

TITLE I PARENT INVOLVEMENT POLICY REBECCA CREEK ELEMENTARY SCHOOL

GENERAL EXPECTATIONS

Rebecca Creek Elementary School will implement programs, activities and procedures for the involvement of parents participating in 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, Rebecca Creek Elementary School will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes a school-parent compact consistent with section 1118(d) of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, Rebecca Creek Elementary School 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 reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.

Rebecca Creek Elementary School will involve Title I parents in decisions about how the school's parental involvement funds are spent.

Rebecca Creek Elementary School is governed by the following statutory definition of parental involvement and 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 students' academic learning and other school activities, including ensuring that parents will:

- Play an integral role in assisting their child's learning
- Be actively involved in their child's education at school
- Become a full partner in their child's education and are included, as appropriate, in decision-making and in serving on advisory committees to assist in the education of their child

Rebecca Creek Elementary will:

BUILD STRONG CAPACITY FOR PARENT INVOLVEMENT

- by providing activities that include but are not limited to: distribution of the Title 1 Student-Teacher-Parent Compact to each and every family within the first two weeks of school
- collecting Compacts and compilation of a school-wide Compact return rate
- coordinating regularly occurring daytime and evening meetings to present academic programming to parents

COORDINATE WITH OTHER PROGRAMS

- such as Communities In Schools and other community services by sharing resources
- nurture and develop parent involvement to facilitate a smooth transition for both parents and children from home to elementary school
- bring programming from or about community services into the schools when feasible to improve student achievement, promote parental involvement, promote family literacy, and provide opportunities for parents to utilize community resources

PROVIDE TIMELY INFORMATION TO PARENTS by

- providing timely information about school programs
- providing a description and explanation of the curriculum and the forms of academic assessment used to measure student progress as well as the proficiency levels students are expected to meet
- providing information about school programs through such publicity routes as flyers, newsletters, ParentLink, ListServ, webpage
- providing an explanation of the curriculum and information pertaining to the various forms of academic assessment used to measure student progress
- providing student handbooks to each student and include information pertaining to the curriculum, forms of academic assessment, and proficiency levels expected of students

SHARE RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

- School plans will address the school's commitment to provide high quality curriculum and instruction in a supportive and effective environment so that children can meet the state's student academic achievement standards. Rebecca Creek Elementary School is committed to on-going staff development in order to keep current in research-based methods of curriculum and instruction.
- Title 1 Compact:
 - Each school has a school-parent compact on file in the Title I office. The compact is learning oriented and consists of a plan of action that details responsibilities by the school, the student, and the parent for the purpose of achieving high student achievement.
 - The Compact is distributed within the first two weeks of school.
- Home and School Communication
 - Parents will be informed of school activities through a variety of ways, such as newsletters, letters, telephone contact, mailings, ParentLink, ListServe, and conferences.
 - Frequent reports will be made to parents through progress reports, report cards, and access GradeSpeed to inform parents of student progress.
 - Parents are encouraged to access the Comal ISD School System website to review information about pertaining to Rebecca Creek Elementary School as a whole.

PROVIDE WAYS PARENTS CAN MONITOR THEIR CHILDREN'S PROGRESS AND WORK WITH EDUCATORS TO IMPROVE STUDENT PERFORMANCE

- Parents can monitor and support their child's learning by keeping abreast of school procedures, reviewing progress reports and report cards, being aware of homework/class work requirements, and working with the school to schedule conferences to help children improve academically.

PROVIDE WAYS PARENTS CAN PARTICIPATE IN DECISIONS RELATING TO THE EDUCATION OF THEIR CHILDREN

- Parents are encouraged to participate in decisions relating to the education of their children by serving on the school's Site-Based Decision Making committee, attending parent meetings, joining PTA, and participating in parent-teacher conferences.

PROVIDE INFORMATION ON STATE AND LOCAL ASSESSMENTS

- On a timely basis, parents will be provided information concerning the results of the annual review, including school performance profiles, individual student assessment results, interpretation of those results, a description and explanation of the school curriculum, the assessments used to measure student progress, and the proficiency levels the students are expected to meet.

PROVIDE ACCESS FOR LEP AND DISABLED PARENTS

- To the extent possible, information related to schools, meetings, and other activities will be sent to the homes of participating children in the language used in such homes. In carrying out the parent involvement requirements, schools, to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form parents understand. Monthly newsletters on academic and school-community relations topics are distributed in both the English and Spanish language to encourage parents who speak Spanish to become more fluent in their written native language, as well as to become more familiar with the written English language.

