



Parent Involvement Policy

At the heart of every student's success is a supportive parent. In the heart of every child is a love for the adults who support them. Every family is different, every student is unique, and each school year brings new challenges.

It is our goal to merge the efforts of all the adults who support our students' learning. Sharing commitment, communication, and concern creates the best possible path to understanding every child's strengths, every child's needs, and every child's challenges. The staff of PGS Elementary strive to involve parents and families in the delicate and delightful work of educating a child. Here is how we do this within our Title I and LAP programs.

I. SCHOOL EXPECTATIONS

Parents who take an active role in their child's education make a huge difference in their child's school success. We understand that parents and families may already be doing all of the items below, but here are some ideas for how to take part in the teamwork of education of a child:

- Communicate regularly with your child's teacher, LAP teacher and/or Title I teacher.
- Provide a quiet, distraction free, location at home to study.
- Read to and with your child regularly.
- Assist your child with homework assignments.
- Attend LAP and/or Title I parent meetings and workshops.
- Practice Reading and/or Math with your child daily.
- Ask your child to explain what he or she is learning in Reading and/or Math class.
- Talk to your child about how adults use Reading and/or Math in their lives (communication, shopping, news etc...) and in their jobs.



PGS Elementary agrees to implement the following statutory requirements:

1. The school will put into operation programs, activities, and procedures for the involvement of parents. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children through the Parent Advisory Committee. *The Advisory Committee will meet several times each year to review and improve Title I and LAP practices and documents.* Such advisory meetings will be offered at multiple times to maximize parent participation.
2. The school will address Title I and LAP in the School Improvement Plan.
3. In carrying out the Title I and LAP Part A family engagement requirements, to the extent practicable, the school district and it's 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 1116 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. Written translations of documents will be provided to multilingual parents in a language they understand, or, if not practicable, orally in a language that parents understand. Telephone interpretation services can also be utilized to contact families and in-person interpreters are provided for conferences and other meetings as necessary. PGS Elementary will provide opportunities for full participation of all families including, but not limited to:
 - Foster Parents.
 - Parents of Migratory Students.
 - Parents of Homeless Students.
 - Parents with Limited English Proficiency.
 - Parents with Disabilities.
 - Parents with limited literacy.



4. If the plan for Title I and LAP is not satisfactory to the parents of participating children, the school district will submit the written comments of those parents with the plan when it is submitted to the Office of the Superintendent of Public Instruction.
5. The school will be governed by the following statutory definition of parental involvement and 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:*
 - Parents play an integral role in assisting their child's learning.
 - Parents are encouraged to be actively involved in their child's education at school.
 - Parents are full partners in their child's education and are included, as appropriate, in decision-making and on an advisory committee to assist in the education of their child.

II. REQUIRED POLICY COMPONENTS

PGS Elementary will incorporate the following parental involvement components in the following ways:

Component 1: Involve parents in jointly developing a district parental involvement policy.

- The Parent Advisory Committee meets several times each year to review and revise this plan, as necessary. A key component of the development of this plan will be a review of the year end evaluation data from the previous school year.



- The School will conduct with the involvement of parents an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I and LAP funds, including:
 - Identifying barriers to greater participation by all parents in parent involvement activities with particular attention to parents, who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background.
 - Using the findings of the evaluation to design strategies for more effective parental involvement.
 - Revising, if necessary, the school's Title I and LAP parental involvement policies.

Component 2: Facilitate systematic communication regarding the Title I and LAP Programs.

- Title I and LAP staff will share through meetings, conversations, and documents, information about each student's Title I and LAP plans. Title I and LAP plans will be presented and shared with parents at least twice a year. Progress reports will be provided two times per school year.
- Parents will be asked annually for feedback about their child's program(s).
- Parents will be given the goals and policy concerning the Title I and LAP program and will be asked to provide feedback annually.



Component 3: Build the schools' and parents' capacity for strong parental involvement.

The school will continue to work with the Parent Advisory Committee to seek new parent involvement opportunities such as:

- Participation on the Parent Advisory Committee.
- Family Nights
- Parent volunteers
- Parents Attending Parent Conferences
- Develop strategies to recruit the parents of first time Title I and LAP students.

Component 4: Convene an Annual Title I, Part A Meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend.

- This meeting will be held to inform parents of:
 - 1) the school's participation under Title I, Part A
 - 2) the requirements of Title I, Part A
 - 3) their right to be involved and provide input.
- Parents will be given the goals and policy concerning the Title I and LAP program and will be asked to provide input annually.
- Parents will give their input as to how the Title I funds reserved for parent and family engagement are spent.
- Parents will be provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, the achievement levels of the challenging state academic standards and materials and training to help parents work with their children at home. This will be reviewed with each individual family during Fall (November) and Spring (March) conferences.



- This meeting announcement will be placed on the PGS website and sent out in a message to families via Blackboard. All students are Title I students; therefore, all students and parents will be invited to attend.

Component 5: Have parents, staff and students evaluate the Title I, Part A program annually.

- 4 questions that are asked as part of the evaluation:
 - 1) Has the Title I, Part A program been effective?
 - 2) What has worked well in the Title I, Part A program?
 - 3) What has not worked well in the Title I, Part A program?
 - 4) How should the Title I, Part A program be refined?