

Community Relations

Parent Involvement in School Programs

The CREC Council endorses the parent involvement goals of NCLB and encourages the regular participation by parents in all aspects of the programs/schools which their children attend. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's schooling.

Definition

NCLB, for the first time, defines parent involvement. Sec. 9101(32) states that parent involvement is, "participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring:

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- 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; and
- The carrying out of other activities, such as those described in NCLB section 1118.

Pursuant to federal law, CREC will develop a written parent involvement policy jointly with parents, agreed upon with parents and distributed to parents.

CREC will involve parents in the development of school improvement action plans.

CREC will provide technical assistance and support for schools to develop and implement effective parent involvement policies and programs.

CREC will coordinate and integrate Title I parent involvement strategies with those of other programs, (e.g., Head Start, Reading First, Even Start).

CREC will conduct, with the involvement of parents, an annual review of the effectiveness of the parent/family involvement policy in increasing the participation of parents/families, and use the review to identify and correct any barriers to parental participation.

CREC will, to the extent practical, provide opportunities for participation of parents with limited English proficiency, parents with disabilities, and those who are migrant workers.

At the required annual meeting of Title I parents, they will have opportunities to participate in the review of current services and in the planning and development of new services and programs for the school or program for the next year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement.

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In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I Program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title 1.
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I Program, to the Executive Director of CREC.

Title 1 funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school Principal and Title 1 staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title 1 teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

School-Parent Compact

Each CREC school or program receiving Title 1 funds shall jointly develop with parents of children served a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting state standards.

The "School-Parent Compact" shall:

1. Describe the school/program's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title 1 program to meet the State's academic achievement standards.
2. Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extra-curriculum time.

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School-Parent Compact (continued)

3. Address the importance of parent-teacher communication on an on-going basis, with a minimum of two parent-teacher conferences each school year, frequent reports to parents, and reasonable access to staff.

Legal Reference: Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.

Improving America's Schools Act (IASA), P.L. 103-382.

PL 107-110, "No Child Left Behind Act of 2001," Title I- Improving the Academic Achievement of the Disadvantaged, Sec. 1118.
P.A. 10-111

Policy adopted: June 2004
Policy revised: November 17, 2004
Policy revised: January 19, 2011

CAPITOL REGION EDUCATION COUNCIL
Hartford, Connecticut