

PARENTAL INVOLVEMENT

The Board of Education believes that positive parental involvement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. Parental involvement may take place either in the classroom or during extra-curricular activities. However, the Board also encourages parental involvement at home (e.g., planned home reading time, informal learning activities, and/or homework "contracts" between parents/guardians and children). The Board directs the Superintendent of Schools to develop a home-school communications program in an effort to encourage all forms of parental involvement.

Consistent with the parent involvement goals of Title I, Part A of the Federal No Child Left Behind Act of 2001 (NCLB), the Board of Education will develop and implement programs, activities and procedures that encourage and support the participation of parents/guardians of students eligible for Title I services in all aspects of their child's education. The Board also will ensure that all of its schools receiving Title I, Part A funds develop and implement school level parental involvement policies, as further required by the NCLB.

For purposes of this policy, parental involvement refers to the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities. At a minimum, parental involvement programs, activities and procedures at both the district and individual school level must ensure that parents/guardians:

- Play an integral role in assisting their child's learning;
- Are encouraged to be actively involved in their child's education at school; and
- 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.

The term parents/guardians refers to a natural parent, legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

District and school level Title I parental involvement programs, activities and procedures will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children.

As further required by the NCLB, parents/guardians of students eligible for Title I services will be provided an opportunity to participate in the development of the district's Title I plan, and to submit comments regarding any aspect of the plan that is not satisfactory to them. Their comments will be forwarded with the plan to the State Education Department.

Parents/guardians also will participate in the process for developing a school improvement plan when the school their child attends fails to make adequate yearly progress for two consecutive years and is identified as a school in need of improvement.

Parent participation in development of district-wide parental involvement plan

The Board, along with the Superintendent of Schools and other appropriate district staff will use the following venues to solicit parental involvement and feedback to ensure parent involvement in the development of the district-wide parental involvement plan:

- Presidents Council
- Parent Teacher Organizations/Associations
- Booster and Support Organizations
- District/Building Level Advisory Teams
- Parent Surveys

Review of district-wide parental involvement plan

The Board, along with the Superintendent of Schools and other appropriate staff, will conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parental involvement plan in improving the academic quality of Title I schools, including the identification of barriers to greater participation by parents/guardians in activities under this policy, and the revision of these policies necessary for more effective involvement. To facilitate this review, the district will conduct the following activities:

- The Superintendent will initiate an annual review of the District's parent policy during the month of July. Parents/guardians will be notified of the annual review through the school district's website should they wish to contribute feedback for the Board of Education. Translation services will be made available upon request.

Development of school level parental involvement plans

The Superintendent of Schools will ensure that all district schools receiving federal financial assistance under Title I, Part A are provided with technical assistance in order to plan and implement effective parental involvement programs and activities that improve student achievement and school performance. As appropriate to meet individual local needs, the superintendent will ensure meetings are held at convenient times and are accessible to all parents/guardians.

Building capacity for parental involvement

To build parent capacity for strong parental involvement to improve their child's academic achievement, the district and its Title I, Part A schools will, at a minimum:

1. Assist parents/guardians in understanding such topics as the state's academic content and student achievement standards, state and local academic assessments, Title I

requirements, how to monitor their child's progress and how to work with educators to improve the achievement of their child. To achieve this objective, the district and its Title I schools will share this information at PTA meetings and via the electronic communication systems. Where necessary, paper copies will be made available .

2. Provide materials and training to help parents/guardians work to improve their child's academic achievement. To achieve this objective, the district and its Title I schools will provide information about the District's academic program. Parents/Guardians also have access to BC@Home, which provides information to parents/guardians, as well as offers them a venue to communicate with teachers.
3. Educate its teachers, Special Education Student Services personnel, principals, and other staff in understanding the value and utility of a parent's contributions and on how to:
 - a. reach out to, communicate with, and work with parents/guardians as equal partners;
 - b. implement and coordinate parent programs; and
 - c. build ties between parents/guardians and the schools.
4. Ensure that information related to school and parent-related programs, meetings and other activities is sent to the parents/guardians of children participating in Title I programs in an understandable and uniform format, including alternative formats, upon request, and to the extent practicable, in a language the parents/guardians can understand.

Coordination of parental involvement strategies

The district will coordinate and integrate strategies adopted to comply with the NCLB Title I, Part A parental involvement requirements with parental involvement strategies adopted in connection with any of the following applicable programs: Head Start, Reading First, Early Reading First, Even Start, Parents/Guardians as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs.

Title I Parental Involvement - School Level Policy

The Bethlehem Central School District recognizes that parents/guardians play an integral role in assisting their child's learning. We encourage parents/guardians to be actively involved in their child's education at school and to become full partners in school educational planning and operations. Consistent with the parent involvement goals of Title I, Part A of the federal No Child Left Behind Act of 2001 (NCLB):

1. The Building Principal and appropriate staff shall convene an annual meeting, at a convenient time, to inform parents/guardians of the school's participation in Title I programs, and to explain Title I requirements and the right of the parents/guardians to be involved. All parents/guardians of children participating in a Title I program will be invited to the meeting.
2. The school staff shall offer a flexible number of meetings to provide parents/guardians the opportunity to meet with school staff and otherwise participate in their child's

education. These meetings shall be held at flexible times (e.g., morning or evening) and/or in highly accessible places such as public housing projects, etc.

3. The school will provide parents/guardians with timely information about Title I programs. School staff will also describe and explain the curriculum in use at the school, the types of academic assessment that will be used to measure student progress and the proficiency levels the students are expected to meet. Parents/guardians may also request regular meetings with school staff to make suggestions and to participate, as appropriate, in decisions relating to the education of their children. The school will respond to any such suggestions as soon as practical.
4. The school staff shall involve parents/guardians, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy.

Student Academic Achievement School-Parent Compact

School-Parent Compact

To help our children achieve, we agree to abide by the following conditions during the school year:

School Responsibilities

The school will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment;
2. Hold parent-teacher conferences. During these conferences, this compact will be discussed as it relates to the child's academic achievement;
3. Provide parents/guardians reasonable access to staff; and
4. Provide parents/guardians with opportunities to volunteer and participate in their child's class and to observe classroom activities.

Parent Responsibilities

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

1. Monitor our child's attendance;
2. Make sure that homework is completed;
3. Limit amount of television our child watches;
4. Volunteer in our child's school;
5. Participate in decisions regarding our children's education;

6. Promote positive use of our child's extracurricular time; and
7. Stay informed about our child's education and communicate with the school regularly.

Student Responsibilities

As a student, I will share the responsibility to improve my grades, and agree to:

1. Do homework every day and ask for help when needed;
2. Read at least 20 minutes a day outside of school; and
3. Give my parents/guardians all notices and information received by me from my school every day.

School	Parent	Student
Date	Date	Date

Adoption date: January 4, 2012