

PARENTAL INVOLVEMENT POLICY

(Legally Required for Title I Schools and Best Practice for Non-Title I Schools)



DEFINITION OF PARENT

The legal definition of a “parent” is a parent, stepparent, or foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides.

For the purposes of this policy we will use the term “parent” to encompass all diverse family situations.

COMMITMENTS

We commit to:

1. Sharing clear information about each student’s progress with parents.
2. Offering practical suggestions to parents on how they can support student learning at home and providing activities designed to successfully engage families in their children’s learning, as appropriate.
3. Making representative parents and community members full partners in our decision-making.
4. Facilitating the involvement of our military families, parents with limited English proficiency, parents with disabilities, and parents of migratory children.
5. Seeking and supporting adult volunteers to work with and inspire our students, as well as making every effort when legally appropriate to accommodate the involvement of adults other than parents who are already involved in a student’s life.

We will honor these commitments through a school-parent compact. During an annual meeting with parents, we will review the compact with parents, ask for input and then revise, if necessary, the compact.

SCHOOL-PARENT COMPACT

Our students’ parents, families, extended families, students themselves, as well as our local community are all considered partners who share responsibilities for high student academic achievement. Following are the responsibilities for the school, the parents, and the students:

SCHOOL RESPONSIBILITIES

Ewing Elementary will:

1. Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky’s academic standards.
2. Make available on a regular basis information on our programs and the content students will learn each year.
3. Assign homework in accordance with our Homework Policy.
4. Send home information on student progress on a regular basis. Specifically we will provide formal reports every 9 weeks.

5. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement. Opportunities (where appropriate) will be provided for the student to participate actively in sharing information on his or her progress with his or her parents during these conferences.
6. Provide parents reasonable access to staff. The email addresses and telephone extensions of their child's teachers will be provided to parents to promote communication. Staff will always be available to parents by appointment for face-to-face conferences.
7. Send home newsletters at least four times a year that include information on ways families can help students learn. The first newsletter will contain a copy of this policy.
8. Support an active Parent Teacher Association or Organization.
9. Provide a variety of opportunities for parents and family involvement in school activities including but not limited to:
 - Observing their child's classroom activities.
 - Tutoring.
 - Assisting with classroom activities that require more than one adult.
 - Preparing materials, mailings, refreshments, and other items needed for family and community involvement.
 - Serving on one of our decision-making committees.
 - Joining our parent teacher organization and participating in its efforts to strengthen our school.
 - Volunteering along with other concerned members of our community in other areas as needed.
10. Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable.

The Family Resource/Youth Service Center will share responsibility for student achievement by:

- Surveying families at least once a year to learn what services and activities would most help them support their children as learners.
- Offering a well-planned, well-publicized menu of activities and programs to meet those needs.

PARENT RESPONSIBILITIES

Parents are asked to:

1. Monitor attendance.
2. Become familiar with and support the school and individual classrooms' homework policies and show interest with questions about and comments on the schoolwork their children bring home.
3. Make sure homework is completed.
4. Assist their child with time management.
5. Participate, as appropriate, in decisions relating to their child's education.
6. Stay in close communication with teachers and the school about their child's education by promptly reading all notices and surveys from the school or the school district and responding if necessary.
7. To the extent possible, volunteer, serve on the school council or a committee, attend School-Based Decision Making Council meetings, and comment on draft policies and plans as they are made available.

STUDENT RESPONSIBILITIES

With support from parents, students are asked to:

PRIMARY

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.

INTERMEDIATE

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.
3. Bring necessary learning materials to school and to class.
4. Complete and turn in all assigned homework.
5. Give parents or the adult who is responsible for them, all notices and information received from the school.

SECONDARY

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.
3. Bring necessary learning materials to school and to class.
4. Complete and turn in all assigned homework and ask for help when they do not understand the assignment or skills necessary to complete it.
5. Write down assignments and due dates and select necessary books and supplies before leaving school.
6. Give parents or the adult who is responsible for them, all notices and information received from the school.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: _____

Date Reviewed or Revised: _____

Date Reviewed or Revised: _____

NOTES ON USING THIS POLICY

TEACHER PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM (TPGES): The underlined parts of this policy are aligned with the TPGES (4C). These parts are intended to support teachers in their efforts to align their practice with the TPGES.

PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM (PPGES): A number of the procedures outlined in the sections COMMITMENTS and SCHOOL RESPONSIBILITIES of this policy help support principals in their efforts to align their practice with PPGES (5.1 and 5.7).

SCHOOL RESPONSIBILITIES: For elementary Title I schools in number 5 of the School Responsibilities section, these meetings must be held at least annually.

USE BY NON TITLE I SCHOOLS: This is considered a best practice policy for schools that are not Title I schools. Although the compact and annual meeting would be optional for these schools, it is still a good idea to include these or at least to include responsibilities for the school, parents, and students as modeled in this sample.

STUDENT RESPONSIBILITIES: These must be age-appropriate and be adjusted to fit your situation.

LAW IN A BOX: This sample policy is consistent with the requirements in the Federal No Child Left Behind (NCLB) law which requires that all Title I schools have a school-parent compact. The law is clear that this compact is a detailed plan that outlines how educators and parents will work together to support student achievement. In general those requirements include:

- ☑ The compact should be part of the school's written parental involvement policy developed by the school and parents.
- ☑ Each School-Parent compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and it must also:
 - describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet state academic achievement standards,
 - describe the ways in which each parent will be responsible for supporting their children's learning,
 - address the importance of communication between teachers and parents on a continuous basis including annual parent-teacher conferences and frequent progress reports to parents regarding an individual child's achievement,
 - foster reasonable access to staff, opportunities to volunteer and participate in their child's class, and opportunities to observe classroom activities, and
 - be evaluated regularly for effectiveness (usually interpreted as annually).

All of the above can be accomplished by attaching a copy of the actual school-parent compact to this policy or by outlining the plan in policy as this sample does.