



# Paramount Unified School District

Educational Services  
Curriculum and Instruction

## District Parental Involvement

*No Child Left Behind*

### **What is parental involvement under *No Child Left Behind*?**

Parental involvement always has been a centerpiece of Title I. However, for the first time in the history of the ESEA, it has a specific statutory definition. The statute defines parental involvement as the 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
- That other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement). *[Section 910(32), ESEA.]*

### **Parent Involvement Requirements**

All schools shall have a responsibility to build and maintain consistent and effective communication between home and school. Parents/guardians shall be well informed about school programs, standards and expectations, students' progress, and parent involvement policies in the schools.

### **District Parent Involvement Policy**

Parents/guardians of students enrolled in Title I programs shall be made aware of regular opportunities to make recommendations on the educational needs of their children and on ways in which they can help their children benefit from the programs. A parent brochure is available on the District Info folder for duplication and distribution.

### **School Parent Involvement Policy**

Each school served by Title I shall have a parent involvement policy developed with the participation of parents/guardians and distributed to them, describing the means by which program requirements are carried out. A sample school policy may be found in the District Info folder in the Title I folder for duplication and distribution. On an annual basis, involve your parents in personalizing this policy for the next year.

### **Student-Parent-Teacher-Administrator Agreement: Title I Compact**

Each school served by Title I shall have a written Title I Compact that has been developed with parents/guardians. The compact shall outline how parents, school staff, and students will share the responsibility for improved student achievement. The best time to begin implementing the personalized compact is during parent conferences. Title I Compacts should be signed by all parties and be housed with teacher files. A sample Title I Compact can be found in the District Information Folder.

### **Title I Survey**

There shall be an annual evaluation of the effectiveness of the District's Title I parent involvement policy and programs. Based on the findings of the evaluations, program modifications shall be made if necessary. The Title I Parent Survey and the School Plan Evaluation process serve as major sources of data regarding parent involvement policy and programs. Although the Title I Survey is reviewed by the District Title I Advisory Committee, each site has the responsibility to review and modify the survey as deemed necessary receiving approval by the School Site Council. Contact Curriculum and Instruction if you have recommended changes.

The Title I Parent Survey has been reformatted so that data may be submitted to the District for compilation on an annual basis. Each site is responsible for ordering copies through printshop. Please do not make copies at your site. Surveys are to be submitted to the Research & Evaluation Office. You will receive a summary of data within three weeks of submission. This survey needs to be completed by the end of October so that you may use the data to complete the annual School Plan evaluation and to develop the Parent Involvement section of the School Plan.

### **Parent Involvement Plan**

All schools shall have a responsibility to build and maintain consistent and effective communication between home and school. Parents/guardians shall be well informed about school programs, standards and expectations, students' progress, and parent involvement policies in the schools. Each school served by Title I shall include in the Single School Plan, a written parent involvement plan that specifies the activities and funding sources planned to support parent involvement. The template for Parent Involvement Plan may be found on the District Info folder in the School Plan folder.

### **Required Parent Committees at the Site Level**

Each school that receives categorical funds must establish and maintain a School Site Council (SSC) that meets monthly per District policy. Refer to Guidance on Establishment of SSC. Each school that has 21 or more English Learners is required to establish and maintain an English Learner Advisory Committee (ELAC) that meets at least six times yearly.

### **Use of Title I funds**

At least one percent of the Title I funds received by the District shall be used for site parent involvement activities. The parents/guardians of students receiving Title I services shall be involved in deciding how these funds are used. Planned expenditures are included in the Single School Plan and must be approved by the School Site Council.

### **Annual Title I Meeting**

Each school served under Title I must convene an annual meeting, at a time convenient for parents to inform them of their school's participation in Title I programs, and to explain the Title I requirements and the right of parents to be involved in those programs. In order to keep parents informed, schools must invite to this meeting all parents of children participating in Title I programs and encourage them to attend. Schools must offer a flexible number of additional parental involvement meetings such as in the morning or evening so that as many parents as possible are able to attend. *[Section 1118 (c) (l) ESEA.]*

Schools served under Title I must provide to parents of participating children, in a timely manner, information about the program. This information must include:

- A description and explanation of the school's curriculum
- Information on forms of academic assessment used to measure student progress, and
- Information on the proficiency levels students are expected to meet.
- Goal of Title 1 Program (no child left behind; proficiency in reading/math; all graduate from high school; EL students proficient in English)

Upon the request of parents, schools must provide opportunities for regular meeting for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any suggestions as soon as practically possible, *(Section [Section 118 (c) (4) ESEA.]*

It is recommended that these additional items be included in the agenda of the Annual Title I meeting:

- Description of the Parent-School Compact
- Review of the Title 1 survey process
- Encourage nominations to SSC and other site committees
- Share calendar of activities

### **Additional Strategies for Building Capacity for Involvement**

To support partnerships among schools, parents, and communities the school and District are required to build the capacity of parents and school staff for strong parental involvement by:

- Training and supporting parents to enhance the involvement of other parents to enhance the involvement of other parents.

- Maximizing opportunities for parents to participate in school-related conferences.
- Arrange for teachers or other educators to conduct in-home conferences with parents who are unable to attend such conferences.
- Providing materials and training, such as needed literacy training, not otherwise available, and training to help parents work with their children to improve achievement.
- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training in improving instruction and services to participating.
- Coordinating and integrating parental involvement programs/ activities with District and public Preschool, and other programs, to the extent feasible and appropriate.
- Developing appropriate roles for community-based organizations and businesses and encouraging partnerships between elementary, middle, and secondary schools.
- Conducting other activities, as appropriate and feasible, such as parent resource centers and opportunities for parents to learn about child development and child rearing (beginning at the birth of a child), that are designed to help parents become full partners in the education of their children.
- Ensuring that information related to school and parent programs, meetings, and other activities is sent to the home of participating children in the language parents can understand.
- To help parents who would like to read and write better, Title I guidelines suggest working cooperatively with other programs such as the school system's adult literacy program. Give parents a chance to practice any major activity in a low-risk setting. Support their efforts to make changes. Some parents may feel more relaxed practicing an activity in a meeting that includes their own child; in other words, explain an activity and then give parents an opportunity to try it out with their child. Others may prefer to practice new activities with a sympathetic adult first, before trying them out with their child at home.

**Resources:**

1. California Department of Education Parental Involvement in Title I Schools. This valuable brochure addressed all required aspects of state and federal requirements regarding parental involvement in Title I schools.
2. Parent Expectations and Student Achievement (PESA) Program operated out of the Los Angeles County Office of Education, Program office (562) 922-6665 or (800) 566-6651.
3. Los Angeles County Office of Education Parent Academy, Parent Mentor Program. List of Parent Workshops and Trainer of Trainer Sessions available in Success with Homework, Effective Parent/Teacher Conferences, Getting Ready for Kindergarten, etc.