

Forsyth County Schools

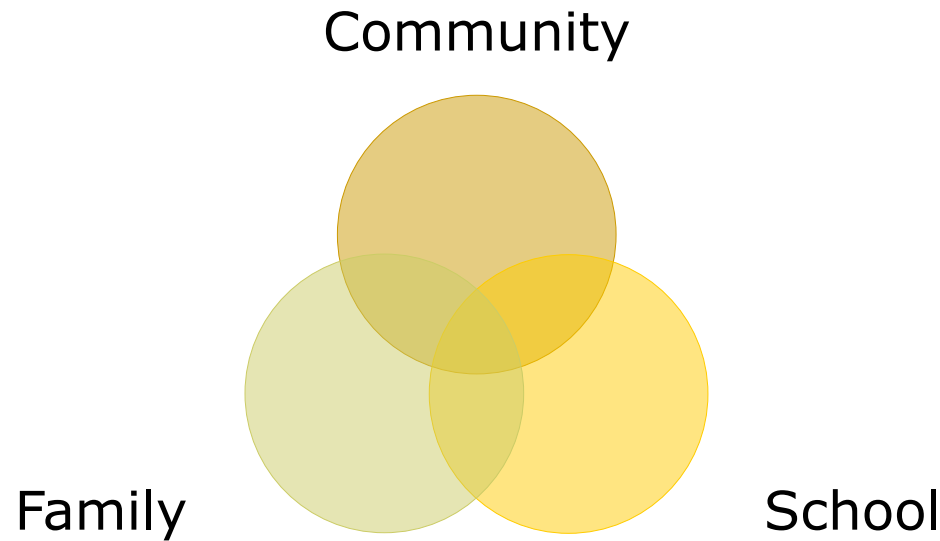
- Title I District Parent Involvement Training
 - August 17, 2006

Parent Involvement Defined

The term parental involvement means the participation of parents in regular two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that –

- ❑ *Parents plan an integral role in assisting their child's learning.*
- ❑ *Parents are encouraged to be actively involved in their child's education at school.*
- ❑ *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.*
- ❑ *Other activities as described in section 1118 of NCLB*

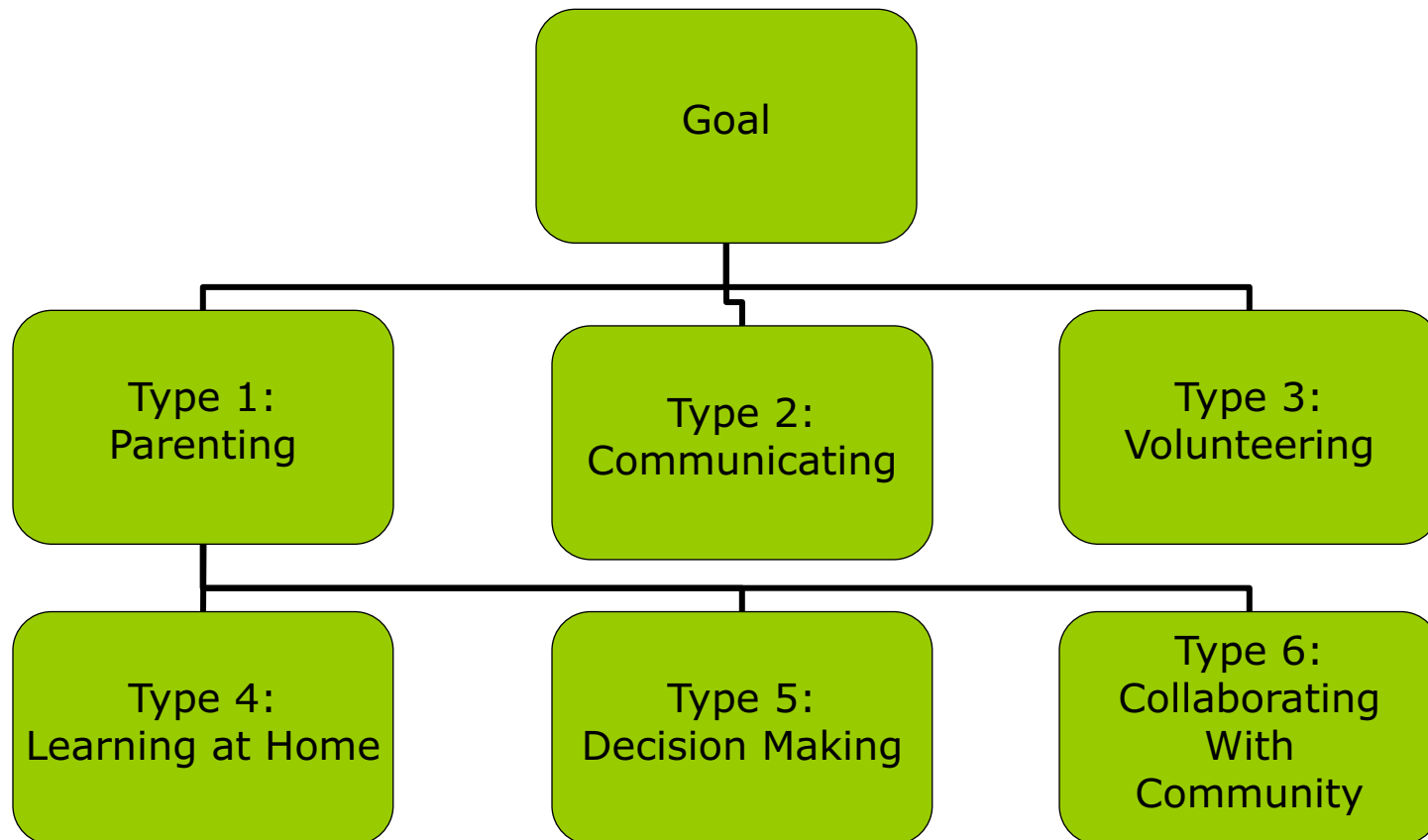
School, Family, & Community Partnerships: Caring for the Children We Share



What Research Says

- ❑ Partnerships tend to decline across the grades, unless there is an intentional effort to develop and maintain the partnerships at each grade level
- ❑ Affluent communities currently have more positive parent involvement
- ❑ Schools in economically depressed communities make more contacts with families about the problems and difficulties the students are having
- ❑ Single parents, employed parents, and parents who reside a lengthy distance from the school and fathers are less involved on average
- ❑ Teachers and administrators would like to involve families at a greater level
- ❑ Students at all levels want their families involved and actively participating in communication between the home and the school

Six Types of Parent Involvement



Type 1: Parenting

- ❑ Workshops, videotapes, websites
- ❑ Parent education and other courses or training for parents (GED, Adult ESL, family literacy)
- ❑ Family resource center or designated area in the school
- ❑ Family support programs to assist families with health, nutrition, and parenting

- ❑ Home visits
- ❑ Parent Mentor for Special Education/English Language Learners
- ❑ School Annual Title I Meeting
- ❑ Grandparents' Day, Muffins for Mom, Doughnuts for Dad
- ❑ Academic Open House

Type 2: Communicating

- ❑ Newsletter with calendar of events sent home and posted online
- ❑ Translations for ELL parents
- ❑ Use of Translation Resource Persons (TRPs) for conferences and school events
- ❑ School/Parent Compact

- ❑ Parent Involvement Policy-Development, Distribution and Feedback
- ❑ Parent/Teacher Conferences
- ❑ Progress Reports, Report Cards
- ❑ NCLB Parent Notifications – TransAct Communication & Compliance Center

Type 3: Volunteering

- ❑ Volunteer hours recognized in the school newsletter and at the end of the year
- ❑ Volunteer tutors
- ❑ Mentors
- ❑ PTA/PTO
- ❑ Parent Support Group
- ❑ Annual survey to identify interest, talents, and availability of volunteers
- ❑ Utilize volunteers for phone trees or other structures to provide all families with needed information

Type 4: Learning at Home

- ❑ Information for families on required skills in all subjects at each grade
 - ❑ Information on homework policies and how to monitor and discuss schoolwork at home
 - ❑ Information on how to assist students with skills they need to improve
 - ❑ Provide appropriate instructional materials through Learning at Home Toolkits
- ❑ Calendars with daily or weekly activities for parents and students to do at home or in the community
 - ❑ Summer learning packets or activities
 - ❑ Family participation in helping students set academic goals for the year

Type 5: Decision Making

- ❑ Encourage PTA/PTO participation
- ❑ Title I School/District Parent Advisory Council
- ❑ Networks to link all families with parent representatives
- ❑ Surveys or phone calls to obtain parents' input and reactions to school policies

- ❑ School policy handbook
- ❑ District task forces

Type 6: Collaborating With The Community

- ❑ Information for students and families on community health, cultural, recreational, social support, and other programs and services
- ❑ Information on community activities that link to learning skills and talents, including summer opportunities for students
- ❑ School-business partnerships to attain school improvement goals

- ❑ Open House
- ❑ Strategic partnerships to support school readiness and family literacy
- ❑ Tutors
- ❑ Mentors

SEA Responsibilities Under NCLB

- ❑ Required to involve parents & other stakeholders in the development of their plans for implementing federal law
- ❑ Collecting and disseminating effective parental involvement practices
- ❑ Technical assistance and monitoring of LEAs and schools
- ❑ Develop a state report card
- ❑ Establish written procedures for receiving and resolving complaints

LEA Responsibilities Under NCLB

- ❑ An LEA receiving a Title I, Part A allocation that exceeds \$500,000 must reserve at least one percent of its total Title I, Part A allocation for parental involvement
- ❑ The LEA in conjunction with the parents of participating Title I, Part A students shall develop a written parental involvement policy which should be included in the CLIP.
- ❑ Provide support and technical assistance to Title I schools in planning and implementing effective parental involvement activities to support academic achievement and school improvement.
- ❑ Build capacity of the schools and of the parents for strong parental involvement.
- ❑ Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs (Head Start, HIPPIY, Georgia Pre-K, and Title III language instructional programs)

Parent Notifications

- ❑ Title III Parents Rights Under NCLB
- ❑ English acquisition program
- ❑ Information on how the LEA will support the IEP or individualized services under Section 504
- ❑ Private schools
- ❑ Teacher and Paraprofessional qualifications
- ❑ Prepare and disseminate an annual report card related to assessment, accountability and teacher quality
- ❑ The LEA must disseminate written procedures for receiving and resolving complaints to parents and to appropriate private school representatives

General School Responsibilities

- ❑ Develop a written parental involvement policy jointly with, and agreed upon by, parents of participating students
- ❑ Notify parents of the existence of the policy and make the policy available to the community
- ❑ Develop jointly with parents a school-parent compact
- ❑ Convene an annual meeting to inform parents of their school's participation in Title I and to explain Title I, its requirements, and their right to be involved
- ❑ Offer meetings using a flexible schedule
- ❑ Provide parents timely information
- ❑ Provide assistance to participating parents on school-related, NCLB and Title I requirements

School Responsibilities Continued...

- ❑ Provide parent involvement materials and training
- ❑ Educate teachers and other district staff on parental involvement
- ❑ Coordinate and integrate parent involvement programs, activities and strategies with Head Start, Even Start, Migrant, Homeless, Vocational Education
- ❑ Develop appropriate roles for community-based organizations and businesses in parent involvement activities
- ❑ Conduct other activities as appropriate and feasible, such as parent resource centers
- ❑ Involve parents in an ongoing and end of year assessment to evaluate the effectiveness of the parent involvement initiatives as a measure of school performance evaluations of the school

Building Capacity

Section 1118 of NCLB requires 6 actions and 8 recommended actions to ensure effective Involvement of parents and to support Partners among the school involved, parents and the community to improve student achievement.

Title I Monitoring Documentation

- School Parent Involvement Policy has been written and evidence that it is updated periodically
- Evidence that School Parent Involvement Policies have been distributed to all parents of Title I, Part A participating students
- School-Parent Compact has been developed and distributed to all parents of Title I, Part A participating students
- Evidence that schools hold an annual meeting to inform participating parents about Title I programs
- Evidence that the schools have carried out the six requirements to build parents' capacity to be involved in the schools
- Evidence that the schools have informed parents about the existence of the Parent-Teacher Resource Center