

PENN MANOR SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED: August 19, 2013

REVISED:

918-AR-3. SCHOOL LEVEL PARENTAL INVOLVEMENT COMPACT

The school level parental involvement compact provides an understanding of the joint responsibility of the district and parents/guardians for improving student achievement and school performance.

The district provides opportunities for parental involvement at the school level.

Parent/Guardian Involvement

1. Convening an annual meeting at a convenient time to which all parents/guardians of participating students are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of parents/guardians to be involved. The building principal or designee will:
 - a. Invite all parents/guardians to the annual meeting at school.
 - b. Explain the rights of parents/guardians to be involved in establishing this compact.
 - c. Introduce and involve the building representatives on the district level committee.
 - d. Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
 - e. Indicate the mechanisms by which the committee work will be communicated.
 - f. Seek the involvement and input of parents/guardians.
 - g. Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning and evening, and may provide with funds provided by Title I transportation, child care or home visits, as such services relate to parental involvement. The building principal or designee will:
 - a. Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.

- b. Engage building-based parent organization to assist with communication and implementation needs.
 - c. Develop and use outreach programs to involve community groups and organizations.
 3. Involving parents/guardians in an organized, ongoing and timely manner in the planning, review and improvement of programs under Title I, including the planning, review and improvement of the school parental involvement policy and the joint development of the schoolwide program plan, except that if a school has in place a process for involving parents/guardians in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents/guardians of participating students. The building principal or designee will:
 - a. Identify and establish a process by which an adequate representation of parents/guardians of participating students can occur.
 - b. Establish a schedule for the building-based committee to plan, review and recommend improvements to the district parental involvement policy.
 4. Building principal or designee will:
 - a. Provide parents/guardians timely information about programs.
 - b. Communicate updates through use of school newsletters, district website, email and telephone contact, and home visits if needed.
 5. Building principal or designee will provide a description and explanation of the curriculum in use at the school, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 6. Building principal or designee will:
 - a. Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students, and to respond to any suggestions as soon as practicably possible.
 - b. Develop a feedback loop for parents/guardians to ask questions and receive follow-up.
 7. If the schoolwide plan is not satisfactory to the parents/guardians of participating students, the building principal or designee will:
 - a. Submit any comments when the school makes the plan available to the Board.
 - b. Provide a process for parents/guardians to express concerns and complaints.

Shared Responsibilities For High Academic Achievement

1. The school is responsible for providing a high quality curriculum and instruction in a supportive and effective learning environment that enable students served under Title I to meet the state's student academic achievement standards. Each parent/guardian is responsible for supporting their student's learning by:
 - a. Monitoring attendance, homework and television viewing.
 - b. Volunteering in their child's classroom and participating, as appropriate, in decisions relating to their student's education and extracurricular activities.
2. Communication between teachers and parents/guardians occurs on an ongoing basis through:
 - a. Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as the compact relates to the individual student's achievements.
 - b. Frequent reports to parents/guardians on their child's progress.
 - c. Reasonable access to staff, opportunities to volunteer and participate in their student's class, and observation of classroom activities.

Building Capacity For Involvement

To ensure effective involvement of parents/guardians and to support a partnership among the schools involved, each school will:

1. Provide assistance to parents/guardians in understanding the state's academic content standards and state student academic achievement standards, state and local academic assessments, and how to monitor a student's progress and work with educators to improve the achievement of their students.
2. Provide materials and training, such as literacy, technology, etc., to help parents/guardians work with their students to improve their student's achievement.
3. Educate teachers and other staff in the value and utility of contributions of parents/guardians and how to effectively communicate and work with parents/guardians as equal partners.
4. Implement and coordinate parent/guardian programs that will build ties between them and the school.
5. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other relevant programs and conduct other activities, such as parent/guardian resource centers, that encourage and support parents/guardians in more fully participating in their student's education.

6. Ensure that information is sent to the parents/guardians of participating students in a format and language that they can understand.
7. Involve parents/guardians in the development of training for teachers, building principals and other educators to improve the effectiveness of such training.
8. Provide necessary literacy training from funds provided to relevant programs by Title I if the district has exhausted all other reasonably available sources of funding for such training.
9. Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents/guardians to participate in school-related meetings and training sessions.
10. Train parents/guardians to encourage and enhance the involvement of other parents/guardians.
11. Use outreach programs to involve community groups and organizations.
12. Arrange school meetings at a variety of times or conduct in-home conferences between teachers and other educators and parents/guardians, in order to maximize parental involvement and participation.
13. Adopt and implement model approaches to improving parental involvement.
14. Establish a districtwide parental advisory council to provide advice on all matters related to parental involvement in supported programs.
15. Develop appropriate roles for community-based organizations and businesses in parental involvement activities.
16. Provide other reasonable support for parental involvement activities under this section as parents/guardians may request.

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency, or disabilities, including providing information and school reports in a format and a language parents/guardians can understand, to the extent practicable.