

Forest Municipal School District Parent Involvement Policy

Parental involvement is critical to the success of their children in school. The statutory definition of parent involvement is as follows: *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 their 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.*

Local Educational Agency Policy:

- **In General:** Therefore, the Forest Municipal School District ensures that programs, activities, and procedures, as required under Title I are planned and implemented with meaningful consultation with parents of participating children. **1118(a)(1)**
- **Written Policy:** The district will develop jointly with, agree on with, and distribute to, parents a written involvement policy. This policy will become a part of the district's Plan and it will establish the District's expectations for parental involvement.

1118(a)(2)

The parental involvement policy describes how the District will:

- Involve parents in the joint development of the district's overall Title 1 plan [1112] and the process of school review and improvement [1116]. **1118(a)(2)(A)**
 - Distribute Parent Involvement Policy to parent(s) and post on the district website.
 - Annual review to discuss effectiveness of parental involvement practices and policies
 - Meeting(s) to discuss school's accreditation, AYP data, and district/school report card
 - Annual parent survey
- Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. **1118(a)(2)(B)**
 - Multiple opportunities for parents to offer suggestions and to participate, as appropriate, in decisions relating to the education of their children.
- Build the schools' and parents' capacity for strong parent involvement [subsection (e)]. **1118(a)(2)(C)**
 - Educate all staff in the value and utility of parental contributions and how to reach out, communicate and work with them as equal partners
 - Coordinate and integrate, as appropriate and feasible, parent involvement with other programs such as Head Start
 - Send home information in a format and, to the extent practicable, in a language the parents can understand - Parent Involvement Policy, school calendars with scheduled activities, dates for progress reports, report cards, Open Houses, and District/School Level Report Cards
- Coordinate and integrate parental involvement strategies with other programs. **1118(a)(2)(D)**
 - Work collaboratively with Head Start and other local day care/preschools to ensure a smooth transition between Head Start and Kindergarten
 - Provide necessary collaboration with other community programs
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title 1, including identifying barriers to participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority and to use findings of annual evaluations to design strategies for more effective parent involvement and revise, if necessary, the parent involvement policy. **1118(a)(2)(E)**
 - Conduct an annual parent survey to identify the level of participation and to identify barriers that prevented participation.
 - Notify parents of meetings and school events on the district's website, parent notices sent home by children, and by Alert Now notifications
- Involve parents in the activities of schools served under Title 1. 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.

Reservation:

- Reserve one percent of the Title I funds for parental involvement activities if the LEA receives more than \$500,000. The district shall involve parents in the decisions regarding how the parental involvement funds are spent. Not less than 95% of the funds shall be distributed to the schools. **1118(a)(3)**

Parents Right-To-Know: All the following shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

- Give parents an easy-to-understand annual LEA report card and make the information widely available through public means. **1111(h)(2)**
 - Parents will be sent a district/school level report card after the state releases the results.
 - Annual report card will be posted on the district's website.
- Parents may request the professional qualifications of their children's classroom teachers, including: **1111(h)(6)A)**
 - The teacher's qualifications to teach the subject matter
 - The type of credential held
 - The degree or graduate certificate held
 - If services are provided by a paraprofessional, what type of services and the paraprofessional's qualificationsParents will be notified by the following:
 - Parent letters
 - District/School website
- Parents may request information on the level of achievement of their child in each of the academic assessments required by state and federal laws. **1111(h)(6)(B)(i)**
- Notify parents when the child has been taught for four or more consecutive weeks by a teacher who does not meet the teacher requirements of NCLB in a language and format they can understand. **1111(h)(6)(B)(ii)**
Parents will be notified by a letter if the child's teacher does not meet the criteria.

Educational Language-Instruction Program

- If Title I funds are used to provide an educational language-instruction program, inform parent not later than 30 days after the beginning of the school that their child has been identified for participation in the program plus the following: **1112(g)(1)(A)**
 - The reasons the child is identified as an English learner and placement
 - The child's levels of English and academic achievement and how the levels were assessed
 - A description of the programs available and the methods of instruction
 - The ways in which the programs will meet the child's educational strengths and needs
 - The ways in which the programs will help the child learn English and grade-level standards for promotion and graduation
 - The exit requirements of the program
 - The ways in which the programs will meet the objectives of an individualized education program for a child with disabilities
 - The right of the parent to decline enrollment or request the child be moved from the program offered
Parents will be notified by a letter sent home after initial assessment and identification as in need of supplemental educational language-instruction program.
- Provide parents with timely information about child's school if identified by the state as in School Improvement, Corrective Action or Restructuring. **1116(b)**
Information will be provided by a letter sent home after the identification is made.

Accessibility:

- To the extent practicable, provide full opportunities for participation to parents with limited English proficiency, parents of migrant children, and parents with disabilities, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. **1118(f)**