

# Series 6000

## Instruction

6172.4(a)

### Title I Parent Involvement

The Eastford Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word “parent” also includes guardians and other family members involved in supervising the child’s schooling.

Pursuant to federal law, the district will develop jointly with, agree on with and distribute to parents of children participating in the Title I program a written parent involvement policy.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement.

In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to attain;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program, to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child’s selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I staff to discuss their child’s progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

The Eastford Elementary School shall jointly develop with parents of children served in the Title I program a “School-Parent Compact” outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting state standards.

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## Instruction

6172.4(b)

### Title I Parent Involvement (cont.)

The “School-Parent Compact” shall:

1. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state’s academic achievement standards;
2. Indicate the ways in which parents will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, and television viewing, volunteering in the classroom, and participating, as appropriate, in decisions related to their children’s education and positive use of extra-curricular time; and
3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

(cf. 1111 – Parent Involvement)

Legal Reference: Improving America’s Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans

Improving America’s Schools Act (IASA), P.L. 103-382

PL 107-110, “No Child Left Behind Act of 2001,” Title I – Improving the Academic Achievement of the Disadvantaged, Sec. 1118

Policy adopted: 12/11/03

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## 6172.4(a) Regulation

### Title I Parent Involvement

In order to achieve the desired level of Title I parent involvement desired by Eastford Board of Education policy on this topic, these regulations guide the development of the school's annual plan designed to foster a cooperative effort among the parents, school and community.

#### A. Guidelines

Parent involvement activities developed at the school will include opportunities for:

- Volunteering;
- Parent education;
- Home support for child's education;
- Parent participation in school decision-making.

The school system will provide resources for staff and parents/community regarding effective parent involvement practices.

#### B. Roles and Responsibilities

##### 1. Parents

It is the responsibility of the parent to:

- Actively communicate with school staff;
- Be aware of rules and regulations of school;
- Take an active role in the child's education by reinforcing, at home, the skills and knowledge the student has learned in school;
- Utilize opportunities for participation in school activities.

##### 2. Staff

It is the responsibility of the staff to:

- Develop and implement a school plan for parent involvement;
- Promote and encourage parent involvement activities;
- Effectively and actively communicate with all parents about skills, knowledge and attributes student is learning in school and suggestions for reinforcement;
- Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

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## **6172.4(b) Regulation**

### **Title I Parent Involvement**

#### **Roles and Responsibilities (cont.)**

##### 3. Community

Community members who volunteer in the schools have the responsibility to:

- Be aware of rules and regulations of the school;
- Utilize opportunities for participation in school activities.

##### 4. Administration

It is the responsibility of the administration to:

- Facilitate and implement the Title I Parent Involvement Policy and Plan;
- Provide training and space for parent involvement practices;
- Provide in-service education to staff regarding the value and use of contributions of parents and how to communicate with and work with parents as equal partners;
- Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Regulation issued: 12/11/03

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**6172.41(a)**

### **Title I Programs**

The Superintendent or his/her designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

### **Title I Parental Involvement**

The district maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in school compacts. Since Eastford is a one school district, the school and district-level compacts will be combined to include parent involvement.

This parent involvement policy shall include:

- The district's expectations for parental involvement;
- Specific strategies for effective parent involvement activities to improve student academic achievement and school performance;
- A process for continually involving parents/guardians in its development and implementation;
- A description of how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement;
- The means by which the school and parents/guardians build and develop a partnership to help children achieve the state's high standards;
- Other provisions as required by law.

The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

(cf. 5111 – Admission)

(cf. 5120 – Homeless Students)

(cf. 5125 – Student Records)

Legal Reference: Title I of the Elementary and Secondary Education Act, 20 U.S.C. §6301-6514.

Policy adopted: 12/11/03

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**6172.41  
Regulation**

### Title I Programs

#### **Checklist for Development, Implementation, and Maintenance of Parent Involvement Compacts for Title I Programs**

The development, implementation, and maintenance of parent/guardian involvement compacts must be accomplished with meaningful consultation with parents/guardians of children participating in Title I programs. The Superintendent will designate a person to be responsible for the process of obtaining meaningful consultation. This checklist includes measures designed to encourage meaningful consultation.

#### **Annual checklist. Check steps as completed.**

- Plan regular meetings throughout the school year with parents/guardians to discuss the District/School compact; identify dates, convenient times, places and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.
- Plan an agenda for meetings to be held to discuss District/School compact.
  - Agendas should provide for meaningful 2-way communication between the School District and parents/guardians of children participating in Title I programs.
  - Agendas should include a section to inform parents/guardians of their school's participation under Title I and to explain Title I requirements regarding parent involvement, including the right of the parents/guardians to be involved.
  - Agendas should include a section to describe and explain the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
  - Agendas should include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the school-wide program plan under §1114(b)(2).
  - Agendas should outline how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.
- Notify interested persons of meeting dates to discuss the District/School compact, including:
  - Parents/guardians of students participating in Title I programs
  - Staff members
  - Students participating in Title I programs
  - School Board members
- Publicize the meeting dates, times, and locations to discuss District/School compact.

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## 6172.41(b) Regulation

- Make all Freedom of Information Act notifications and postings for meetings to be held to discuss District/School compact. (Note: it is wise to assume these meetings will be in open session if Board members are expected to attend.)
- Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
- Determine “success” indicators to measure the effectiveness of the parental involvement compacts in improving the academic quality of the schools.
- Review the “success” indicators in order to evaluate the effectiveness of the parental involvement compacts in improving the academic quality of the schools.
- Identify barriers to greater participation by parents/guardians, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Use the findings of such evaluation to design strategies for more effective parent/guardian involvement.
- Provide status reports to the Board and, periodically, request the Board’s approval of the parental involvement compact as it evolves.
- Revise the applicable parental involvement compact as necessary.

## Notice to Parents Required by No Child Left Behind Act of 2001

### Improving Basic Programs Operated by Local Educational Agencies

1. As required by NCLB §1111(h)(6)(A): At the beginning of each school year, a school district that receives funds under this section shall notify the parents of each student that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student’s classroom teachers, including at a minimum, the following:
  - a. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
  - b. Whether the teacher is teaching under emergency or other provisional status.
  - c. The teacher’s baccalaureate degree major and any other graduate certifications or degrees.
  - d. Whether paraprofessionals provide services to the student and, if so, their qualifications.
2. As required by NCLB §1111(h)(6)(B)(i): The District must provide to parents information on the level of achievement of the parent’s child in each of the State academic assessments.
3. As required by NCLB §1111(h)(6)(B)(ii): The District must provide parents timely notice that the parent’s child has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

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## 6172.41(c) Regulation

### LIMITED ENGLISH PROFICIENT STUDENTS

1. As required by NCLB §1112(g)(1)(A) and (g)(2), and §3302(a): The District must inform a parent of a limited English proficient child identified for participation , or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.
2. As required by NCLB §1112(g)(1)(B) and §3302(b): If the District is using funds provided under this section to provide a language instruction educational program that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform the parents of a child identified for participation in such a program, or participating in such program, of such failure not later than 30 days after such failure occurs.
3. As required by NCLB §1112(g)(4) and §3302(e): Each District shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

### ACADEMIC ASSESSMENT AND LOCAL EDUCATION AGENCY AND SCHOOL IMPROVEMENT

1. As required by NCLB §1116(b)(6): The District shall promptly provide notice to parents of each student enrolled in an elementary school identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i). Such notice shall include:
  - a. An explanation of what the identification means, and how the school compares in terms of state-wide achievement;
  - b. The reasons for the identification;
  - c. An explanation of what the school is doing to address the problem;
  - d. An explanation of what the District or State educational agency is doing to help the school address the achievement problem;
  - e. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and



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## 6172.41(d) Regulation

- f. An explanation of the parents' option to transfer their child to another public school with transportation provided by the District when required or to obtain supplemental educational services for the child.
2. As required by NCLB §1116(b)(8)(c): Whenever the school fails to make adequate yearly progress and/or is restructured, the District shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan for school improvement, restructuring and/or governance.
3. As required by NCLB §1116(e)(2)(A): The District shall provide annual notice to parents of each student enrolled in a school identified for school improvement under §1116(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i), including the following:
  - a. The availability of supplemental education services;
  - b. The identity of approved providers that are within the District or whose services are reasonably available in neighboring districts; and
  - c. A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.

## PARENTAL INVOLVEMENT

1. As required by NCLB §1118(b): Parents shall be notified of the parental involvement policy in an understandable and uniform format, and to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. As required by NCLB §1118(c): Each school shall:
  - a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this section, and the right of the parents to be involved;
  - b. Offer a flexible number of meetings;
  - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parental involvement policy and the joint development of the school-wide program plan under §1114(b)(2);
  - d. Provide parents of participating children:
    - Timely information about programs under this part;
    - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
    - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

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## 6172.41(e) Regulation

### **VOLUNTARY PUBLIC SCHOOL CHOICE PROGRAM**

1. As required by NCLB §5245(a): The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of:
  - a. The existence of the program;
  - b. The program's availability; and
  - c. A clear explanation of how the program will operate.

### **EDUCATION OF HOMELESS CHILDREN AND YOUTHS**

1. As required by NCLB §722(e)(3): The District shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent/guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
  - a. Shall be signed by the parent or guardian;
  - b. Sets the general rights provided under this subtitle;
  - c. Specifically states:
    - That no homeless child or youth is required to attend a separate school for homeless children or youths,
    - That homeless children and youths shall be provided comparable services including transportation services and educational services;
    - That homeless children and youths should not be stigmatized by school personnel; and
  - d. Includes contact information for the local liaison for homeless children and youths.
2. As required by NCLB §722(g)(2)(B)(iii): In the case of an unaccompanied homeless youth, the District shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
3. As required by NCLB §722(g)(6)(A)(iv): Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

### **STUDENT PRIVACY**

1. As required by NCLB §1061(c)(2)(A): The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district.

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## 6172.41(f) Regulation

At a minimum, the district shall:

- a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
  - b. Offer an opportunity for the parent to opt the student out of the activity.
2. As required by NCLB §1061(c)(2): The district shall provide reasonable notice of such existing policies to parents and guardians of students, e.g., “The Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. (Copies of those policies are available on request.)”

Regulation issued: 12/11/03

### **School-Family-Community Partnership Parent Involvement Compact Eastford School District Eastford Elementary School**

The *Eastford* Board of Education recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goal of the school district to educate all students effectively, the school and parents must work as knowledgeable partners.

Although families are diverse in culture, language and needs, they share the school's commitment to the educational success of their children. This school district, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

To this end, the *Eastford* Board of Education supports the development, implementation, and regular evaluation of a parent involvement program which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature. The program will include but not be limited to activities related to the following six standards:

#### **Standard I: Responsible parenting is promoted and supported.**

- A. Provide parent/family information through the school Media Center—many materials have been purchased through the PALS program—an annotated list will be developed and distributed.
- B. The School Social Worker will maintain a list of programs and resources available to families in the Eastford community.
- C. At least one program designed to promote positive parenting will be offered each school year.
- D. Parents will be responsible for supporting their children's learning by monitoring attendance, homework completion and media involvement (i.e. television watching and video game playing).
- E. Parents should participate, as appropriate, in decisions related to their children's education.

#### **Standard II: Communication between home and school is regular, two-way, and meaningful.**

- A. A parent/student handbook will be updated and distributed each year to all families. This handbook will contain information about school procedures, student services and required and optional programs. In addition, the handbook will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet.

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- B. A school-wide monthly newsletter will be distributed to each family. This newsletter will provide updates on classes and activities. Monthly calendars will be included. Each teacher will communicate with parents monthly, either via the school newsletter or a classroom newsletter.
- C. Report cards will be distributed four times per year in grades K-8. In addition, students in grades 5-8 will receive interim progress reports in the middle of each marking period. All teachers will communicate with parents about academic progress as often as necessary.
- D. Parent conferences will be scheduled in a formal manner for parents of grade K-8 students two times per year. Opportunities for parents to meet with teachers will be scheduled immediately when concerns arise.
- E. All teachers will provide clear information about course expectations and offerings.
- F. All teachers will be encouraged to communicate with parents regarding positive student behavior and achievement and not just regarding misbehavior or failure.
- G. Connecticut Mastery Test assessment information will be sent to parents in the mail. An annual meeting will be scheduled to discuss results with parents.
- H. Information on school policies, discipline procedures, assessment tools and school goals will be shared with parents via the student/parent handbook and monthly newsletters. Parents will be included in decision-making processes as often as possible.
- I. Informal activities will be sponsored by PTO and other groups at which parents, staff and community members can interact.
- J. *The e-mail addresses of teachers will be made available to parents to facilitate timely communication.*

### **Standard III: Parents are welcome in school, and their support and assistance are sought.**

- A. Send out multiple requests for volunteers and ensure that parents who cannot help during school hours can contribute in meaningful ways during other hours.
- B. Maintain and nurture “room parents” for each class.
- C. Show appreciation for parents’ participation by sending thank you notes and sponsoring receptions when appropriate.
- D. Encourage parents to visit their children’s classroom during the school day through participation in side-by-side and daily classroom activities.

### **Standard IV: Parents play an integral role in assisting learning.**

- A. The principal will convene an annual meeting for all parents/guardians of children participating in a Title I program. At this meeting, the requirements of Title I and the rights of parents to be involved will be explained.

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- B. Three additional meetings, scheduled at different times of the day, will be available for parents of students participating in Title I programs.
- C. Parents will be involved in the planning, review and ongoing improvement of the school's parent involvement policy.
- D. The school will provide materials to help parents with their partnership in education (i.e. literacy, technology).
- E. *There will be an annual meeting for parents of incoming kindergarteners to foster an effective transition to Eastford Elementary School.*

### **Standard V: Parents are full partners in the decisions that affect children and families.**

- A. All staff members are expected to nurture the growth of the established parent groups:
  - 1. PTO – The school's primary parent group will assist the school in recognizing and promoting positive ties between parents and school.
  - 2. Parent Advisory Group – The principal will schedule regular meetings at which parents may formulate suggestions and participate, as appropriate, in decisions relating to the education of their children.
  - 3. Middle School Fund-raising and the Sports Booster Club provide additional vehicles for parent involvement.
  - 4. Title I Parents will meet at least three times per year to discuss goals and program format.
- B. The principal will report the progress of all established parent groups to the *Eastford* Board of Education and community at large through the school newsletter and the *Eastford Communicator*.

### **Standard VI: Community resources are made available to strengthen school programs, family practices, and student learning.**

- A. The school staff will foster student participation in community service.
- B. The school staff will disseminate information to the school community, including those without school-age children, regarding school programs and performance:
  - 1. CMT results will be discussed in the *Eastford Communicator*
  - 2. Preschoolers will be invited to cultural programs.

The goal of the Eastford Elementary School is to provide high quality education to meet the challenging standard of serving ALL children. In addition to mandated Special Education and Section 504 programs, The Eastford Elementary School will support a Title I Program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency in meeting challenging state academic achievement standards and state academic assessments.