

TITLE I DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY

The Western Heights Public Schools, in consultation with teachers, principals, program administrators, and parents of participating children, have developed and agreed upon this parent involvement policy.

Part I: General Expectations

The Western Heights School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district-wide parental involvement policy into the LEA plan developed under Section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. Communications with parents shall, at all times, respect the privacy of students and their families.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:
 - *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring: (a) that parents play an integral role in assisting their child's learning; (b) that parents are encouraged to be actively involved in their child's education at school; (c) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and (d) the carrying out of other activities, such as those described in section 1118 of the ESEA.*
- The district will inform parents and parental organizations of the purpose and existence of a Parental Information and Resource Center. (A representative from the PIRC has been present at meetings at the High School during the 2008-09 school year.)

Part II: Description of How the District Will Implement Required District-wide Parental Involvement Policy Components

1. The Western Heights School District has taken the following actions to involve parents in the joint development of its district-wide parental involvement plan under section 1112 of the ESEA:
 - Each school site included a parent representative on the site-level Title I School-wide Planning Committee.
 - Regular updates were provided to parents and the school community via newsletters sent home with students, inviting parents to contact the Title I parent representative to provide specific input.
2. The Western Heights School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Timely publication and dissemination of the results of student annual progress to parents, teachers, principals and the school community.
 - Promptly provide parents with specific information regarding any school site that has been identified for school improvement, corrective action, or restructuring, including:
 - An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools served by the district and the State educational agency involved;
 - The reasons for the identification;
 - An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement, including parent input/consultation in the development or revision of the required school improvement plan and a listing of strategies to promote more effective parent involvement at the school;
 - An explanation of the parents' option to transfer their child to another public school, including the provision of transportation to the new school, and information on the academic achievement of the school or schools to which the child may transfer;
 - If the school is in its second year of improvement or is subject to corrective action or restructuring, a notice explaining how parents can obtain supplemental education services for their child, including: (a) the identity of approved providers of those services available within the Western Heights Public Schools; and (b) a brief description of the services, qualifications, and demonstrated effectiveness of the providers; and (c) if requested, assistance in choosing a provider.
 - Western Heights will also publish and disseminate to parents and to the public, information regarding any actions taken by the school or the district to address the problems that led to the identification of a school for improvement, including: (a) an explanation of what the school is doing to address the problem of low achievement; (b) an explanation of what the district is doing to address the problem of low achievement; and (c) a description of corrective actions or restructuring plans.
 - In order to address section 200.61 **Parents' Rights to Know** of the final regulations of the No Child Left Behind Act, it is the policy of the Western Heights Public Schools to notify parents of participating children at the beginning of each school year that parents may request and the district will provide information on the professional qualifications of the student's classroom teachers and whether the child is provided services by paraprofessionals and, if so, their qualifications.
3. The Western Heights School District will provide the necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Partner with expert service providers to provide schools with the necessary assistance. This includes:
 - Assistance to parents of children served by the school or district, as appropriate, in understanding such topics as the state’s academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of this part of the law, and how to monitor a child’s progress and work with educators to improve the achievement of their children. The district (or each respective school site) facilitates an annual district-wide Parent Night where a variety of “mini-workshops” are offered on a number of parent involvement topics (including the ones listed in this section). The Parent Night also invites community support groups to set up a station at the event, to introduce parents and students to community resources that improve the quality of life and foster a collaborative culture for student achievement.
 - Provision of materials and training to help parents work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. This is also a common focus of all site and district-wide Parent Nights. Title I funds are used to purchase take-home, read-along books for elementary students and their parents, as well as to provide parent/student information brochures for middle-level and high school students and their parents.
 - Educating teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. The district has engaged an expert in Professional Learning Communities (PLCs) to assist teachers, parents, administrators and other staff in the implementation of site-level PLCs. Each site has a “teacher leader” as the site’s appointed School Climate Coordinator; this extra-duty assignment includes facilitating discussions, activities, and trainings in the area of parent involvement.
 - Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format to, and to the extent practicable, in a language the parents can understand. Translators are provided (in both Vietnamese and Spanish) for individual parent-teacher meetings and also at Parent Night activities. Information regarding these meetings/activities is also provided in writing to the parents in Spanish and Vietnamese where applicable.
 - Provision of such other reasonable support for parental involvement activities under this section as parents may request.
4. The Western Heights School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Head Start, Sooner Start, “READY!” for Kindergarten, and other state-operated preschool programs, by conducting and supporting collaborative activities that will encourage and support parents to more fully participate in the education of their children. This includes the negotiation of interagency agreements and/or inclusion of other program personnel in parent-teacher conferences or other meetings pertaining to the educational needs of individual children in such programs.
 5. The Western Heights District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement,

and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Publication/dissemination of the policy in student handbooks and district newsletters, with the invitation to parents to provide suggestions for policy revision/improvement.
 - Inclusion of parent involvement components in site-and district-level surveys of parents that are conducted at least on an annual basis. Parents also have the opportunity to complete the survey at Parent Night activities as well as during parent/teacher conferences.
6. It is the policy of the Western Heights School District to involve parents in the activities served under this part by monitoring local participating schools to assure that these schools:
- 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 under this part and to explain the program requirements; and the right of the parents to be involved;
 - Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
 - Carry out capacity-building activities for parents listed in Section 3 above;
 - Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
 - Provide parents of participating children with: (a) timely information about programs under this part; (b) 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 (c) 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 practically possible; and
 - If the school-wide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district.
7. As a component of the school-level parental involvement policy, each school served under this part jointly develops a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build an develop a partnership to help children achieve the state's high standards. These compacts:
- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the state's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
 - Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - Parent-teacher conferences in schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - Frequent reports to parents on their children's progress; and

- o Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Part III: Adoption

This District-wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidence by parent representation on each participating school site's Title I Committee.

This policy has been adopted by the Western Heights Board of Education and will be in continued effect until otherwise revised. The school district will distribute this policy to all parents of participating Title I, Part A children within the first 30 calendar days of each school year, and to parents of new enrollees throughout the school year, by means of including the policy in all grade-span student handbooks. Parents (and students, where applicable) are required to read the handbook and return to the school a signed statement to that effect.

Adopted: 02-03-92

Revised: 06-16-05

Revised: 02-09-09