

**PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY**

Code: KBDA

**PARENT INVOLVEMENT POLICY
(TITLE I SCHOOLS)**

The No Child Left Behind Act (NCLB Act) expands parents' vital role in their children's education. NCLB requires that all school districts that receive Title I funds have a written parent involvement policy. This policy shall be developed jointly with and agreed upon by both educators and parents. It shall be provided to parents and educators of children participating in Title I programs. This policy shall be evaluated annually to determine that worthwhile strategies to encourage and maintain parental involvement are in place. This policy sets forth how the District will involve parents in developing its Title I plan and how parents will be informed of ways they can be included in decision-making for the program. The intent of this policy is to involve parents as partners in the process of school review and improvement, in activities to improve student academic achievement and school performance, and to have an integral role in assisting in their child's learning. Meaningful efforts will be made to ensure involvement, along with community members and "mainstream" students' parents, parents of students with disabilities, limited English proficiency, or other categories often needing supplemental assistance in order to attain proficient levels of achievement.

The District shall annually, by the end of September, through newsletters to parents, website postings, media reporting, and building-level Parent Advisory Committee meetings, inform parents regarding the status of District schools as it relates to the Elementary and Secondary Education Act (ESEA) "No Child Left Behind" (NCLB)'s Adequate Yearly Progress (AYP) requirement, and of consequences for those schools identified as not meeting AYP requirements. Parents shall be notified of:

- a. their right to examine staff members' qualifications related to the NCLB "highly qualified" requirement.
- b. their rights regarding their child's attendance site or participation in programs focused on school improvement, for those schools not making AYP for two consecutive years;
- c. assurances that all students in the District shall be involved with state-required assessment, with alternate assessments or exclusions only as allowed under Wyoming Department of Education guidelines;
- d. the District's commitment to offering training annually, to parents, related to activities in the home which reinforce student progress in such areas as reading, mathematics, science, self-esteem, and others;
- e. their right to be informed about progress and to be involved with decision-making regarding their child's educational program, and in a language appropriate to their circumstances;
- f. Consolidated Grant resources available for use in parent activities including training, out-of-district school site visitations, and support for meeting expenses including child care, transportation, and supplies;
- g. that the District shall provide opportunities for parents to meet individually with staff, at times as convenient as practicable, to discuss student progress and concerns. Evening sessions often allow more extensive parent participation, due to constraints resulting from employment considerations. Parents will be informed of internet-based, secure information which they may retrieve, on a daily basis if so desired.
- h. their right, if they are home-schooling parents, to have access to federally-funded programs such as Title I, Special Education, and staff development training, and that their children may participate in annual state-mandated assessments;
- i. requirements as mandated by State standards, State assessments, and requirements for graduation.

District Title I Parent Advisory Council

A District Title I Parent Advisory Council, composed of parents from each of the District's Title I schools, shall meet a minimum of twice annually with the District Title I Director and Title I staff to address the areas described below. The required meetings shall occur in October and May, following building-level meetings in September and April.

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October:

1. Review of present implementation progress from previous May's planning and parent input.
2. Information regarding training opportunities for parents and staff.
3. Review of current priorities and solicitation from parents for additional considerations.
4. Review reports from building-level meetings and consider for adoption recommendations from those meetings.
5. Make recommendations having the intent of encouraging parent participation in Title I-related activities.

May:

1. Review parent training activities from the present school year, and make recommendations regarding their continuation, expansion, or modification.
2. Provide input into the proposed Title I activities for the following school year, under the Consolidated Grant application prepared annually in June.
3. Recommend additional parent training activities for the next school year.
4. Report on parent input at the building level to school improvement planning, particularly for schools not making AYP.
5. Review the District's Parent Involvement Policy for content and effectiveness of the policy in improving the quality of District Title I schools. Recommendations will be made, if necessary, for changes.

Building Level Parent Involvement

Each Title I school shall have a committee composed of parents of Title I students, which shall meet a minimum of twice annually (September and April) with building Title I staff and administration. Each such committee shall select the parent representative(s) who will serve on the District Title I Parent Advisory Council. Among the responsibilities of each committee shall be:

- a. providing support as appropriate for the school's parent conference activities including information gathering, registration, and other help to improve school-community communication;
- b. providing input to the building's School Improvement Plan, particularly in areas related to parent training, instructional support in the home, and other topics focusing on student performance;
- c. providing building-level recommendations to be taken to the District Title I Advisory Council, addressing the topics listed in that body's description of responsibilities;
- d. involving, as appropriate, staff from "feeder" pre-schools.

Each Title I school shall provide written progress reports to parents concerning their child's academic performance, on a regular basis, and shall schedule parent conferences a minimum of twice annually for individual sessions. In some instances, meetings may be held more frequently to address significant concerns or problems.

Title I parents will be asked to agree to a School-Parent Compact. The Compact shall outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the District's high standards. Although signing the Compact is not mandatory, it does establish a higher level of commitment by both entities toward a successful implementation of program components.

Adopted: 3/16/04

Revised: 4/21/09

Revised: 12/16/14