

Quemado ISD #2 District Wide Parental Involvement Policy

PART I: GENERAL EXPECTATIONS

Quemado ISD #2 agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with sections 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. (Although this is mandated for Title I schools, Quemado ISD #2 understands that it is imperative to implement parent participation activities, programs, and procedures for ALL students). Those programs, activities and procedures will be planned and operated with meaningful consultation with the parents of participating children.
- Consistent with 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118 (b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118 (d) of the ESEA (attached).
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its 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 1111 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.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools 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----

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in child's education at school;*
- (C) that parents 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.*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II: DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Quemado ISD #2 will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA by
 - Using USPS, phone calls, posters in community businesses, and notices sent home with students to invite parents to attend PCAC, budget and other parent meetings.
 - Meeting with the PCAC (Parent/Community Advisory Committee).
 - Meeting with interested parents.
2. Quemado ISD #2 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA by
 - Using USPS, phone calls, posters in community businesses, and notices sent home with students to invite parents to attend PCAC, budget and other parent meetings.
 - Meeting with the PCAC (Parent/Community Advisory Committee).
 - Meeting with interested parents.
 - Mail yearly surveys to parents covering Title I and AYP components for feedback. Data from these surveys will be compiled and reviewed PCAC and parents to improve policies and instruction.
3. Quemado ISD #2 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by

- Using school website, email, phone calls, USPS, posters in local businesses, home visits (when applicable for families with no phone), AND send notes home with students.
 - Providing access to computers and wireless internet access to community members and parents to check student grades, research, and communicate about policy review and change using technology provided by Quemado ISD #2.
 - Providing access to school libraries for families and community members.
 - Monthly parent meetings with childcare on topics such as helping with homework, reading enjoyment, and community resources for parent/family help.
 - Family reading, math, and science nights.
 - Invite parents and community members to “teacher” in-services and trainings.
 - Implement cultural activities in programs and classrooms.
 - Inform parents and students about the importance of Cyclic and Standard Based Assessments as well as review the results of these assessments with parents in a timely manner, answering questions the parents and students may have.
 - Parent/Student/ Teacher conferences.
 - Phone conferences
 - Open House
4. Quemado ISD #2 will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under other federally funded programs as applicable. (At this time, we have no other programs to integrate.)
5. Quemado ISD #2 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. This will be done
- In the month of April
 - Quemado ISD #2’s website, email, USPS, posters and personal phone calls will be used to invite parents to a Title I meeting to review district and school Parent Involvement Policies. This group and the PCAC will use the data from this meeting, as well as the schools’ yearly survey data to evaluate and change, if necessary, the policies.
 - The Title I Coordinator will be in charge of such meetings with the superintendent and principal attending for the district policy. Head

Teachers, the principal and the Title I Coordinator will be in attendance of each school's meeting. These meeting may be combined if more practical for the parents and community members.

6. Quemado ISD #2 will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - A.
 - The State's academic content standard's, academic achievement standards, and state and local academic assessments including alternate assessments
This will be done through:
 - a. mid-quarterly parent/teacher/student conferences K-12 throughout the district.
 - b. use of each school's Student Assist Team
 - The requirements of Title I Part A will be discussed and explained through two Title I district staff, parent, and community meetings.
 - Monthly meetings with childcare will be held to inform and teach parents how to monitor their students' progress and how to work with educators. This information will also be discussed at parent/student/ teacher conferences, home visits (when applicable), as well as Student Assist Team meetings.
 - B.
 - Quemado ISD #2 will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology as appropriate, to foster parental involvement, by providing monthly meeting on these topics with childcare available.
 - C.
 - Quemado ISD #2 will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and unity of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by
 - a. using "Working Together: School, Family, and Community Partnerships Toolkit to develop an in-service for the above stated people.

- b. Have teachers implement the Teacher Self-Assessment Rubric into their practice, as well as various tools such as Volunteer Survey from “Working Together: School, Family, and Community Partnerships Toolkit.

D.

- Quemado ISD #2 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities. (No programs at this time to coordinate with).

E.

- The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by
 - a. posting all meetings, information, and invitations on the district’s website, emailing parents, phone calls, home visits (when applicable) using USPS, posters in local businesses, and sending notes home with students.

PART III: DISCRETIONARY DISTRICT WIDE

- Quemado ISD #2 may use Title I funds for the necessary expense of child care during monthly parents meetings and bi-yearly Title I policy review meetings.
- Quemado ISD #2 may use Title I funds for training to implement and adopt model approaches for parent involvement.

PART IV: TITLE I PARENT/STUDENT/TEACHER COMPACTS

(Compacts and parent/student letter for each school are attached at the end of this document.)

Quemado Schools, and the parents of the students participating in activities, services, and programs funded by Title I Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, 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 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 2009-2010 school year

PART V: ADOPTION

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Quemado IDS #2 Board of education.

This policy was adopted by Quemado ISD #2 on _____ and will be in effect for the period of the 2009-2010 school year, with review taking place in April 2010. The school district will distribute this policy to all parents of participating Title I, Part A children in the student handbook at the beginning (August) of each school year.

Quemado ISD #2 Superintendent

Date

Parent letter and compacts on next page.

August 25, 2009

Dear Parent/Guardian:

We are excited to inform you that Quemado Independent School District #2 is a School Wide Title I district. This means that the federal funds that our schools receive for Title I are distributed throughout both Quemado Elementary and Datil Elementary, as well as Quemado High School. This funding enables us to enhance the reading and math program and the learning environment for ALL students in Quemado Independent School District #2.

Every teacher in the district is a Title I Reading teacher, and as a requirement of the “No Child Left Behind” act, each teacher is “Highly Qualified” and able to help your student succeed in school. ***However, we need your help.*** With the effort of parents, students, teachers, and staff working together, your child will get the best education possible. We have your student’s educational success in mind with everything we do at school. We would like you to take a few minutes a day, every day, to help ensure your student’s success.

Enclosed is a “Compact” that we are asking you to read with your student. We have made a pledge to you and your child. We are asking that you make a pledge to yourself, your student, and the school by signing the compact and trying to work toward following your pledge daily. With all of us working together, your student will benefit!

We will make a copy of each signed compact, and give your students the copy to keep at home. Please keep this copy for your reference. Thank you for your help and support.

Sincerely,

Kathy Candelaria
Federal Programs Coordinator
&
Quemado ISD #2 Teachers and Staff

Title I Student/Parent/Teacher/ Administration Compact
Elementary School Compact-PLEASE RETURN TO YOUR TEACHER

Parent/Guardian Agreement

I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- _____ See that my child is punctual and attends school regularly;
- _____ Support the school in its efforts to maintain proper discipline;
- _____ Establish a time for homework and review it regularly;
- _____ Provide a quiet, well lit place for study;
- _____ Encourage my child's efforts and be available for questions;
- _____ Stay aware of what my child is learning;
- _____ Read 20 minutes together at least five times a week (reading to your child, having your child read to you, and asking questions to see if your child is comprehending what has been read);
- _____ Ask my child about the reading goals they have set in class, and help them to set goals at home.
- _____ Ensure my child gets to bed at a proper time.

Parent/Guardian Signature: _____ **Date:** _____

Student Agreement

It is important that I work to the best of my ability. I will do my best to do the following:

- _____ Attend school regularly;
- _____ Come to school each day with pens, pencils, paper, and other necessary tools for learning;
- _____ Set and reach classroom reading goals;
- _____ Read 20 minutes every night by myself, with a parent, or with a brother or sister;
- _____ Master reading material to reach my goals for Accelerated Reader and classroom reading;
- _____ Bring AR books to class **every day** to be prepared for AR reading time.
- _____ Take AR reading tests when finished with AR books;
- _____ Complete and turn in homework assignments;
- _____ Observe regular study hours;
- _____ Conform to rules of student conduct;
- _____ Know my assessment scores and set goals for improvement;

Student Signature: _____ **Date:** _____

Teacher Agreement

It is important that the student achieves. Therefore, I shall do the following:

- _____ Provide parent workshops to help with reading and math strategies;
- _____ Provide necessary assistance and materials to students and parents, so the student can achieve success;
- _____ Help students set reading goals and explain assessment scores;
- _____ Encourage students and parents by providing information about the student's progress;

_____ Use special activities in the classroom to make learning enjoyable, and to utilize each child's learning style.

Teacher Signature: _____ **Date:** _____

**Title I Student/Parent/Teacher/ Administration Compact
High School Compact**

This year Quemado High School is School-Wide Title I. To fulfill the requirements of the Title I application and meet the goals in our Educational Plan for Student Success, we are required to distribute this compact to each high school student. Please read, check off appropriate spaces, and return to your English teacher.

Parent/Guardian Agreement

I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- _____ See that my child is punctual and attends school regularly;
- _____ Support the school in its efforts to maintain proper discipline;
- _____ Establish a time for homework and review it regularly;
- _____ Provide a quiet, well lit place for study;
- _____ Encourage my child's efforts and be available for questions;
- _____ Stay aware of what my child is learning;
- _____ Ensure that my child will read 20 minutes at least five days a week;
- _____ Ask my child about the reading goals they have set in class, and help them to set goals at home.
- _____ Ensure my child gets to bed at a proper time.

Parent/Guardian Signature: _____ **Date:** _____

Student Agreement

It is important that I work to the best of my ability. I will do my best to do the following:

- _____ Attend school regularly;
- _____ Come to school each day with pens, pencils, paper, and other necessary tools for learning;
- _____ Set and reach classroom reading goals;
- _____ Read 20 minutes at least five days a week at or above your reading level;
- _____ Master reading material to reach my goals;
- _____ Complete and turn in homework assignments;
- _____ Observe regular study hours;
- _____ Conform to rules of student conduct;
- _____ Know my assessment scores and set goals for improvement;

Student Signature: _____ **Date:** _____

Teacher Agreement

It is important that the student achieves. Therefore, I shall do the following:

- _____ Provide necessary assistance and materials to students and parents, so the student can achieve success;
- _____ Help students set reading goals and explain assessment scores;
- _____ Encourage students and parents by providing information about the student's progress;

_____ Use special activities in the classroom to make learning enjoyable, and to utilize each child's learning style.

Teacher Signature: _____ *Date:* _____

Please return to your English teacher.