

Tri-C Elementary School Parent Involvement Policy

1. The **Tri-C Elementary School** will take the following actions to involve parents in the joint development of its school wide parent involvement plan under section 1118 of the ESEA:
 - ◆ *We will hold a meeting to obtain input related to the plan.*
 - ◆ *We will also provide those parents who are unable to attend the opportunity to review written work and make suggestions or comments*
 - ◆ *We will post the parent involvement policy on the website for viewing and comments*
2. The **Tri-C Elementary School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - ◆ *School Improvement documents will be posted to the website for review and comment*
3. The **Tri-C Elementary School** 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:
 - ◆ *Tri-C Elementary School will continue to host family reading night*
 - ◆ *Tri-C Elementary will continue to engage students and parents through use of the FROGGY program*
 - ◆ *Tri-C Elementary School will investigate coordination with PTO to offer parent involvement activities related to academic achievement*
4. The **Tri-C Elementary School** will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Head Start, Parents As Teachers, Williamson County Early Childhood Cooperative by:
 - ◆ *Hosting and Housing Pre-K parent meetings*
 - ◆ *Ongoing collaboration with administration of Williamson County Early Childhood Cooperative (WCECC)*
 - ◆ *Inviting WCECC to appropriate parent involvement initiatives offered by*
 - ◆ *Hosting joint planning sessions among agencies*

5. The **Tri-C Elementary School** 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 evaluation will include identifying barriers to greater participation by parents in 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 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.

- ◆ *The needs assessment/evaluation will be initiated by the Assistant Superintendent and implemented by the Title I Staff at the annual meeting. To accommodate limited literacy, we will verbally describe the program, and provide opportunities for small group input. Also, information provided will be written in a straightforward and understandable way.*
- ◆ *The Parent Involvement Committee along with representatives from Title I and Regular Education will evaluate parent involvement activities annually by a focus group meetings and/or a needs assessment.*
- ◆ *During the annual meeting for Title I parents, programs, and activities will be described, and parents may include suggestions and comments, and may fill out a needs assessment.*

6. The **Tri-C Elementary School** will build school and parent 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 school will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the state's academic content standards,
 - the state's student academic achievement standards,
 - the state and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child's progress, and
 - how to work with educators:
- ◆ *Academic content standards and student academic achievement standards, information about the state and local academic assessments, and the requirements of Part A will be posted to the website. Local contact phone numbers will be prominently displayed next to the information.*
 - ◆ *Information about children's progress may be obtained through parent access of our Student Information System. How to sessions will be held at each school during Open House, Parent Teacher Conferences, and...*
 - ◆ *All of the above are included in student handbooks and newsletter communications from*

the school and are posted to websites.

- ◆ *Tips about working with educators will be distributed before parent teacher conferences by each school*
- B. The school 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:
- ◆ *Schools will provide FROGGY training annually, and offer other workshops in conjunction with PTO.*
 - ◆ *Brochures and free workbooks may be provided to parents*
- C. The school 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 utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- ◆ *The school will begin a focus on increasing developmental assets in students and provide training during School Improvement Part C Days. This training involves parent and community partnerships.*
- D. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- ◆ *Ongoing collaboration with administration of Williamson County Early Childhood Cooperative (WCECC) and Head Start*
 - ◆ *Inviting WCECC to appropriate parent involvement initiatives offered by the school*
 - ◆ *We will have joint planning sessions among agencies*
- E. The school 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:
- ◆ *All brochures, newsletters, etc. will be written uniformly and at an understandable level. Contact numbers and names will be provided for those who have any questions related to programs, meetings, and activities*

**PART IV.
ADOPTION**

This School 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 a meeting conducted on May 21, 2009.

This policy was adopted by the **Tri-C Elementary School on May 21, 2009** The school will distribute this policy to all parents of participating Title I, Part A children on or before **August 17, 2009.**



Assistant Superintendent

June 30, 2009 DATE

School-Parent Compact

SAMPLE TEMPLATE*

From the Parental Involvement: Title I, Part A Non-Regulatory Guidance (April 23, 2004)

NOTE: Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework. If they include all of the bolded items listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

SCHOOL-PARENT COMPACT

The name of school 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) (participating children), 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 _____ school year.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

Provisions bolded in this section are required to be in the Title I, Part A school-parent compact.

School Responsibilities

The name of school will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment]

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

[Describe when the parent-teacher conferences will be held.]

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

[Describe when and how the school will provide reports to parents.]

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

[Describe when, where, and how staff will be available for consultation with parents.]

5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Ensuring that homework is completed.
- Monitoring amount of television children watch.
- Volunteering in child's classroom
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the School-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

School _____

Date _____

Parent _____

Date _____

Student _____

Date _____

Tri-C Elementary School
Tri-C Elementary School Unit #5
Parent/Student/School Compact
2006/2007 School Year

Parent Responsibilities:

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Ensuring that homework is completed.
- Monitoring amount of television children watch.
- Volunteering in child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school either received by my child or by mail and responding, as appropriate.
- Serving on Title 1 advisory groups and attending Title 1 meetings when possible.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

- Put forth my best effort.
- Do my homework every day and ask for help when I need it.
- Read every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

School Responsibilities

Tri-C Elementary School will:

- 1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Teachers and administrators will engage annually in a process of School Improvement that is and focused on student progress in relationship to State Standards, State Assessments, and other goals and measures of educational progress.

Align curriculum and instruction with Illinois State Standards for Learning.

**Parent/Student Compact
2006/2007 School Year (cont.)**

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

Parent/Teacher conferences will be held in the Fall and Spring and at other times deemed necessary by the teacher or parent.

3. Provide parents with frequent reports on their children's progress.

Report cards will be distributed quarterly and progress reports will be available at mid quarter.

Progress will be provided to parents as available through a variety of other means (i.e., STI Home, Daily Assignment Notebooks).

4. Provide parents reasonable access to staff. Teaching staff will be available for consultation with parents as follows:

Teaching staff is typically available daily after school is dismissed. Appointments should be made in advance.

All professional staff are accessible through email at the school's website.

5. Provide parent opportunities within guidelines to volunteer in their child's classroom:

Parent volunteers are encouraged at Tri-C. A volunteer permission form should be filled out and turned into the office.

School Principal

Date

Parent

Date

Student

Date