



No Child Left Behind
NCLB
“Talking Points”
About Parent Involvement in Schools

When talking with school staff, use the following information to let them know how you can assist them in meeting some of the requirements of NCLB

NCLB Says	What It Means	“ What Teachers Can Do...”	“Parent Leaders can help by”
<p>Each school district receiving money under Title I of NCLB must submit a parent involvement plan developed in consultation with all stakeholders, including parents</p>	<p>The plan</p> <ul style="list-style-type: none"> • Addresses how the individual school will promote the social, emotional, and academic growth of each student • Develops Title 1 services to include meaningful parental involvement policies and school practices that lead to increased student achievement 	<ul style="list-style-type: none"> • Ask to be part of the process to create the plan to ensure that it meets the needs of your students • Begin the conversation within your school around strategies for parent involvement that will improve academic achievement 	<ul style="list-style-type: none"> • Assisting in developing a Plan • Inviting other parents to consult on the plan. • Joining School’s Improvement Team (SIT) • Assisting in developing parent involvement policies.
<p>Sections 1111 and 1118 are two of the most critical parental involvement provisions of NCLB</p>	<ul style="list-style-type: none"> • Parents are required to be part of the discussion concerning how schools will help all children meet state academic and performance standards • Schools are required to support and strengthen home/school partnerships • Schools must build and increase parental involvement programs • Schools must coordinate parent involvement activities with other federal programs such as Even Start, Head Start, Early Reading First, and more 	<ul style="list-style-type: none"> • Ask to be part of the process of educating parents about academic standards, assessments, and student achievement requirements • Assist school in making sure information is parent friendly, clear, and in the form of the most likely questions and answers • Support efforts to communicate in language(s) that families can understand 	<ul style="list-style-type: none"> • Educating parents about academic standards, assessments, and student achievement requirements by: <ol style="list-style-type: none"> 1. Providing workshops 2. Creating/distributing information 3. Translating or interpreting 4. Assisting you in using family friendly language so all parents will understand what is needed 5. Helping to present information that is culturally sensitive • Creating ways to reach parents who are usually not involved or are hard to reach

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<p>Every Title I School, in collaboration with parents of Title 1 children, must develop compacts describing school and parent responsibilities for student learning</p>	<ul style="list-style-type: none"> • A compact is a written agreement between teacher and parent to improve a student’s academic success • All parents of Title 1 students are required to sign compacts • Compacts are most effective when teachers are able to explain to the parent: <ul style="list-style-type: none"> ○ academic expectations of the child ○ strategies that will be used ○ child’s abilities and academic needs ○ how parents can support their child • Support must be available from the school to help parents take responsibility for their part of the compact 	<ul style="list-style-type: none"> • Ask for assistance from RI DOE: sample compacts, compliance with Title 1 and NCLB; and correctness with your union contract • Become part of the SIT 	<ul style="list-style-type: none"> • Helping school staff to research model compacts that can serve as guides for creating one for your school • Helping to present compact information to parents; helping parents to understand compacts. • Helping to evaluate the effectiveness of the compact.
<p>At the beginning of every school year, school districts receiving Title I funds <i>must notify</i> all parents of children attending Title I schools that they <i>may request</i> the following information about the qualifications of their child’s teachers and paraprofessionals</p>	<ul style="list-style-type: none"> • Has the teacher met state qualifications and has a license for the grade level and subject? • Has the teacher an emergency or provisional license? • What degree does the teacher hold and in what field of discipline is their certification or degree? • If the child is being taught by a paraprofessional, what are their qualifications? <p><i>NOTE:</i> Schools must notify parents if a child has been assigned to or has been taught by (for four or more consecutive weeks) a teacher who is not highly qualified</p>	<ul style="list-style-type: none"> • Encourage placing the notice of <i>where</i> parents can find out if teachers are highly qualified in grocery stores, community locations and on website • Put certificates and diplomas near classroom door or on bulletin board • Have photos of teachers along with qualifications and on-going education in central office, school office and/or on website • Include information in student handbooks • Encourage school districts to consider incentives for low-performing schools to hire highly qualified teachers 	<ul style="list-style-type: none"> • Presenting workshops on teacher quality to parents • Creating easy to understand handouts • Encouraging posting of notices in public places and on the web

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<p>The school district must provide parents with timely information on a child’s achievement levels on state academic assessments</p>	<ul style="list-style-type: none"> • By the beginning of each school year, parents must receive results of assessments • In a language and format that parents will understand 	<ul style="list-style-type: none"> • Send home report cards with students or via mail and include a reply postcard to learn if report was received and if parents have any questions. Follow-up with phone call if reply postcard not returned or parents have questions • Share and explain test scores at individual parent-teacher meetings or conferences • Write a plan with the help of parent and student that will support continuation of good work or to improve scores • Conduct meeting with all families about test and scores to create a sense of community at school around academic achievement 	<ul style="list-style-type: none"> • Working on the language, format and presentation of the report card • Providing workshops for parents to understand the report card (what it is; how it is useful) • Providing workshops for parents and educators to improve communication and to learn how to work together to improve student achievement • Working with local paper, radio stations to get information out to parents about report card
<p>School districts are required to conduct an annual review of all schools within the district to determine whether they are making annual yearly progress (AYP) in academic achievement. The findings must be given out to the whole community, in particular to parents</p>	<ul style="list-style-type: none"> • The meaning of “needs improvement” • Reasons for their child’s school as being identified as needing improvement • How the school will address the problem 	<ul style="list-style-type: none"> • Encourage having the annual report in the local newspaper, on the school phone system, or presented on local radio and cable television • Encourage district leaders to issue the reports on all schools simultaneously as a district-wide activity • Encourage district and/or school to partner with parents to improve school and student success 	<ul style="list-style-type: none"> • Assisting in developing a plan for raising student assessment scores by: creating opportunities for parents to help their children to succeed in school; helping parents and teachers to have successful parent /teacher conferences. • Assisting in including parents in school reform efforts • Being a translator during parent-teacher conferences • Providing workshops for parents and educators to improve communication and to learn how to work together to improve student achievement

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<p>Parents of children in a school that is not making adequate yearly progress must be offered options</p>	<ul style="list-style-type: none"> • School districts use assessment results to review all schools’ progress. • Title 1 schools that fail to meet AYP are identified for corrective action and placed in school improvement status • There is a timetable of interventions and consequences: <ol style="list-style-type: none"> 1. allowing students to transfer to higher performing schools with free transportation provided 2. offering outside supplemental services (tutoring, after-school programs, etc) for students who don’t transfer 3. working with parents to develop a school improvement plan 4. requiring schools to spend at least 10% of their Title 1 monies to improve teaching quality 5. OR establishing an alternative governance structure, which can include replacing the principals and/or staff, reopening a charter school, being turned over to a private management company, or being taken over by the state 	<ul style="list-style-type: none"> • Encourage district to create a brochure for every school to explain its programs, test scores, and plans for future • Encourage district to use School Report Card to provide information on all schools in district • Help develop and conduct a ‘town hall’ or community meetings in various locations at day and evening hours to explain school test scores and the choice options available to parents • Help create one-on-one meetings for parents with counselors or advisors to guide parents who want assistance in deciding about school choice • Present information to all parents about how the school plans to improve its programs and how families and the community will be involved in the improvement process • Encourage video taping of the presentation for parents about options so that parents who cannot attend will receive the information • Encourage school to implement parent – classroom visitation to help parents decide about school choice and supplemental services 	<ul style="list-style-type: none"> • Helping to create brochures, flyers, letters, etc. using language that is understandable by parents and is translated into the language of the home • Being part of planning for and a participant in any school or district-wide presentations on choice • Developing and presenting workshops for parents on choice • Developing and participating in ‘fairs’ for families to learn about the programs other schools offer; specific actions parents can take to participate in their current school to improve AYP • Helping schools develop website information on supplemental service providers • Conducting workshops that help parents understand their rights and how to choose qualified supplemental services • Holding “Extra Services Night” where qualified service providers explain their programs and services and answer parents’ questions • Encouraging district and school to get information out to parents about summer school long before the summer schedule so that families can plan

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<p>Definition of <i>parental involvement</i> under <i>NCLB</i></p>	<ul style="list-style-type: none"> • Participation of parents in a regular, two-way, meaningful communication on the student’s academic learning and/or other school activities • Involvement is to make certain that: <ul style="list-style-type: none"> • Parents play a major role in assisting their child’s learning • Parents are encouraged to be actively involved in their child’s education • Parents are full partners in their child’s education • Parents are included, as appropriate, in decision making and on advisory committees to assist in the education of their children 	<ul style="list-style-type: none"> • Create common format for reports and communications so that parents receive consistent information and messages from school • In all communication include a method for parent response that information was received (such as a reply postcard) • Seek grants to fund outreach activities (for example, home visiting) to develop communication with parents – particularly those that usually not involved or are hard to reach • Develop methods to keep parents apprised of how their child is doing on weekly or at the very least, monthly basis • Encourage parents’ input, questions, comments and concerns • Hold celebrations for students who reach required proficiency levels and invite parents • Help to create bumper stickers for children who meet required proficiency levels or develop some other way to recognize achievements 	<ul style="list-style-type: none"> • Organizing a First Day (2-way communication) • Providing on- going school activities for parents • Helping parents and teachers have meaningful parent/teacher conferences. • Assisting in inviting and encouraging parents to be on advisory committees. • Providing workshops for parents on <ol style="list-style-type: none"> 1. Homework 2. Discipline 3. Kindergarten Readiness 4. Television • Helping to create the School Compact

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