

SCHOOL DISTRICT OF PHILADELPHIA

_____ George W Childs Elementary ___ SCHOOL

PARENT INVOLVEMENT POLICY

PART I. GENERAL EXPECTATIONS (Sample Template)

Each school in its School-wide Parental Involvement Policy must establish the school's expectations for parental involvement. *[Section 1118(a)(2), ESEA.]*

The _____ George W Childs _____ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, 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.
- The school district will incorporate this district wide parental involvement policy into its School District of Philadelphia plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the School District of Philadelphia's plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved

for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

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.

- The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

[NOTE: The School- wide Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118(a)(2), ESEA.] Regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.]

1. The George W Childs will take the following actions to involve parents in the joint development of its school-wide parental involvement plan under section 1112 of the ESEA:

Parents were given handouts that there was a meeting on September 17, 2015 in the school library to review Parental Involvement Policy. A School Messenger phone message went out to all parents to alert the parents about the meeting. An email to the parent list serve went home the night before to ask parents to attend. First grade teachers personally handed out reminders to parents the day before the meeting. The meeting was on the monthly calendar that went home the first week of school.

2. The George W Childs will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Parents will be invited to participate in the SAC meetings in February and March to review the School Improvement Plan and Federal Budget Addendum. Letters inviting parents to join the meetings will go home two weeks in a row in February and again in March. The letters will be sent in the Wednesday School Communication folder. Email

reminders and School Messenger phone reminders will also be sent to parents to remind them about the data review meetings.

3. The School District of Philadelphia 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:
 - In collaboration with the Grants Compliance Monitor, School-based School Improvement Support Liaison, School-Community Liaisons, Philadelphia Home and School Council (PHSC), Title I Parent Advisory Committee, The Philadelphia Right to Know Educational Task Force, PARENT POWER, and other parent groups, provide workshops to schools on parent engagement.
 - Provide professional development by parents/caregivers for new and existing principals and other administrators on how to develop promising partnerships with parents/caregivers.
 - Train new and existing staff with parental engagement duties (e.g., School Improvement Support Liaisons, School-Community Liaisons, School Community Coordinators, and Bilingual Counselor Assistants) to assist school sites in implementing parental engagement.
 - Make available the staff of the Office of Educational Equity, Office of Specialized Instructional Support, and Office of Parent, Family, Community Engagement and Faith-based Partnerships, and staff of the Assistant Superintendents for technical assistance.
 - The Title I Office will provide technical assistance to schools and parent organizations, such as the Title I Parent Advisory Committee (PAC), Home and School Associations, The Philadelphia Right to Education Task Force, PARENT POWER, and other organized parent groups.
 - Provide coordination of professional development efforts through the Office of Instruction and Leadership Support.
 - Provide workshops to parents on supporting student achievement and parent engagement.
 - Provide training and other information to School Advisory Councils (SACs). By November 2011, each SAC will outline how they plan to work with Title I PREP parents to schedule turn-around trainings for parents within their schools.
 - Regional PREP parents will serve as advisors to principals and SAC members on how to address the needs of students and parents in their school's Action Plan and Title I Budget.
 - In compliance with Imagine 2014, facilitate parent and family access to teachers and principals.

4. The George W Childs will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

Parents of Head Start will be invited to participate in any parent workshops and in meetings that review data and parental involvement policies.

Each May the Kindergarten program holds an open house and invites the Head Start families to attend. Head Start students are enrolled in the kindergarten program as a priority.

The kindergarten Open House is held in Mid May in the IMC.

5. The George W Childs 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 programs. 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 principal will distribute a survey to parents through the communication folder in the second week of February. The survey will help address parental areas of concern. The Bilingual counselors will also be invited to work with non-English speaking parents to ascertain whether their needs are being met. Parents will be asked to give input during the February and March meetings about improvements needed.

6. The George W Childs will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. The George W Childs will, with the assistance of the School District, provide assistance to parents, 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 Title I-Part A,
- how to monitor their child's progress, and
- how to work with educators.

On September 30, 2015, the principal explained to parents the Title I Part A during the Back to School Night powerpoint presentation. During SAC meetings, the principal will address to the school community how the school intends to meet the student academic achievement standards. During Report Card conferences in December, February, and May, the principal, special education liaison, counselor, and bilingual counselors will be available to meet with parents and guide them through the process of working with the teachers and monitoring their child's progress.

- B. The George W Childs will, with the assistance of the School District, 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:

Using Title I parental involvement money to purchase books for parents on improving Math and Literacy Skills.
Having a Literacy workshop.
Having City Year run a technology workshop for parents after school.

- C. The George W Childs will, with the assistance of the School District, 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:

Teachers reached out to parents and enlisted Room Mothers for every class.

Teachers asked parents to sign up for emails and text messages from the school.

Teachers enter all contacts made onto a google doc that is shared by the entire staff.

At the November Professional Development, staff will receive strategies about effective communication with parents and how to best serve them.

D. The George W Childs 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, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

There is a table and bulletin board set up in the conference room outside of the office with parent literature and resources. An additional table is set up in the downstairs hallway so parents can gather information and take free books when they pick up their children from school and Head Start.

E. The George W Childs 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:

Childs School has four bilingual counselors who translate the monthly calendars that are sent home. They also copy the district literature for the parents of their language groups and give them to the children to take home. They are also available to meet with parents during report card conferences and any time the parents need translation services. The Pacific Translation service is also available any time a parent needs help right away and the bilingual counselor is not available.

PART III. SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School's Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at

school, in order to maximize parental involvement and participation in their children's education;

- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

* * * * *

PART IV. ADOPTION

This George W Childs School Parental Involvement Policy has been developed jointly with, and agreed on with, parents as evidenced by sign in sheet, agenda, and flyer.

The school will distribute this policy to all parents on or before October 20, 2015_____.

(Signature of Principal)

(Date)