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|  | 918. TITLE I PARENT INVOLVEMENT |
| 1. Purpose | The Southmoreland School District recognizes that parent involvement contributes to the achievement of academic standards by students participating in Title I programs. The Southmoreland School District views the education of students as a cooperative effort among the school, parents/guardians and community. In consultation with teachers, principals, administrators, and parents/guardians of participating children, the Southmoreland School District has developed and agreed upon this parent involvement policy.The Southmoreland School District welcomes the participation of parents/guardians in support of student learning and recognizes that parental involvement increases the opportunities for student success. It is the policy of the Southmoreland School District to foster and maintain ongoing communications with parents/guardians concerning their opportunities for involvement, their children’s eligibility for special programs, their children’s educational progress, the professional qualifications of their children’s teachers, and the status of their children’s schools.The Southmoreland School District strives to provide such information in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents/guardians can understand. To the extent practicable, Southmoreland School District shall also provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, parents/guardians of homeless children, and parents/guardians of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents/guardians understand. Communications with parents/guardians shall, at all times, respect the privacy of students and their families.  |
| 2. Authority 20 U.S.C. Sec. 6318 | The Southmoreland Board of Education hereby approves the following components of the Title I Parent Involvement Policy and a Parent-School Compact. |
|  | The Southmoreland School District ensures that this policy complies with the requirements of applicable law. |
| 3. Delegation of Responsibility | The Superintendent or designee shall regularly review the Title I Parent Involvement policy and other relevant plans and programs in reference to changes in applicable law.The Superintendent or designee shall ensure that information and reports provided to parents/guardians are in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.The building principal and/or Title I staff shall provide to parents/guardians of students participating in Title I programs:1. Explanation of the reasons supporting their child's selection for the program.
2. Set of objectives to be addressed.
3. Description of the services to be provided.
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| 4. Guidelines 20 U.S.C. Sec. 6318 | The following policies are intended to specifically address parts A-F of section 1118 (a) of the No Child Left Behind Act of 2001:1. It is the policy of the Southmoreland School District to consult parents/ guardians, teachers, principals, and administrators of federally funded programs in the development and revision of the district’s consolidated application for federal funds under section 1112 and in the process of school review and improvement under section 1116 of the No Child Left Behind Act of 2001.

The process of school review includes timely publication and dissemination of the results of its annual progress report to parents/guardians, teachers, principals, and the school community. It is the intent of the Southmoreland School District that parents/guardians of participating children understand the process by which schools are identified as focus or priority, and that parents/guardians of children attending such schools are provided promptly with the following information: 1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency and the Commonwealth of Pennsylvania. 2. The reasons for the identification. 3. An explanation of how the parents/guardians can become involved in addressing the academic issues that caused the school to be identified for school improvement.Southmoreland School District also publishes and disseminates to parents/ guardians and to the public, information regarding any actions taken by the school or the Southmoreland School District to address the problems that led to the identification of a school as focus or priority, including: 1. An explanation of what the individual school is doing to address the problem  of low achievement. 2. An explanation of what the Southmoreland School District is doing to  address the problem of low achievement. 3. A description of corrective actions or restructuring plans.In order to address section 200.61 **Parents’ Right to Know** of the Final Regulations of the No Child Left Behind Act, it is the policy of the Southmoreland School District to notify parents/guardians of participating children at the beginning of each school year that parents/guardians 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.1. It is the policy of the Southmoreland School District to partner with the Westmoreland Intermediate Unit, the Pennsylvania Training and Technical Assistance Network (PaTTAN) and other expert service providers, to provide technical assistance and other support necessary to assist participating schools in planning and implementing effective parent/guardian involvement activities to improve student academic achievement and school performance.
2. The Southmoreland School District, in order to build the capacity of schools and parents/guardians for strong parental performance, partners with expert providers to:

1. Provide assistance to parents/guardians 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. Provide materials and training to help parents/guardians 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. Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent programs, and build ties between parents/guardians and the school. 4. Ensure that information related to school and parent programs, meetings, andother activities are sent to the parents/guardians of participating children in a format and, to the extent practicable, in a language the parents/guardians can understand. 5. Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request. The Southmoreland School District: 1. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions. 2. May train parents/guardians to enhance the involvement of other parents/guardians. 3. May arrange school meetings at a variety of times, or conduct in-homeconferences between teachers or other educators, who work directly with participating children, with parents/guardians who are unable to attend such conferences at school, in order to maximize parental involvement and participation. 4. May establish a district-wide parent/guardian advisory council to provide advice on all matters related to parental involvement in programs supported under this section. 5. May develop appropriate roles for community-based organizations and  businesses in parent involvement activities. 6. Shall provide such other reasonable support for parental involvement  activities under this section as parents/guardians may request.1. Southmoreland School District, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with Head Start, public preschool and other programs, and conducts other activities, such as parent orientation sessions that encourage and support parents/guardians in more fully participating in the education of their children.
2. To ensure the effectiveness of this parent involvement policy, Southmoreland School District conducts, with the involvement of parents/guardians, an annual evaluation of its parent involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents/guardians in activities authorized under the parent involvement section of the No Child Left Behind Act of 2001. This evaluation will focus particular attention on parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The Southmoreland School District uses the findings of this evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described herein.
3. It is the policy of the Southmoreland School District to involve parents/guardians in the activities served under this part by monitoring local schools to assure that participating schools:

1. Convene an annual meeting, at a convenient time, to which all parents/ guardians of participating children shall be invited and encouraged to attend, to inform parents/guardians of their school's participation under this part and to explain the requirements of this part, and the right of the parents/guardians to be involved. 2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, and child care, as such services relate to parental involvement. 3. Carry out capacity-building activities for parents/guardians listed in (C.)  above. 4. Involve parents/guardians, 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. 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. c. If requested by parents/guardians, 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. 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/guardians, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership to help children achieve the state's high standards. These compacts: 1. 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/guardian 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. 2. Address the importance of communication between teachers and parents/  guardians on an ongoing basis through, at a minimum: a. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. b. Frequent reports to parents/guardians on their children's progress. c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.For schools identified as focus or priority, Southmoreland School District ensures that:1. Parents/Guardians are consulted in the development or revision of the required school level improvement plan.
2. The plan includes a description of how the school will provide written notice about the identification to parents/guardians of each student enrolled in the school.
3. The plan includes strategies to promote effective parental involvement at the school.
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|  | School-Parent Compact |
|  Title 22 Sec. 403.1 20 U.S.C. Sec. 6318 Pol. 102 | The Southmoreland School District and the parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents/guardians, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve the state’s high standards.This school-parent compact is in effect during the \_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_ school year. |
|  | School ResponsibilitiesThe Southmoreland School District will:1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state’s student academic achievement standards as follows: The district will implement a curriculum based on the Pennsylvania Academic Standards, review the curriculum on a periodic and ongoing basis, and provide ongoing assessments that are aligned with the Pennsylvania System of School Assessment.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held once per semester.
3. Provide parents/guardians with frequent reports on their children’s progress. Specifically, the school will provide written report cards quarterly and will provide written interim progress reports when students are not making passing grades.
4. Provide parents/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents/guardians as follows: Staff is available during parent-teacher conference time, and at other times upon the request of the parent/guardian, either via telephone, e-mail, or face-to-face meeting.
5. Provide parents/guardians opportunities to volunteer and participate in their child’s class and to observe classroom activities. Parents/Guardians are invited to participate in activities sponsored by the PTA. Parents/Guardians may observe classroom activities by making a request through the building principal. Parents/Guardians are encouraged to volunteer in the school by making arrangements with their child’s teacher or principal. The PTA offers many activities for volunteerism and participation.
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|  | Parent ResponsibilitiesWe, as parents/guardians, will support our children’s learning in the following ways:1. Monitoring attendance.
2. Ensuring that homework is completed.
3. Monitoring amount of television children watch.
4. Volunteering in child’s classroom.
5. Participating, as appropriate, in decisions relating to my child’s education.
6. Promoting positive use of my child’s extracurricular time.
7. Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
8. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent/guardian representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the district-wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
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|  | Student Responsibilities I, as a student, will share the responsibility to improve my academic achievement and achieve the state’s high standards. Specifically, I will:1. Do my homework every day and ask for help when I need it.
2. Read at least thirty (30) minutes every day outside of school time.
3. Give my parents/guardians or the adult who is responsible for my welfare all notices and information received by me from my school every day.

References:State Board of Education Regulations - 22 PA Code Sec. 403.1No Child Left Behind - 20 U.S.C. Sec. 6318Board Policy - 102 |