

Prince George County Public Schools

Title 1 District Advisory Council's (DAC)

Parental Involvement Policies and Practices



**Formulated in Compliance with
Elementary and Secondary Education Act (ESEA)'s
Every Student Succeeds Act of 2015(ESSA)**

TITLE 1

District Policies and Practices for Parental Involvement

PURPOSE

The purpose of Title 1 parental involvement policies and practices is to improve student academic achievement and school performance. They are based on the belief that parents, and all members of the community, share with the school both the concern and responsibility for meeting the educational needs of children. Its intent is to forge a partnership between parents and teachers in support of the State's challenging achievement standards.

GOALS

The goals of Title 1 parental involvement policies and practices include the following:

1. To involve parents in the joint development of the Title 1 parental involvement policies and practices, as well as, in school review and improvement. **(Parent leadership.)**
2. To ensure that this policy is distributed to parents of participating students in an understandable, uniform format and, as much as possible, in a language that parents can understand. **(Communication and building parent capacity.)**
3. To provide assistance and technical support to participating schools in planning and implementing their own effective parental involvement policies and plans that will improve student academic achievement and school performance. **(District leadership.)**
4. To build schools' and the parents' capacity for strong parental involvement and thus improve the academic quality of each school and of each student. This includes identifying and as much as possible, removing, barriers for all parents including economically disadvantaged, disabled, and non-English speaking parents as well as parents of every ethnicity. **(Building school and parent capacity.)**
5. To establish procedures for coordinating and integrating Title 1 parental involvement policies and practices with those of other programs that are available e.g. the pre-school at-risk parental involvement program. **(Coordination.)**

6. To establish procedures for establishing other effective strategies, programs, and procedures, such as parent resource centers, in order to encourage and support parents to more fully participate in their child's education. **(Continuous improvement.)**
7. To establish a procedure for evaluating the effectiveness of Title 1 parental involvement policies, practices, and procedures and a procedure for using those findings to continuously improve parental involvement both at the district and the school levels. **(Continuous improvement.)**
8. To provide assistance to parents in understanding the following topics and other topics of importance: The State's academic content standards, the State's student academic achievement standards, other State and/or local academic assessments of importance to their child's academic success, the Title 1 regulations in regard to parental involvement, how parents can monitor their child's progress to improve achievement, and how parents can work with educators to improve achievement. **(Communication and building parent capacity.)**
9. To establish procedures to assure that information related to school and parent programs, meetings, and other activities is sent to parents of participating students in a format and, to the extent practical, in a language that parents can understand. **(Communication and building parent capacity.)**
10. To foster parental involvement by providing materials and training to help parents to work with their children to improve academic achievement, including literacy training and the use of technology as appropriate. **(Building parent capacity.)**
11. To educate, with the help of parents, school personnel on the value of parent contributions, ways to reach, communicate, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and schools. **(Parent leadership and building school capacity.)**
12. To increase home-school communications and cooperation and to develop a sense of partnership through such strategies as a fall orientation meeting, access to a school-parent compact, a parent-teacher conference opportunity, frequent progress reports, reasonable access to faculty, opportunities to volunteer, and an opportunity to observe. **(Communication and building school and parent capacity.)**

COMPONENTS

- 1. An annual orientation meeting will be convened at each targeted assistance school (TAS) for all parents of Title 1 children:**
 - a. To discuss programs and activities provided by Title 1.**
 - b. To solicit parental input into the development, review, and improvement of the program.**
 - c. To explain parental involvement, its requirements, and the right to be involved.**

- 2. The Local Educational Agency (LEA) will coordinate with and offer assistance to TAS as they plan and implement parental involvement and build capacity within the school and the participants.**
 - a. The Title 1 director and/or the Title 1 teacher will meet with principals to share ideas and address concerns about parental involvement at least once annually.**
 - b. The county *Every Student Succeeds Act (ESSA)* Collaboration Team will take school parental involvement needs into account in its annual planning.**
 - c. The Title 1 teachers, Title 1 paraprofessionals, Title 1 parent coordinator, and DAC parents will act as liaisons between the TAS and the LEA.**
 - d. The Title 1 parental involvement coordinator will offer assistance to TAS as they plan and implement their Title 1 parental involvement plans.**

- 2. A district-wide parent advisory committee (DAC) will be established and maintained according to the following guidelines:**
 - a. A majority of the members will be the parents of Title 1 children.**
 - b. The Title 1 parent coordinator and the Title 1 director will be members.**
 - c. Meetings will be held at convenient times and support will be offered to enable parent participation.**
 - d. A concentrated effort will be made to involve parents from every TAS.**
 - e. A minimum of one Title 1 teacher/paraprofessional will be a member. All will be encouraged to attend whenever possible.**
 - f. A schedule will be followed that includes a sufficient number of meetings to accomplish the purposes set. (From 2 to 4 meetings annually)**
 - g. Members of the committee will have opportunities for formal and informal consultation in the planning, design, and implementation and in the evaluation of the effectiveness of the Title 1 program and its parental involvement component as well as in school review and improvement.**
 - h. Members will emphasize ideas for increasing parent participation and identifying barriers and ways to remove those barriers that prevent full parent participation. Discussion will include barriers for all parents to include economically disadvantaged, disabled, and non-English speaking parents as well as parents of every ethnicity.**
 - i. Members will assist in designing evaluations and using the findings of the**

evaluations to create strategies for the continuous improvement of the parental involvement programs.

- j. The director will inform the State Education Association (SEA) of unresolved parent dissatisfaction with the plan.
 - k. Members will review and assist in updating parental involvement policy periodically as needed.
 - l. Members will research and brainstorm new scientifically proven effective strategies for improving parental involvement and sharing their findings with the DAC and TAS.
 - m. Members will assist in designing programs for parental involvement.
 - n. Members will advise the LEA on the assistance and technical support that TAS may need from LEA in order to design and implement strong parental involvement programs in their buildings.
 - o. Members will research and brainstorm opportunities to assist the LEA in creating programs and strategies to educate school personnel on the value of parent contributions, effective ways to reach, communicate and work with parents as equal partners and how to implement and coordinate parent programs as well as how to build ties between parents and schools.
 - p. Members will be advised and asked to evaluate the strategies used to increase home-school communication and cooperation and to develop a sense of partnership. These will include the fall orientation meeting, the access to a school-parent compact, the parent-teacher conference opportunities, the frequent progress reports, the reasonable access to faculty, the opportunities to volunteer, newsletters, and the opportunity to observe.
4. The LEA will support the TAS in providing the following for parents of Title 1 students:
- a. Timely information will be dispersed to the parents of all participating students, in a format and, as much as practical, in a language that all parents can understand. This may include information about school and parent programs, meetings, and other activities, including Title 1 programs, and the rights of all Title 1 parents to be involved in designing and reviewing the results of the evaluation of Parental Involvement programs.
 - b. School performance profiles and children's individual student assessment results including interpretation of those results.
 - c. A description and explanation of the Standards of Learning (SOL), the SOL assessments, and other assessments used to measure student progress towards the proficiency levels students are expected to meet.
 - d. Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions about the education of their children.
 - e. Timely responses to parents' suggestions relating to the education of their children.

- f. **Materials and training needed by parents to enable them to work with their children to improve their children's achievement. This may include information about literacy learning or technology as appropriate.**
 - g. **Information on how parents can monitor their child's progress in order to improve achievement and how parents can work with educators to improve achievement.**
- 5. The LEA will coordinate and integrate with other parental involvement efforts especially those of preschool programs.**
- a. **The Title 1 parent coordinator will meet annually with the preschool coordinator to plan, share ideas, and discuss issues in parental involvement.**
 - b. **The ESSA Collaboration Team will seek out opportunities to coordinate and integrate parental involvement throughout the system.**
- 6. The LEA will develop appropriate roles for community-based organizations and business in parental involvement activities, including providing information about opportunities for organizations and businesses to work with parents and schools, and encourage the formation of partnerships between schools and local business that include a role for parents.**
- a. **Ideas for community involvement will be brainstormed and explored by members of the DAC committee.**
 - b. **The Title 1 parent coordinator and/or the Title 1 director or her designee will act as liaison between the community organizations, businesses, and the Title 1 program, providing information and encouraging partnerships.**
 - c. **Title 1 parents will be involved in the planning and/or implementation of all community-based involvement.**

PROCEDURES

- 1. Annual Targeted Assistance School Events**
- a. **Fall school orientation meetings.**
 - b. **Two school open houses.**
 - c. **One to two workshops: School and/or division-wide.**
 - d. **A minimum of two annual conference days (Title 1 teachers) one of which is a Compact Meeting. The compact provides a format for shared responsibility for improved student achievement.**
 - e. **An opportunity to observe.**
 - f. **An opportunity to volunteer.**
- 2. A copy of this policy and the TAS policies must be provided to the parents of each Title 1 student annually.**

- 3. A school level compact must be developed, in relation to the students achieving the challenging State standards, and describing:**
- a. The school's responsibilities for providing high-quality curriculum and instruction in a supportive and effective learning environment.**
 - b. The parent's responsibilities such as monitoring attendance, homework completion and television viewing, volunteering, participating in decisions and use of extracurricular time.**
 - c. The means of building and developing partnerships, including compact conferences, frequent reports, access to staff, and opportunities to volunteer, participate, and observe.**
 - d. The vehicles and schedules for the communication of achievement of high standards.**

4. Annual DAC Tasks

- a. Jointly, parents and educators, review:**
 - 1. These policies and procedures.**
 - 2. Methods of distribution of information to parents.**
 - 3. Copies of important parent communications.**
 - 4. TAS schedules for Title 1 events.**
 - 5. School compacts and the ESSA guidelines for these compacts.**
 - 6. Reports on the evaluations of workshops, policies, and procedures**
- a. Assist TAS in:**
 - 1. Creating effective compacts.**
 - 2. Creating effective means of communications.**
 - 3. Creating needed workshops.**
 - 4. Building staff appreciation for parental involvement.**
- c. Hold 3 to 4 meetings annually.**