2026-2027 Seymour R-II School District
Parent Involvement Policy

The Seymour R-II School District will involve the parents/guardians of our students in ongoing and meaningful communication about student academic learning and other school activities by ensuring that parents/guardians of children participating in Title I activities:

- play an integral role in assisting in their child's learning;
- are encouraged to be actively involved in their child's education at school;
- 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
- are notified of the state testing status of their child's school building.

The Seymour R-II School District will meet the six requirements to build parents' capacity in the following ways;

1. Involve parents in the joint development of the CSIP and in the process of school improvement;
2. Provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student achievement;
3. Build the schools' and parents' capacity for strong parental involvement by assisting parents in understanding such topics as the State's academic content and achievement standards, academic assessments, how to monitor a child's progress, and how to work with educators, by providing materials and training to help parents work with their children (including literacy and technology training) and by educating teachers, pupil personnel, principals, and other staff in the value and utility of the contributions of parents and how to work with parents;
4. Coordinate parental involvement strategies with those under other programs, including Head Start, Preschool, and Parents as Teachers
5. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy, including the identification of barriers to greater participation, especially by parents 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 the evaluation to design strategies for more effective parental involvement; revise, if necessary, parent involvement policies; and
6. Involve parents in the activities of the Title I-served schools.