is available in multiple locations (include the school or LEA website, school office, parent resource center) and the school or LEA has offered parents a hard copy of the entire document if requested. The notification of availability must include the locations of the hard copies and how parents can request a hard copy. In addition to direct dissemination, the school may also wish to include the parent involvement policy on the school's Web site. Each school also must make its written parent involvement policy available to the local community [Section 1118(b)(1)].

B-7. Can the LEA distribute a brochure outlining the LEA-PIP and then post the full PIP on the Web site?

Yes; the LEA may distribute a brochure that outlines the major activities and/or strategies of the LEA. The brochure must contain sufficient detail to give parents all of the information required in the plan. The LEA must make a full copy available to parents and offer to send home the complete plan if requested. The following table provides a comparison of the language in the policy/plan and what could be included in a brochure:

Policy/plan (Reading Level = 11.8)	Brochure (Reading Level = 6.5)
<p>The LEA has created a District Parent Advisory Council (D-PAC) composed of parents from all Title I schools. The committee provides input into the development, implementation and evaluation of all school related plans, including but not limited to DIP, LEA Plan, PIP, the Title I, Part A application, and use of funds.</p> <ul style="list-style-type: none"> • At the LEA level, there is parent representation on the committee oversees the school improvement guidelines and process in all schools; • All schools receive training and information on ways to include parents in the school improvement process and the life of the school through the Office of School Improvement and the Office of Parent/Family and Community Involvement; • The Office of School Improvement provides training for the SAC personnel at each school site. Training includes gaining a thorough understanding of the School Improvement Plan (SIP) template and process for developing a plan, skill and understanding in writing an agenda and conducting a SAC meeting, ways to build strong SAC team membership and increase team commitment to and involvement in the SIP, and strategies for monitoring the SIP goals and objectives on an 	<p>There are many ways parents can provide input in what happens at their child's school. Plans, and decisions on the use of Title I money are made at the following meetings:</p> <ul style="list-style-type: none"> • Quarterly District Parent Advisory Council; • Monthly School Improvement Committees; and • School Advisory Council meeting at your child's school. <p>For more information about these meetings contact [Name] at [phone number].</p>

<p>ongoing basis. These trainings are open to all parents who are participants in the school improvement process; and</p> <ul style="list-style-type: none">• Parents are invited and encouraged to become active members of the SAC and provide input in the development of all plans related to school improvement. Parent, staff, and student surveys will be distributed and the results analyzed to evaluate school needs. Data collected throughout the year will be shared with each SAC. <p>Decisions involving the use of the one percent of Title I funds reserved for parental involvement will be made during the development of SIP by the SAC. Parents of students in Title I schools are involved in this committee. Of this one percent, not less than 95% will be allocated to schools. Parents will participate in the development of the school Title I budget through participation in the D-PAC. The budget will be developed with the involvement of the parents. The LEA will monitor SAC memberships to ensure that parents are involved in the process.</p>	
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B-8. How can the LEA and school meet compliance for widely distributing the PIP?

Section 1118(b)(1) requires schools to widely distribute the PIP to parents and the community. This requirement may be met in the following ways:

- Posting on the LEA’s Web site;
- Posting on the school’s Web site;
- Displaying at schools and in LEA offices;
- Displaying in LEA-wide and school-level parent centers;
- Distributing to local community organizations; and/or
- Distributing during a publically advertised school board meeting.

B-9. Must parent compacts be implemented in schools with targeted assistance programs?

Yes; parent-school compacts are written agreements between the school and the parents of children participating in Title I, Part A programs that identify the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. Compacts must be completed annually for each student receiving Title I services, following the requirements of PL 107-110, Section 1118(d).

B-10. Must parent compacts be implemented in private schools implementing Title I, Part A programs?

No; LEAs are not required to develop and implement parent-school compacts. However, LEAs may use parent-school compacts at private schools if it is determined in consultation that compacts are a useful tool.

B-11. What is the LEA's responsibility for school-level policies?

The LEA should assist schools in reaching out to parents for their collaboration. The LEA is responsible for ensuring each Title I school has a parent involvement policy that was jointly developed with parents. LEAs may wish to annually collect these policies and meeting announcements, agendas, sign-in sheets, and minutes for the purpose of documentation. See Appendix B for a checklist of school parent involvement policy requirements to assist the LEA in ensuring school policies contain all required components.

Florida Department of Education (FLDOE) Responsibilities

C-1. Is FLDOE required to develop a parent involvement policy?

Yes; Section 1111 requires FLDOE to develop with the input of parents a plan for the implementation of parent involvement activities. The plan will be evaluated and revised by the Title I Parent Advisory Council (PAC).

C-2. How does FLDOE gather input from parents in the development of state-level plans?

Section 1118 of the Elementary and Secondary Education Act (ESEA), requires input from all stakeholders in the development, implementation, and review of statewide Title I parental involvement issues [Section 1111(a)(1)]. FLDOE formed the Title I Parent Advisory Council (PAC) to act as an advisory board to provide input and advice to the Bureau of Student Assistance on how to better meet the needs of students participating in Title I programs in Florida. The PAC includes representatives from stakeholders with an interest in parental involvement including LEAs, schools, community partners, and parents of children participating in Title I. The PAC serves as the collective voice of Title I parents throughout Florida. The PAC focuses on all aspects of Title I, from developing partnerships between parents, teachers, administrators, and community leaders; to creating effective and engaging parent involvement programs; to developing and implementing parent involvement policies/plans. The PAC meets quarterly either face-to-face or via Web-based conferencing.

The PAC operates with the following goals:

- Provide input into the development, implementation and evaluation of the statewide parental involvement policy/plan;
- Provide input into the development of the Consolidated State Application;
- Provide input into ways to support LEAs and schools to further enhance the Title I programs in Florida to ensure increase student academic performance;
- Establish a network of across the state to disseminate pertinent information and share strategies to encourage greater parent participation in Title I programs; and
- Identify successful programs that can become models for schools with limited parent involvement.

C-3. How was the state-wide Title I PAC formed?

In an effort to create a diverse group of representation, the Bureau of Student Assistance requested nominations for committee members from Superintendents Committee of Practitioners and Title I contacts. The membership of the PAC should meet the following criteria:

- Be composed of 50 percent parents of students participating in Title I programs from all regions;
- Include representation from various school types (schoolwide and targeted assistance; and large, medium and small);
- Include parents of children representing all subgroups proportionate to the number of students served by Title I (racial, economically disadvantaged, limited English proficient, exceptional student education, homeless); and
- Contain a balance representation of practitioners (LEA, community organizations, school-based, FLDOE representative).

FLDOE sought representation from the following:

- School Board member;
- School principal;
- Parent liaison/educator;
- LEA level parent involvement coordinator/director/specialist;
- Florida PTA;
- Representative of parents of students attending private schools supported by Title I, Part A;
- PIRC Board member; and
- 8 parents of children participating in Title I programs (at least one from each region)

Ad hoc (non-voting) members include representatives from the following Bureaus within FLDOE:

- Bureau of Student Assistance;
- Office of Federal Programs;
- Bureau of Exceptional Education and Student Services;
- Bureau of Education, Information, and Accountability; and
- Division of Accountability, Research, and Measurement

C-4. What responsibility does FLDOE have with respect to the parental involvement provisions in local plans?

FLDOE must review each LEA's plan to determine if the LEA's parental involvement activities meet the requirements of section 1118 [Section 1112(e)(3), ESEA]. FLDOE is also required to disseminate effective practices related to parental involvement [Section 1111(d)(1)].

C-5. How will policies be reviewed?

FLDOE will review the policies submitted by LEAs using the rubric available within the guidance document. The Title I contacts will be responsible for reviewing the policies submitted by each school. The review rubric for school level policies is located in the appendix of the guidance document located at: <http://www.fldoe.org/flbpsi/pi.asp>.

C-6. Will the Florida Department of Education (FLDOE) review and/or approve the school-level PIP?

No; it is the responsibility of the LEA to review and approve the school PIPs. FLDOE will review the school-level PIPs during monitoring activities.

C-7. How will FLDOE monitor LEAs and school compliance with the provisions outlined in Section 1118 of NCLB?

Education Department General Administrative Regulations (EDGAR) at 34 CFR 80.40(a) requires the FLDOE to monitor subgrant activities “to assure compliance with applicable Federal requirements and that performance goals are being achieved.” Section 1008.32, Florida Statutes, addresses the responsibility of the State Board of Education for oversight and enforcement relative to compliance. The FLDOE utilizes a focused monitoring process to meet these state and federal requirements and to ensure that federal programs are implemented with fidelity.

Monitoring the implementation of federal programs supports FLDOE’s mission to increase the proficiency of all students within one seamless, efficient system. It allows FLDOE to examine the implementation of federally funded programs designed to increase student proficiency, including the parent involvement program outlined in Section 1118. Through regular monitoring, FLDOE can identify implementation issues specific to the LEAs or pervasive statewide, and provide technical assistance that is tailored to institute enduring system improvements. Thus, monitoring serves not only as a means for helping LEAs achieve high quality implementation of educational programs; it also helps FLDOE collaborate more effectively with LEAs for systemic and systematic program improvement.

Using the Parent Involvement Templates Developed by FLDOE

D-1. Are LEAs or schools required to use a particular template to develop their policy?

No; LEAs and schools are not required to use a specific template created by FLDOE. The Department has created two templates available for use by LEAs and schools. The 2009-2010 template is available at <http://www.fldoe.org/flbpsi/pi.asp>.

D-2. What information should be included when submitting the LEA PIP to FLDOE?

LEAs should submit the following information to FLDOE by October 2, 2009:

- Revised PIP;
- Evidence of the input of parents in the development, revision of the PIP; and
- Evaluation of the 2008-2009 PIP and evidence of input of parents in the evaluation.

D-3. How will FLDOE use the information submitted?

FLDOE will use the information submitted to ensure compliance with the development of the parental involvement plans described in Section 1118 in the following ways:

Documents Required	FLDOE Uses
Revised PIP	<ul style="list-style-type: none"> • Compare PIP to the review rubric to ensure compliance with Section 1118(a)(2); • Compare the 2008-2009 PIP with the 2009-2010 PIP to ensure that strategies to address the barriers have been included; and • Compare the 2009-2010 PIP with any monitoring findings to ensure that, if necessary, steps have been taken to address any related findings.
Evidence of the input of parents in the development, revision of the PIP	<ul style="list-style-type: none"> • Ensure compliance with Section 1118(a)(2)
Evaluation of the 2008-2009 PIP and evidence of input of parents in the evaluation	<ul style="list-style-type: none"> • Verify compliance and ensure that of the LEA has addressed strategies to resolve the barriers in the 2009-2010 plan; • Verify that the barriers took into consideration the special populations as required by Section 1118(a)(2)(E); and • Results of the evaluation of the PIP will be used as part of the evaluation of the state-wide implementation of parental involvement activities in schools implementing Title I, Part A programs.

D-4. When are the PIPs due to FLDOE?

LEA PIPs are due to FLDOE by close of business on Friday, October 2, 2009, via email to Jan.Anderson@fldoe.org. LEAs are welcome to submit the PIPs earlier if available. Schools are not required to submit the PIPs to FLDOE. The LEA should set reasonable timelines for the submission and review of the school-level PIPs.

D-5. Does the LEA PIP need to be approved by FLDOE prior to distribution to parents?

No; FLDOE does not approve the LEAs PIPs, but reviews it as required by Section 1118(h). If after the review is complete and FLDOE finds that items are missing, the LEA will be required to submit an action plan to describe the steps the LEA will take to revised the plan and ensure compliance with Section 1118 of ESEA.

D-6. If the LEA distributes the plans to parents prior to the review by FLDOE and missing components are identified, is the LEA required to revise and re-notify parents?

Yes and no; if the LEA was missing statutorily required components, the LEA would be required to re-notify parents. If the LEA was only missing sufficient detail or does not include all of the steps the LEA is taking to implement the parental involvement program then, no, the LEA would not need to re-notify parents. The LEA should inform parents that the plan has been updated and make it available to parents. The action plan submitted by the LEA must include the steps the LEA will take to notify parents of the revisions to the PIP.

D-7. What is the future plan regarding PIPs?

The Bureau of Student Assistance is working to expand the support provided to LEAs and schools in the implementation of parental involvement activities. The support may include, but is not limited to the following types of activities:

- Conference calls with Title I Parental Involvement contacts;
- Technical assistance via guidance documents, technical assistance papers, fact sheets etc;
- Dissemination of best practices related to parental involvement; and
- Dissemination of resources available statewide for parental involvement.

In an effort to reduce the paperwork and the number of required plans, FLDOE is working to create an online system for the 2010-2011 school year that will automatically import information from the LEA and school level PIPs into the following plans:

- LEA plan developed under Section 1112;
- School Improvement Plans for all Title I schools; and
- District Improvement Plan.

Additional Resources

E-1. Has FLDOE prepared guidance for LEAs and schools in completing the parent involvement template?

Yes; the Department developed guidance to assist LEAs and schools in the development of parental involvement policy/plans. The guidance is located at <http://www.fl DOE.org/flbpso/pi.asp>.

E-2. What additional resources are available to assist in the implementation of the parent involvement requirements under NCLB?

There are several resources available to assist LEAs and schools in implementing the parent involvement requirements of ESEA. The USED has published non-regulatory guidance regarding Title I, Part A: Parent Involvement. The non-regulatory guidance may be accessed at the following Web site:

<http://www.ed.gov/programs/titleiparta/parentinvguid.doc>.

Additionally, the Florida Department of Education has developed and/or posted information related to Title I Parent Involvement at the following locations:

- Title I, Part A Parent Involvement: <http://www.fldoe.org/flbpso/pi.asp>;
- The e-library for the Bureau of School Improvement has resources available at: <http://www.flbsi.org/elib/elibrary.aspx>; and
- The Bureau of Family and Community Involvement has resources available at: <http://www.fldoe.org/family/faminov.asp>.