

policy

BOARD OF EDUCATION
OWENDALE-GAGETOWN AREA SCHOOLS

PROGRAM
2261.01/page 1 of 4

PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- A. the School expects the parents to be involved in the program, including their participation in the development of the plan;
- B. meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the School may be able to provide parents in order to better ensure their attendance at meetings, and may provide with funds provided under this part, transportation, child care, or home visits as such services relate to parental involvement, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities will be provided for parents to formulate suggestions, interact and share experience with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. parents will be involved in the planning, review, and improvement of the Title I program;
- F. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;
- H. timely responses will be given to parental questions, concerns, and recommendations;
- I. the School will provide coordination, technical assistance, and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement;

policy

BOARD OF EDUCATION
OWENDALE-GAGETOWN AREA SCHOOLS

PROGRAM
2261.01/page 2 of 4

- J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;
- K. the parental involvement plan will be coordinated with other programs, such as Head Start, Great Start Readiness Program, Project Find, and Home Instruction for Preschool Youngsters;
- L. other activities will be conducted as appropriate to the plan and State or Federal requirements.

The Superintendent shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:

- A. convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents rights to be involved and the schools obligations to develop an involvement plan;
- B. will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;
- C. will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;
- D. will provide participating student's parents with:
 - 1. timely information about the Title I programs;
an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;
 - 2. regular meetings, upon request, to make suggestions and receive response regarding their student's education;;

policy

BOARD OF EDUCATION
OWENDALE-GAGETOWN AREA SCHOOLS

PROGRAM
2261.01/page 3 of 4

- E. develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents, and the student for academic improvement, including:
1. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;
 2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;
 3. the importance of parent teacher communication on an ongoing basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

F. Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, the local educational agency assisted under this part:

1. shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement stands, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. shall provide materials and training to help parents to work with their children to improve their children's achievement, such as
literacy training and using technology, as appropriate, to foster parental involvement;
3. shall educate 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;

policy

BOARD OF EDUCATION
OWENDALE-GAGETOWN AREA SCHOOLS

PROGRAM
2261.01/page 4 of 4

4. the parental involvement plan will be coordinated with other programs, such as Head Start, Great Start Readiness Program, Project Find, and Home Instruction for Preschool Youngsters;
5. shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
6. shall **provide** such other reasonable support for parental involvement activities under this section as parents may request. Teachers will, however are not limited to offering a flexible number of meetings, such as meetings in the morning or evening and making phone calls to help increase parent involvement and/or attendance;
7. the school will provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. They will provide information on student success and potential participation opportunities in a language they can understand.

20 U.S.C. 6318 Elementary and Secondary Education Act of 1965 34
C.F.R. Part 200 et seq.

Adopted August 24, 2009

6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT:

Owendale-Gagetown Area Schools Parent Involvement Policy

The staff at Owendale-Gagetown Area Schools believe that schools work best when parents and staff work hand in hand, and when parents take an active role in their children's education and encourage them to do their best. Furthermore, research has shown that parent involvement is a critical component in the learning process and programs with a strong parent base have a tendency to outperform other schools.

- The Owendale-Gagetown Area Schools parents are involved in the design, implementation, and evaluation of the school-wide plan. Parents are invited to be active participants in all aspects of the school-wide plan. Parents have input on the plan through parent advisory committee meetings and via numerous parent surveys administered throughout the school year. The plan is reviewed with parent advisory committee members and feedback is used to edit any areas of concern. Additionally, the plan will be reviewed annually with parental groups to ensure that all stakeholders have a voice in the revision of any plan elements.
- Owendale-Gagetown Area Schools have an active Parent – Teacher Organization that meets monthly with parents, teachers, staff, and administration to discuss and plan school-wide events.
- Owendale-Gagetown Area Schools has a parent involvement policy that meets NCLB requirements of Section 1118.

A Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, the local educational agency assisted under this part:

1. shall provide assistance to parents of children served by the school or local educational agency, 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, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. shall provide materials and training to help parents to work with their children to Improve their children's achievement, such as

literacy training and using technology, as appropriate, to foster parental involvement:
3. shall educate 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;

4. the parental involvement plan will be coordinated with other programs, such as Head Start, Great Start Readiness Program, Project Find, and Home Instruction for Preschool Youngsters;
5. shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
6. shall provide such other reasonable support for parental involvement activities under this section as parents may request. Teachers, however, are not limited to offering a flexible number of meetings, such as meetings in the morning or evening and making phone calls to help increase parent involvement and/or attendance;
7. the school will provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. They will provide information on student success and potential participation opportunities in a language they can understand.

Complete Title I parent involvement policy is attached in the appendices

- Parent involvement is currently evaluated by monitoring the number of parents who attend the fall open house, parent teacher conferences, after school Title I activities, special events, and other activities. Additionally, the number of hours spent by adults volunteering during school events and activities is logged and monitored.

The results of this data will be used in order to monitor and increase parental participation. In order to improve the school-wide plan we must create a partnership with parents and involve them in all aspects of student achievement. Additionally, ongoing parental surveys are used in order to determine needs and discuss ways to reach out to more parents for involvement.

- Owendale-Gagetown Area Schools will create an annual evaluation of the parental involvement plan. This will be completed with parents where barriers will be identified (such as limited English, limited literacy, economic disadvantage, disability, etc) and strategies will be discussed to help increase and improve parental involvement

Parent Activities

Date	Activity	Participants	Evaluation
Sept. 2009	Open House	Parents Students Teachers Administration	Sign-in sheet Survey
Annually in the fall	Muffins with Mom	Parents Students Teachers and Staff Administration	Survey attendance and RSVP for event
Annually in the spring	Donuts with Dad	Parents Students Teachers and Staff Administration	Survey attendance and RSVP for event
Spring of 2010	Spring Thing	Families Students Teachers and Staff Administration Community Members	Survey attendance Survey of event
Two Evenings During 2009-2010	Band Presentations	Staff Administration Parents Students Community Members	Survey attendance
Spring of 2010	Elementary Program/Grandparents Day	Staff Administration Parents Students Community Members	Survey attendance and RSVP for event
Fall/Winter 2009 and Spring 2010	Parent Teacher Conferences	Parents Teachers Administration Students	Sign-in sheet
May 2010	Title I Parent Meeting	Parents Staff Teachers Administration Students	Sign-in sheet
Spring of 2010	Preschool and Kindergarten Round-Up	Parents Students Teachers Administration	Sign-in sheet
Fall, Winter, and Spring	Award Ceremonies (academic and athletic)	Parents Students Teachers Administration	Survey attendance
Spring	National Honor Society Induction	Parents Students Teachers Administration	Survey attendance
Winter	Santa's Workshop	Parents Students Staff	Survey attendance

Date	Activity	Participants	Evaluation
Fall, Winter, and Spring	Athletic Parents Night	Parents Students Coaches Staff Administration	Survey attendance
Various events throughout the school year	Palace Fundraising Organization	Parents Students Coaches Staff Administration	Sign-up sheets and volunteer records
Various times throughout the school year	Parent Advisory Council Meetings	Council Members (parents) Teachers Staff Administration	Sign-in sheets and evaluation

- The plan includes a parent-teacher-student compact that addresses all parents, students, and teachers and describes a true partnership for learning between the home and school.

The Parent Compact addresses the responsibilities of all stakeholders (parents, teachers, and students) in the educational process. Each stakeholder signs the compact to indicate that they will engage in activities to enhance and increase student achievement.

The Parent Compact is created in the fall of each school year. Each stakeholder group (parents, teachers, and students) gives feedback on the creation and revision of the Compact annually. Teachers review the schools portion of the plan in the Spring (May) and make suggested revisions to this section; the student council reviews the student portion of the plan in the Spring (May) and makes suggested revisions to this section; and the parent advisory committee reviews the parent portion in the Spring (May) and makes suggested revisions to this section.

The complete student-parent-teacher compact is attached in the appendices

The compact is used annually at elementary – level parent teacher conferences. At these meetings the teacher and parents will review the compact and the steps each stakeholder is responsible for throughout the school year to help increase student achievement. Owendale-Gagetown Area Schools provides all parents with the following:

- Progress Reports
- Report Cards
- MEAP Parent Reports
- DIBELS Reports
- AimsWeb Reports
- Progress Monitoring Results
- Local assessment results

These individual student academic assessment results will be communicated to parents in a language the parents can understand, including an interpretation of those results, to the parent of a child who participates in the academic assessment. Results are interpreted for them through conversations with classroom teachers during parent teacher conferences and scheduled parent meetings. Furthermore, “MEAP night” will be coordinated so parents can receive their student(s) scores and ask questions in a small group format. Parents are encouraged to ask questions and clarify understanding of assessments during these different meetings. Additionally, as requested Title I parent meetings will be held to inform parents of their student(s) progress.

Parent-Student- Teacher Compact A

Promise of Commitment

The Title I Program at Owendale-Gagetown Area Schools envisions the highest level of success for every individual. We provide support to all students as they strive to meet their academic, creative, emotional, physical, and social skills necessary for entering society as contributing members. We enhance each student's experience at Owendale-Gagetown Area Schools by continually assessing and evaluating our attainment of these goals as measured by descriptive outcomes.

The Title I program also has an increased focus on assisting at-risk students (those in danger of low grades or academic failure) in the core academic areas of study (math, reading, social studies, and science). To best fulfill this commitment, we ask that parents, students, and teachers complete the attached compact.

Please return the signed compact to the school as soon as possible. Thank you.

Bob Drury, Superintendent

Kayla Warack, At-Risk Coordinator

Title I (At Risk) Compact Owendale-Gagetown Area Schools

Date of Agreement: _____

Parent/Guardian Agreement

It is important to have my child reach his/her full academic potential. Therefore, I will encourage him/her by doing the following items that are checked:

- ___ see that my child attends school regularly and is on time each day
- ___ establish a time and place for homework and check it regularly
- ___ support the school staff, and respect the diverse cultures of the school
- ___ have ongoing communication with my child's school and teacher
- ___ encourage daily reading at home

Parent/Guardian Signature _____

Student Agreement

It is important that I do the best that I can. Therefore, I will do the following:

- ___ come to school each day and be in every class on time
- ___ have my homework completed and turned in on time
- ___ always try to work to the best of my ability
- ___ show respect for myself, my school, and at home
- ___ believe that I can learn and that I will learn

Student Signature _____

Teacher Agreement

Students must be given the opportunity to succeed. Therefore, I will:

- ___ provide an environment conducive to learning
- ___ have high expectations for myself and my students, by using methods and techniques that work for my classroom
- ___ maintain open lines of effective communication with my students and their parents, in order to support student learning
- ___ seek ways to involve parent in classroom activities
- ___ respect my student, their parents, and the diverse cultures of the school

Teacher Signature _____