

**SCHOOL DISTRICT OF PHILADELPHIA**  
**BAYARD TAYLOR ELEMENTARY SCHOOL**  
**PARENT INVOLVEMENT POLICY**

**PART I. GENERAL EXPECTATIONS**

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

The Bayard Taylor Elementary School 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 **Bayard Taylor Elementary School** 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: On October 9, 2012, we will review and implement decisions with the support of parents and staff members in our first of regular monthly meetings scheduled for parents. Parents will be invited to participate on our Title I Climate and Culture Committee. This committee spends a portion of each meeting reviewing the School Wide Parent Involvement Policy. The group assesses progress of the policy and takes action steps to meeting the policy's goals and objectives. They review the Title I budget and are updated about the professional development opportunities provided by Title I funds. Parents will have input on future professional development ideas and be invited to participate. Additional topics in this meeting will be ideas and initiatives to encourage more parental engagement.
2. The **Bayard Taylor Elementary School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Hold monthly meetings for our Climate and Culture Committee consisting of several parents in our school's community and open to all parents who want to attend. We will survey these parents to ensure their input is valued and well-documented into the plan. During school improvement planning, we will invite parents to help develop the School Action Plan. We

will continue to seek feedback from parents during report card conferences and at monthly Climate and Culture Committee meetings. We will review this plan with parents at each monthly meeting. We will invite parents to attend the Title I budget meetings to seek their input regarding their children's needs and their recommendations regarding future professional development topics to be offered.

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 Coordinator, 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 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). 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 SRC and SDP mandates, facilitate parent and family access to teachers and principals.
  - Bayard Taylor School parents will be encouraged repeatedly to make decisions relating to the education of their children. The chairperson for the meetings will ensure that all needs and concerns are addressed in a timely and efficient manner.
  
4. The **Bayard Taylor Elementary School** will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: **Read to Me** will continue to ensure that all students receive high quality literature to read and share in their homes to foster learning in the family setting. Trinidad Head Start staff will be invited to participate in our Kindergarten Open House. Each night, all students will participate in 100 Book Challenge, allowing reading in the home with family members for at least 30 minutes per night. The Northern Homes STS Program will support the behavioral health/mental health needs of our students and serve as prevention to students who are

identified at risk for behavioral health concerns. Project PRIDE (Positive Results in Drug Education) will also communicate with parents and teachers regularly regarding students at risk. Eat Right Now (Nutrition program from Albert Einstein Medical Center) meets with all K-5 classes and communicates regularly with teachers and parents regarding healthy food choices to combat childhood obesity and other health concerns. Bayard Taylor School is participating in the district's Wellness initiatives. Our Physical Education Teacher is our Wellness Champion and has recruited a Wellness Council to introduce new initiatives to promote healthy beverage and food choices and non-food student incentives.

5. The **Bayard Taylor 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 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, Dean, and Office Support Staff will effectively monitor the parent involvement policy to ensure all guidelines and initiatives are followed. The Dean will serve as Chairperson of the Climate Culture Committee, allowing for input and action steps from parents in the school community. Monthly, the team evaluates the school safety plan, reviews budget concerns, and implements programs and activities to enhance students' emotional and social growth.
  
6. The **Bayard Taylor Elementary School** 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 **Bayard Taylor Elementary School** 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: Taylor Elementary School will provide parents with the knowledge needed to fully implement the topics listed below with the assistance from the School District of Philadelphia. We will provide opportunities for parents to attend school district professional development as well as school-based professional development. We will encourage parents to attend grade chair meetings specific to the topics outlined below, where teachers are trained and reinforced on the topics of curriculum development. We will provide parents with a wealth of information on curriculum issues at Back to School Night, Report Card Conferences, and Climate/Culture Committee Meetings. We will invite guest speakers, arrange information booths, and communicate through Tuesday correspondence. At Back to School Night, we will inform parents of the guidelines of Title I and their entitlements. We will also review the Title I budget which was developed with the parents and staff in the spring of 2012. Additionally, we will ensure that all meetings will accommodate and address the needs of our parents. We will hold meetings at various times and days of the week. We will inform parents ahead of time about meeting dates. Regularly scheduled meetings, such as the Climate and Culture Committee Meetings, will be determined and publicized by early November. The meeting dates will be given to parents for the entire school year by November 9, 2012.
    - The State's academic content standards will be given to parents during report card conferences. The SBTL and Special Education Liaison (SEL) will develop informational booths during half-day report card conferences,

providing parents with parent-friendly handouts listing the State standards and their use to families. Report card conferences are held three times per school year. The School Improvement Staff Liaison (SISL), School Community Coordinator (SCC), and Bilingual Counseling Assistant (BCA) will also be available to address parental needs and concerns.

- The State's student academic achievement standards and NCLB status will be explained to parents at Back to School Night and in the Welcome Letter distributed to all parents in early September.
- State and city academic assessments, including alternate assessments, will be reviewed with parents during parent report card conferences. Data will be explained using a child's portfolio of all Intervention data, Access, DRA and PSSA results. Parents will be requested to sign their child's portfolio. Parents will also receive a copy of their child's individual PSSA reports by September 30, 2012. Teachers will provide an overall review and interpretation of the PSSA individual report as they meet with parents in their classrooms. In maintaining our fidelity to the Common Core Standards, parents will receive flyers describing current topics as they pertain to their child's grade level. This will be given to parents through Tuesday correspondence.
- Regarding the requirements of Title I-Part A: how to monitor their child's progress: Monthly, teachers will communicate students' progress to parents. Parents will review and give feedback on their child's progress: parents will be invited to participate in RtII, as needed. Parents will be asked to be actively involved in behavioral plans and FBAs.
- How to work with educators, as partners in their children's educational program: Parents will be surveyed to determine their interests and needs for parent workshops: requests are on-going for continued technology training and literacy skill development. We continue to request to become a Parent University site.

B. The Bayard Taylor Elementary School 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: SBTL, SEL, and Technology Teacher Leader (TTL) will hold parent literacy workshops, will provide parents with literacy materials and train parents on school-wide literacy programs during half-day report card conferences. They will also train parents on monitoring their child's progress in 100 Book Challenge, and Read to Me Programs. They will provide parents with Everyday Math workshops, teaching parents strategies to implement games in their homes related to the Common Core Standards. The Instructional Leadership Team will design and implement parent make-and-take workshops aligned with grade appropriate activities and the Common Core Standards. Parents will be offered basic technology training to help their children access First in Math, ST Math, and technology components of Imagine It (literacy program) and Everyday Math.

C. The Bayard Taylor Elementary School will, with the assistance of the School District, educate its teachers, pupil services personnel, principal 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 utilizing our community resources and partners such as Brightside, Project PRIDE, Temple University, Penn Charter School, and The Hamels Foundation. We will invite parents to all activities around holidays celebrating multi-cultural events. We will also encourage parents to join all committees. The Taylor School also recognizes and celebrates students through supporting the TCDME (Taylor Community Dance and Music Ensemble),

allowing the opportunity for students to display their love of and skill in music and dance.

- D. The Bayard Taylor Elementary 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, 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 allowing opportunities for parents to meet these organizations on a regular basis. Each organization holds parent workshops delivering information on their program’s goals and objectives. We often send home flyers highlighting the agencies’ meeting dates and programs offered. Also, we advertise and promote the SDP’s Parent University and Parent Resource Center.
- E. The Bayard Taylor Elementary 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 information for parents is sent home through our Tuesday folders. Due to our high Latino/Hispanic enrollment, all documents are translated into Spanish to meet the needs of our community. All information provided to parents is written in a parent friendly language. Notice for parent meetings is given well in advance and we also provide parents with reminder notices, one to two days prior to meetings. When applicable, we will send information home via U.S. mail and/or hand delivery by school personnel.

<i>Document</i>	<i>Date Sent Home</i>
<i>Parental Involvement Policy</i>	<i>October 16, 2012</i>
<i>School Compact</i>	<i>October 16, 2012</i>
<i>School District Family Policy</i>	<i>To Be Determined/Central Office</i>
<i>Parent Rights to Know Qualification</i>	<i>September 28, 2012</i>
<i>Title I Parent Meeting</i>	<i>September 25, 2012; October 2, 2012</i>
<i>Weekly “Tuesday” Folder</i>	<i>On-going, 2012-2013 Tuesdays</i>
<i>Climate &amp; Culture Committee Meeting Schedule</i>	<i>November 9, 2012</i>

**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.]

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**PART IV. ADOPTION (Sample Template)**

This Bayard Taylor Elementary School Parental Involvement Policy has been developed jointly with, and agreed on with, parents as evidenced by attached parent meeting held on October 9, 2012.

The school will distribute this policy to all parents on or before October 16, 2012.

\_\_\_\_\_  
*(Signature of Principal)*

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*(Date)*

Translated versions of this document are available at: [www.philasd.org/translation](http://www.philasd.org/translation) (search word “7440”)