

# **SOUTH BEND COMMUNITY SCHOOL CORPORATION**

## **Title I Parent Involvement Policy**

### **Mission**

*The family and community involvement program at South Bend Community School Corporation Title I Schools engage adults and children in meaningful interactions and learning experiences that lead to increased student achievement.*

### **Policy**

South Bend Community School Corporation (SBCSC) has developed this Parent Involvement Policy in conjunction with the Title I Parent Advisory Council (PAC), consisting of parent representatives from each of SBCSC's Title I schools. This policy, as well as the Family – School Agreement will be distributed to parents of all attending SBCSC's Title I schools.

An annual meeting will be held at each of the Title I schools in September/October to inform parents of their children's participation in Title I, the purpose and requirements of Title I, and the parents' rights and responsibility to be involved with the program. These meetings will be held at times that are convenient for parent participation and will include translation for parents with limited English proficiency. Childcare will be provided.

On-going PAC meetings will be held to review current Title I program effectiveness and inform the decision-making and planning processes for future Title I programs. An annual review of this Parent Involvement Policy will be held in May, at which time revisions will be made for the upcoming school year.

Comments indicating dissatisfaction with the SBCSC Title I program will be collected and submitted along with the annual Title I Application for Grant to the Indiana Division of Compensatory Education.

Central administration shall work in collaboration with parents and guardians and shall actively support the schools and parents in enhancing parent involvement by:

- Respecting parents as partners in the education of their children
- Valuing diversity and providing for equity in each school
- Promoting parent involvement in district leadership and decision-making
- Fostering a welcoming and responsive environment for parents
- Ensuring accountability of staff at all levels throughout the district in working with parents as partners
- Valuing the need for partnerships within public and private entities in the South Bend community

- Establishing and promoting communication as a source of trust and understanding between the district and parents

### **Parent Involvement Activities**

Title I parent workshops or family literacy/math nights provide opportunities for parents to learn about such topics as the Indiana State Standards, the SBCSC curriculum, and methods of assessment at each of the SBCSC Title I schools. Parents receive technical assistance and information that is current to the instructional practices taking place in their children's classroom, and receive suggested materials for supporting their children's academic development at home. Parent Resource Rooms house parent information and resources available at each of our Title I schools.

In addition to workshops and family literacy/math nights, the Family and Community School Specialist at Title I schools utilize home/school visits, provide learning experiences/activities, and make telephone contact with parents to further support students.

Parents of students in Title I schools receive school performance profiles, individual student test data, and interpretations of testing results for ISTEP+, and may request additional school testing results at applicable grade levels.

Title I schools have a Three for Me program that lists opportunities for parent and community volunteerism to support the academic success of children and the school culture. The goal is for each family to choose three ways they can support their school.

The Title I Family – School Agreement further describes the rights and responsibilities of parents and the school staff in creating a collaborative partnership to raise student achievement.

### **Building Capacity for Involvement**

SBCSC builds capacity for Parental Involvement through a variety of meetings, activities, and communication by:

- Educating all school staff about parent involvement on how to communicate and collaborate with parents
- Coordinating and integrating, as appropriate, parent involvement program/activities with Head Start and area pre-school programs
- Providing reasonable access to staff to communicate concerns
- Providing opportunities to volunteer, observe, and participate in the school
- Developing collaborative partnership with community-based organizations

- Communicating in a format and language to the extent possible, that meets parents' needs and
- Providing additional parent support and opportunities for involvement as appropriate based on parents' interests and suggestions

In addition, parents/guardians are asked and encouraged to be involved in their children's learning and education by:

- Taking the initiative to seek the best educational opportunities for their children
- Understanding school procedures and opportunities to contribute or receive support
- Participating in the development of the School Parent Involvement plan and the review and evaluation of the plan
- Utilizing two-way lines of communication between parents, school staff, and the district on the instruction, achievement, and conduct of their children
- Participating in learning opportunities offered by the school
- Participating in leadership roles and decision-making at their children's school and
- Supporting and engaging in development of partnerships within the South Bend community

## **Parent & Community Volunteer Framework**

### **The goals of a parent and community volunteer program include:**

- Increased assistance and support for meeting the academic needs of students
- Reinforcement of the value of education for children
- Increased parent effectiveness and confidence as teachers of their children
- Increased parent understanding of the school culture
- Improved school climate
- Increased collaboration and understanding between stakeholders in education
- Preparation of parents for increased roles in school improvement

### **Key components of volunteer program:**

- Shared vision between district and school-level stakeholders
- Communication and recruitment – based on the needs of the school, specific jobs and descriptions
- Volunteer training – specific job details, student development, confidentiality, identification of volunteer skill and comfort levels
- Management and supervision – volunteer scheduling and sign-in, collection of volunteer background checks, data collection, evaluation and adjustments to program as needed

*Revised May, 2016*

## **Family-School Agreement**

In order to provide quality learning for every student every day; students, parents (or other caring adults), and school staff must work together in a collaborative partnership. The following compact outlines the actions and needs of each member of the school learning community. Students, parents, and staff are asked to sign the compact to express agreement with the terms of the compact.

<p><b><u>Student will:</u></b>          Attend school regularly and be on time.          Work hard to do his/her best in class.          Ask for help when needed.          Respect the personal rights and properties of others.          Complete homework assignments.          Return home-school communications as needed.          Follow school and classroom rules at all times.</p>	<p><b><u>Students need:</u></b>          Caring teachers and school staff.          Adults who believe they can learn.          A safe school environment.          Respect for individual differences and culture.          A family and community that supports them.</p>
<p><b><u>Parents will:</u></b>          Send students well-nourished and rested to school each day on time.          Send their child to school neat, clean, and ready to learn          Limit the amount of screen time for their child (television, computer, video games).          Maintain high expectations for their child.          Monitor homework completion.          Help their child learn to resolve conflicts in a positive way.          Work with school staff to support and challenge their child academically.          Respect the school staff and the cultural differences of others.</p>	<p><b><u>Parents need:</u></b>          Teachers and school staff that respect and acknowledge their role as parents and caregivers          Clear and timely communication via newsletters, phone calls, calendars, and websites.          To feel their culture and their family's individual differences are respected.          A school community that supports families.          Teachers who listen to their concerns and ideas.          A school that welcomes them to visit or volunteer.</p>
<p><b><u>The School Staff will:</u></b>          Provide a positive learning environment based on the mission, vision, and practices of the school improvement plan.          Provide opportunities for students to work cooperatively and creatively.          Provide all students the opportunity to be successful.          Respect students, their families, and their cultural and individual differences.          Communicate with parents on a regular basis about classroom activities and their student's academic growth and achievement.          Listen to the concerns of parents.          Provide opportunities for parents to contribute in the school community by helping at home or at school.</p>	<p><b><u>Teachers need:</u></b>          Students who are physically and mentally prepared to learn.          Respect and support from students, families, other staff, and school administration.          Assistance from staff and administration to remove the barriers that prevent me from doing my best for students.          Respect and the support of the community.</p>

