

SCHOOL, HOME, AND COMMUNITY RELATIONS

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6.1—COMMUNICATION GOALS

The single most significant factor in student achievement is the teacher. The teacher's effectiveness is greatly enhanced when supported by the school community as a whole, the student's home, and the community at large. The Arkansas General Assembly and the Department of Education have demonstrated their understanding of the importance of involving such groups by repeatedly mandating their inclusion in the educational system and process. Communication with staff, parents, grandparents, legal guardians, business, and community members is fundamental to increasing their concern for, and involvement in, raising student achievement.

Communication should be two-way between the District and the public. The communications program shall strive to:

1. Increase mutual understanding, trust, and support between the District and parents, business, and the community as a whole;
2. Keep District staff regularly informed of upcoming District programs and events as well as noteworthy staff and student accomplishments to enable all the staff to help promote positive public relations;
3. Create and disseminate brochures, flyers, and fact sheets that will help parents and community members better understand school policies and procedures and acquaint them with areas where their volunteer services are most needed;
4. Inform legislators of the accomplishments of the District's students and staff, as well as how proposed legislation could affect the district;
5. Maintain good relations with the news media and provide the media with pertinent news releases; and
6. Increase the participation of parents, grandparents, legal guardians, business, and community members in school activities and programs.

The Board will appoint committees, when appropriate, to help the District examine issues facing it. Such committees may include members of the public, students, parents, and school employees, as well as members of the Board. Members may serve until the committee makes its non-binding recommendations to the Board.

Any committee, which includes among its members a member of the School Board, shall operate according to the requirements of the Arkansas Freedom of Information Act.*

The Board shall hold a public meeting, at least annually, to report on the District's progress toward attaining its goals and to review its long-range plan. Those individuals attending shall have an opportunity to ask questions.

Legal References: A.C.A. § 6-18-1003 (2)
 A.C.A. § 6-18-1005 (a) (1) (HA.C.A. § 6-15-1005 (c), (f) (1) (2)

A.C.A. § 6-16-603 (a) (3)

*A.C.A. § 25-19-106

Arkansas State Board of Education: Standards for Accreditation: 7.02.3

Arkansas Department of Education: Gifted and Talented Program Approval Standards:
4.0; 10.03

Date Adopted: 3/14/2006

Last Revised:

6.2—RELATIONS WITH SCHOOL SUPPORT ORGANIZATIONS

The Board recognizes and values the many contributions support organizations make to the District's schools. Parent/teacher organizations and booster clubs work to augment and strengthen the District's educational and extracurricular objectives through the goods and services they provide.

Groups wishing to be recognized as a support organization must have open membership and have their by-laws approved by the school principal, the Superintendent, and the Board. School personnel shall assist approved booster organizations in their efforts to the extent practicable. Meetings of such organizations, cleared through the principal, shall not be subject to school use fees. School staff members are encouraged to attend and participate.

Fund-raising activities are to be approved in advance by the principal or his/her designee. Prior to the donation of equipment and/or supplies to the school, the organization should seek the advice of the principal to help ensure the compatibility of the donation with present school equipment. All equipment donated to the District becomes the property of the District.

Date Adopted: 3/14/2006

Last Revised:

6.3—PUBLIC GIFTS AND DONATIONS TO THE SCHOOLS

The District and the Board of Education may receive monetary gifts or donations of goods or services which serve to improve or enhance the goals of the District. Any gifts to the District become the property of the District and are subject to the same regulations as any other District owned property.

It is a breach of ethical standards and a violation of Arkansas law for any Board member, administrator, or District employee to, in any manner, receive a gift in return for employment, or to influence the award of any contract or transaction with the District. Prior to accepting any gift or donation in the name of a school or the District, all personnel shall examine the “reasonableness” of the gift against its potential for real or perceived violation of the aforementioned ethical standards.

The Board reserves the right to not accept any gift or donation that would not contribute to the attainment of District goals or that would obligate the District to unacceptable outlays of District resources. The administration shall present for Board consideration and approval any gifts or donations they deem could so obligate the District.

The Board will strive to honor the donor’s intent regarding gifts earmarked for a specific purpose. Laws and District’s needs change with time and the District reserves the right to adjust the use of any gift to meet current needs of the educational program.

Legal References: A.C.A. § 6-24-110
 A.C.A. § 6-24-112

Date Adopted: 3/14/2006
Last Revised:

6.4—VOLUNTEERS

Enlisting the support of volunteers is a way in which the District can expand the scope of resources and knowledge available to enrich the students' educational experiences, while strengthening the relationship between the school and the community. Volunteers can also perform non-instructional tasks that allow licensed personnel more time to devote to instruction.

The Superintendent shall be responsible for establishing and maintaining a program to coordinate the services volunteers are willing and able to contribute with the needs of District personnel. The program shall establish guidelines to ensure volunteers are aware of pertinent District policies and rules. Volunteers who violate school policies or rules, or knowingly allow students to violate school rules, may be asked to leave the school campus. The guidelines should also include provision for evaluation of the volunteer program and a method for soliciting suggestions from both the volunteers and staff for its improvement.

Background Checks for Volunteers

For the purposes of this policy, "clear background check" shall mean that a background check was performed, as authorized by A.C.A. §§ 12-12-1601 et seq., and that a potential school volunteer has not committed any of the crimes or offenses contained in A.C.A. §§ 6-17-410, 6-17-411 or 6-17-414, as amended, with regard to both the Arkansas and national background check, and whose name is not found on the Child Abuse Central Registry.

A person wishing to volunteer in a capacity that requires a background check may not perform volunteer services requiring a background check until a clear background check is received by the District. Once received, a clear background check is good for ____ years; a background check renewal must be applied for and a clear background check received prior to the time of renewal or an interruption of permitted volunteer service could occur. A clear background check will be accepted of any individual wishing to volunteer provided it was conducted within the timeframe provided for in this policy.

The Application for an initial background check may be made through the District administrative office. The District will incur the fee charged by the State of Arkansas for performing the initial check and any renewal checks.

A person who failed a previous background check may petition the Board for a waiver from this policy's requirement. The petition shall be accompanied by a signed authorization for disclosure of his or her entire criminal and child abuse registry history. In deciding whether to grant a waiver, the board may take into consideration the circumstance or circumstances under which the act or omission leading to conviction or Child Abuse Registry true finding, the age of the person at the time of the act or omission, the length of time that has passed without reoffending, and other relevant circumstances. If the Superintendent recommends a waiver be granted, the Board may, by a majority vote adopt a resolution providing an exception to this policy's requirement for a time period not to exceed five years. The board must consider this matter in open session, and may not confer or deliberate in closed or executive session.

The board shall not have the authority to waive the application of this policy to any potential volunteer who is a Registered Sex Offender.

Clear background checks for school volunteers are only required for those individuals who will volunteer for more than 30 hours in a school year or for those individuals who wish to accompany students on overnight school trips.

No information relating to the application for or receipt of a criminal background check, including that a background check has or has not been applied for, shall be subject to disclosure under the Arkansas Freedom of Information Act, as provided by A.C.A. §§ 12-12-1601 et seq. Requests for background checks and reports on background checks obtained under this policy shall be retained by the district for a minimum of three years.

The Parkers Chapel School District reserves the right to run background check, including fingerprinting, prior to beginning volunteer work in the District.

Legal References: A.C.A. §§ 6-17-410, 411, 414
 A.C.A. §§ 12-12-1601 et seq.
 A.C.A. § 12-18-909(g)(21)

Date Adopted: 3/14/2006
Last Revised: 07/15/2013

6.5—VISITORS TO THE SCHOOLS

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit District schools. To minimize the potential for disruption of the learning environment, visitors, for a purpose other than to attend an activity open to the general public, are required to first report to the school's main office. No one shall be exempt from this requirement.

Parents and legal guardians are encouraged to participate in regularly scheduled visitation events such as school open houses and parent/teacher conferences. Additional conferences are best when scheduled in advance. Conferences shall be scheduled at a time and place to accommodate those participating in the conference. Visits to individual classrooms during classtime are permitted on a limited basis with the principal's prior approval and the teacher's knowledge.

Parents wishing to speak to their children during the school day shall register first with the office.

The District has the right to ask disruptive visitors to leave its school campuses. Principals are authorized to seek the assistance of law enforcement officers in removing any disruptive visitors who refuse to leave school property when requested to do so.¹

Note: ¹ Visitors who are disruptive become "trespassers" as defined in A.C.A. § 6-21-606. As such, they lose their right to be on campus.

Cross References: For non-adult visits see Policy 4.16—STUDENT VISITORS
 For Level 3 and Level 4 sex offenders see Policy 6.10—SEX
 OFFENDERS ON CAMPUS (MEGAN'S LAW)

Legal References: A.C.A. § 6-21-606
 A.C.A. § 6-21-607

Date Adopted: 3/14/2006
Last Revised: 06/09/2012

6.6—FUNDRAISING

All fundraising activities held in the District or in the name of the District must be pre-approved in writing by the Superintendent and affected school principal and shall not exceed two (2) events without prior School Board approval. Approval will be predicated on the potential for return relative to the time and energy to be invested in the fundraising. Fundraising that conflicts excessively with and/or detracts from student or teacher instructional time in either the planning or the execution of the activity will not be approved.

Neither an individual school nor the District shall be liable for any contract between clubs or organizations and third parties.

Student participation in any fundraising activity shall:

- 1) Be voluntary. Students who choose not to participate shall not forfeit any school privileges. It shall not be considered discriminatory to reward those who participate; and
- 2) Not influence or affect the student's grade.

Secondary Schools

Fundraising in the secondary schools may only be done by officially sanctioned student clubs, spirit groups, school PTAs, or parent booster clubs. Student clubs and spirit groups must receive written approval from their sponsor and the school principal before submitting the fundraising proposal to the Superintendent.

Door to door fundraising activities are not permitted.

Elementary Schools (K-6)

Fundraising in the elementary schools may only be done by the school or a school sponsored organization. Door to door fundraising activities are not permitted.

Schools must provide written notification of the following to parents or legal guardians of elementary students who participate in fundraising programs.

- 1) Student participation in fundraising programs is voluntary;
- 2) Students who do not participate will not forfeit any school privileges;
- 3) Students may not participate in fundraising programs without written parental permission returned to school authorities.

Legal Reference: A.C.A. § 6-18-1104

Date Adopted: 3/14/2006

Last Revised:

6.7—COMPLAINTS

It is a goal of the Board and the District to be responsive to the community it serves and to continuously improve the educational program offered in its schools. The Board or the District welcomes constructive criticism when it is offered with the intent of improving the quality of the system's educational program or the delivery of the District's services.

The Board formulates and adopts policies to achieve the District's vision and elects a Superintendent to implement its policies. The administrative functions of the District are delegated to the Superintendent who is responsible for the effective administration and supervision of the District. Individuals with complaints concerning personnel, curriculum, discipline, including specific discipline policies, coaching, or the day to day management of the schools need to address those complaints according to the following sequence:

1. Teacher, coach, or other staff member against whom the complaint is directed
2. Principal
3. Superintendent

Other than in the few instances where statutorily allowed or required, student discipline and personnel matters may not be discussed in Board meetings. Individuals with complaints regarding such matters need to follow the sequence outlined above.

Unless authorized by the Board as a whole for a specific purpose, no individual Board member has any authority when acting alone. District constituents are reminded that the Board serves as jury in matters regarding student suspensions initiated by the Superintendent, expulsions, and personnel discipline.

Date Adopted: 3/12/2007

Last Revised: 3/14/2006

6.8—DISTRIBUTION OF PRINTED MATERIALS

The District shall devise and maintain a system for distributing District communications and other printed materials between the Administration and the schools. Use of the system by employees or employee organizations shall be with prior approval of the Superintendent or his/her designee.

Distribution of printed materials, flyers, photographs, or other visual or auditory materials not originating within District schools to students or staff shall have prior approval of the Superintendent or his/her designee.

Date Adopted: 3/14/2006

Last Revised:

6.9—MEDIA RELATIONS AND NEWS RELEASES

It is important that the District maintain good relations with the media. The Superintendent or his/her designee shall devise and implement a plan for the release of pertinent information to the media regarding educational programs, awards, or other student and staff achievements, and special events. The plan shall not require schools to clear the release of public service announcements through the District Administration prior to their release, but may require schools to obtain the approval of the Superintendent prior to the release of any statistical type data.

The District shall attempt, within reason, to accommodate media requests for interviews and shall endeavor to be fair and impartial in its treatment of media representatives.

The release of information to the media shall be done in a timely manner, either by written releases or by telephone interviews, to keep patrons abreast of newsworthy District achievements and shall strive to be factual and objective with personal opinions duly noted.

The Board encourages students and staff to participate in academic competitions and programs. Awards earned in such endeavors shall be communicated to the media. Award recipients may also be recognized at Board meetings.

Date Adopted: 3/14/2006

Last Revised:

6.10—MEGAN’S LAW

The Parkers Chapel School District shall work with area law enforcement in a manner consistent with applicable state law and Arkansas Department of Education Regulations to communicate the presence of a sexual offender. When necessary, law enforcement may contact building principals and give them information concerning registered sex offenders. The decision regarding which school principals to notify rests solely with law enforcement officials who use a rating system to determine those needing to be notified according to the offender’s dangerousness to the community.

Building principals should, in turn, notify any person who in the course of their employment is regularly in a position to observe unauthorized persons on or near the school’s property. Those notified could include employees such as aides, bus drivers, coaches, maintenance staff, professional support staff, school level administrative staff, security personnel, teachers’ assistants, and teachers.

It is important that school personnel receiving notice understand that they are receiving sex offender notifications in their official capacity and are **not** to disseminate information about an offender to anyone outside the school. If school personnel are asked about notification information by an organization using school facilities, they should be referred to the area law enforcement agency that issued the notice.

Persons **not** to be notified except at the specific discretion of area law enforcement officials include members of parent-teacher organizations, other schools, organizations using school facilities, students, parents or guardians of students, and the press. Personnel may inform the press about procedures which have been put in place and other general topics, but may not reveal the name or any other specifics regarding an offender.

Unless limited by the terms and conditions of their probation or parole, a parent or guardian who is a sex offender shall be allowed to attend parent-teacher conferences or any other activity which is appropriate for a parent or guardian.

Copies of the notification from law enforcement should be kept in a secure place accessible to teachers and staff, but should not be posted on school bulletin boards or made available to students or members of the community at large.

Legal References: A.C.A. § 12-12-913 (g) (2)
 Arkansas Department of Education Guidelines for “Megan’s Law”

Date Adopted: 3/14/2006

Last Revised:

6.11—PARENTAL/COMMUNITY INVOLVEMENT - DISTRICT

The Parkers Chapel School District understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. To achieve such ends, the District shall work to

1. Involve parents and the community in the development of the long range planning of the district;
2. Give the schools in the district the support necessary to enable them to plan and implement effective parental involvement activities;
3. Have a coordinated involvement program where the involvement activities of the district enhance the involvement strategies of other programs such as Pre-K programs;
4. Explain to parents and the community the State's content and achievement standards, State and local student assessments and how the district's curriculum is aligned with the assessments and how parents can work with the district to improve their child's academic achievement;
5. Provide parents with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents;
7. Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand;
8. Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
9. Find and modify other successful parent and community involvement programs to suit the needs of our district;
10. Provide reasonable support for other parental involvement activities as parents may reasonably request.

To ensure the continued improvement of the district's parental/community involvement program, the district will conduct an annual review of its parental involvement policies to examine their affect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, certified and classified staff, and member(s) of the administration.

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

Notes: If any school in your district receives Title I aid, NCLB requires you to have a district policy covering parental involvement for the parents of students served under the program. Because your district is required to “develop jointly with, agree on with, and distribute to parents of participating children a written parent involvement policy,” this model policy is designed to be a starting point to be used in the development of your final policy. The NCLB Act requires the basics of the introduction and the last two paragraphs as well as items-#1 – 7 and #11. Items #8 – 10 are proposed in the act, but not mandatory. Act 603 of 2003 along with several subsequent amendments (A.C.A. §§ 6-15, 1702, 1703, and 1704) require each district to develop a parental involvement plan (rather than a policy) in collaboration with parents. The law is very detailed, and full of “shalls” going far beyond the requirements of this policy required by NCLB. Be sure to have the law handy when working out the details of your district's parental involvement plan.

Act 1423 of 2013 requires each school to place a parent-friendly summary of the parent involvement plan as a supplement to the student handbook. The parent has to sign a receipt acknowledging receipt of the summary and return the signed form to the school where the student is enrolled.

Legal References: 20 U.S.C. § 6318 (a)(2),(A),(B),(D),(E) (NCBL Act of 2001, Section 1118)
 20 U.S.C. § 6318 (e)(1),(2),(3),(4),(5),(6),(8),(9),(10),(11),(13),(14) (NCBL Act of 2001, Section 1118)

Date Adopted: 3/14/2006

Last Revised: 07/15/2013

6.12—PARENTAL/COMMUNITY INVOLVEMENT - SCHOOL

The Parkers Chapel School District understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the school and those it serves. Therefore, the Parkers Chapel School District shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. To achieve such ends, the school shall work to

1. Involve parents and the community in the development and improvement of Title I programs for the school;
2. Have a coordinated involvement program where the involvement activities of the school enhance the involvement strategies of other programs such as Pre-K programs;
3. Explain to parents and the community the State's content and achievement standards, State and local student assessments and how the school's curriculum is aligned with the assessments and how parents can work with the school to improve their child's academic achievement;
4. Provide parents with the materials and training they need to be better able to help their child achieve. The school may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
5. Educate school staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents;
6. Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand;
7. Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
8. Find and modify other successful parent and community involvement programs to suit the needs of our school;
9. Provide reasonable support for other parental involvement activities as parents may reasonably request.

To help promote an understanding of each party's role in improving student learning, the Parkers Chapel School District shall develop a compact that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and in building the partnerships that will enable students to meet the State's academic standards.

The Parkers Chapel School District shall convene an annual meeting, or several meetings at varying times if necessary to adequately reach parents of participating students, to inform parents of the school's participation in Title I, its requirements regarding parental involvement, and the parent's right to be involved in the education of their child.

The Parkers Chapel School District shall, at least annually, involve parents in reviewing the school's Title I program and parental involvement policy in order to help ensure their continued improvement.

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

Notes: If your school receives Title I assistance, NCLB requires you to have a school policy covering parental involvement for the parents of students served under the program. Because your school is required to "develop jointly with, agree on with, and distribute to parents of participating children a written parent involvement policy," this model policy is designed to be a starting point to be used in the development of your final policy. The NCLB Act requires the basics of the introduction and the last four paragraphs as well as items-#1 – 6 and #10. Items #7 – 9 are proposed in the act, but not mandatory. Act 603 of 2003 along with several subsequent amendments (A.C.A. §§ 6-15-1702, 1703, and 1704) requires each district to develop a parental involvement plan (rather than a policy) in collaboration with parents. The law is very detailed, and full of "shalls" going far beyond the requirements of this policy required by NCLB. Be sure to have the law handy when working out the details of your district's parental involvement plan.

The "compact" is also required to be developed jointly with parents of the children served under Title I.

Act 1423 of 2013 requires each school to place a parent-friendly summary of the parent involvement plan as a supplement to the student handbook. The parent has to sign a receipt acknowledging receipt of the summary and return the signed form to the school where the student is enrolled.

Legal References: 20 U.S.C. § 6318 (b)(1) (NCBL Act of 2001, Section 1118)
 20 U.S.C. § 6318 (c)(1),(2),(3),(4) (NCBL Act of 2001, Section 1118)
 20 U.S.C. § 6318 (d) (NCBL Act of 2001, Section 1118)
 20 U.S.C. § 6318 (e)(1),(2),(3),(4),(5),(6),(8),(9),(10),(11),(13),(14) (NCBL Act of 2001, Section 1118)

Date Adopted: 3/14/2006

Date Revised: 07/15/2013

SUPPORTING INFORMATION FOR 6.11 AND 6.12

This information is offered to assist you in developing your parental involvement policies and is **not** to be included in your district's policy manual.

Checklist

Act 603 of 2003

Parental Involvement Plan

Below is a list of questions that districts can use as a checklist. The purpose of the checklist is to assist school districts in creating a Parental Involvement Plan as required by Act 603 of 2003 that complies with the requirements of that law. Careful attention should be paid to Act 603 of 2003 as schools and school districts create their Parental Involvement Plans.

1. Who are the people who participated in creating the district's parental involvement plan? Suggestion: create a list of participants, and indicate whether each person is a parent, staff member or member of the community. In the case of parents, reference the parents' names and grade levels of their children, and the school(s) the children attend. Document the dates, times and places that the group met to create the district's parental involvement plan.

2. Do you have copies of each parent kit developed for the various ages and grades of children in the school district? Suggestion: retain copies of each kit and document when and where the kits are distributed to parents.

- My school district uses _____ (number) different parent's kits for the following age groups (list).
- These are given to parents _____ (insert occasion(s) or time(s) of year distributed).
- Does each kit contain *at least* the following minimum information:
 - description of school's parental involvement program
 - state's recommended roles for parents, students, teachers and the school
 - lists activities planned throughout the year to encourage parental involvement
 - explains system in place to permit meaningful, 2-way communication with a child's teacher and principal.
Example: space for teacher comments and parent notes to teacher in the required assignment notebook.
- list any other information your district includes in the parent kit as helpful to parents

3. What are the dates of the (minimum of two) planned parent-teacher conferences scheduled for this school year? Suggestion: retain a copy of the school calendar, with the conference dates circled.

4. What other activities is each school planning that will encourage communication with parents? Example: Weekly newsletter from school to parents sent home with students. Suggestion: collect documentation that relates to all of these activities.
5. What are the titles of the parenting books, magazines, and other informative material related to responsible parenting obtained by the school? Have you advertised to parents explaining the existence of this material, and how to borrow this material from the school? Suggestion: retain a copy of any advertising (advertising does not have to be in a commercial medium), and the dates and methods it was communicated to parents. Consider photographing a display of parenting material in your school's media center as further documentation.
6. When do you plan for the school district to honor parents at the end of the school year by publishing the names of parents who have attended ALL parent-teacher conferences scheduled by the school? Suggestion: Retain copy of advertisement. Note: you do not have to list individual names, but can recognize parents collectively in a local newspaper for attending parent/teacher conferences.
7. Where are the district's parent centers? What services and information are available there?
8. What are the other activities planned by the schools and school district that will promote responsible parenting? Suggestion: retain documentation of activities and materials used.
9. What are the dates of the planned "Parents Make the Difference" evenings? Suggestion: retain copies of any materials distributed.

The meetings must include the following:

- parents are given a report on the state of the school
- parents are given an overview of what students will be learning
- student assessment is explained
- parents are told what to expect from their child's education
- parents are told what they can do to assist and make a difference in their child's education

10. What other activities are planned by each school in your school district and by the school district as a whole that will help parents assist in their children's education? Suggestion: retain documentation of all planned activities and materials used.

11. Is your school and school district in compliance with the following:

- there are no policies that discourage parents from visiting the school
- there are no policies that require parents to pick children up from school outside the school building

- there are no policies that prevent parents from visiting his/her child's classroom during school events

12. Have you surveyed parents regarding their interests, and used the results to create a volunteer resource book and made it available to school employees? Note that availability options listed on the survey must include the possibility of volunteering once a year as well as the option to perform volunteer work at home. Suggestion: retain a copy of your school district's volunteer resource book, which should list the interests and availability of school district volunteers.

13. Do you have a statement produced by the district which attests to the school district's commitment to parental involvement? Suggestion: Note the date and distribution method whereby these statements were given to the parents of students.

14. What activities does each school in your school district engage in to welcome parents to the school?

15. Does your school/school district have a written process for resolving parental concerns, which includes how to define the problem, to whom to approach first and how to develop solutions? Suggestion: note the dates and distribution methods whereby the concern resolution process notices were **frequently** (the law requires "frequently") given to the parents of students.

16. What are the date(s) of the seminar or seminars held to inform parents of high school students about how to be involved in decisions affecting course selection, career planning and preparation for post-secondary education? Suggestion: retain any materials distributed to the parents at such seminars, as well as sign in sheets from the seminars and any material generated to invite parents to such seminars.

17. What are all the other activities that each school in your school district engages in to encourage parents to participate as full partners in the decisions that affect their child and family?

18. What are the names of the members of the alumni advisory committee of each school in your school district? Suggestion: note the dates that they met to provide advice and guidance for school improvement, and any suggestions they made to your school or school district.

19. Has your district created or obtained paycheck sized cards containing tips for how parents can foster their child's success and solicited area employers who have agreed to place these cards in their employee's paychecks?

20. What other activities does each school engage in whereby the schools use community resources to strengthen school programs, family practices, and student learning?

21. What are the names of those certified staff members in each school designated by the principal to serve as Parent Facilitator? The responsibilities of the Parent Facilitator are to organize meaningful training for staff and parents promoting and encouraging a welcoming atmosphere to parental involvement and to undertake efforts to ensure that parental participation is recognized as an asset to the school. Suggestions: list the dates of all training sessions organized by each Parent Facilitator; state how the Parent Facilitator in each school has created a welcoming atmosphere; retain a copy of the school district's salary schedule with the stipend paid to Parent Facilitators circled.

22. What was the date, time and place that the minimum of 2 hours of professional development activities for teachers occurred that were designed to enhance understanding of effective parental involvement strategies? Suggestion: retain lists of attendees, and retain any materials used at the professional development session.

23 What was the date, time and place that the minimum of 3 hours of professional development activities for administrators occurred that were designed to enhance understanding of effective parental involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation? Suggestion: retain lists of attendees, and retain any materials used at the professional development session.

24. On what date was the school district's parental involvement plan reviewed by the school district, and on what date was the parental involvement plan submitted to the Department of Education?