



# **SANTA MARIA HIGH SCHOOL**

## **Parent Involvement Policy**

### **PARENT INVOLVEMENT POLICY/TITLE 1**

#### **BP 6020**

##### Instruction

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

##### Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school level parent involvement policy in accordance with 20 USC 6318.



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**As the parent of a student you have many rights and responsibilities. This booklet talks about many of those and laws, policies and statutes which cover them. We suggest you read it. We must get the signed Family School Compact form returned or your child may not be able to attend classes. This page talks about when your child is absent from school. Only in certain cases is it permissible for a student to miss school.**

**School attendance is directly correlated to student achievement. In elementary, middle, junior and high school, moving ahead or even graduation, can be put in jeopardy if too many days are missed. Work with the teacher when a child must miss school. Get homework assignments and review work. There is only one chance to get a great education.**

To ensure that parents/guardians are consulted and participate in planning, design, implementation and evaluation of Title I programs, each school receiving Title I assistance shall:

1. Invite all parents/guardians of eligible children to attend an annual meeting in order to inform them about the school's participation in Title—I and their right to be involved.
2. Offer additional meetings for parents/guardians at convenient times, for which related to transportation, child care and/or home visits may be provided.
3. Involve parents/guardians in an organized, ongoing and timely way in the planning, review and improvement of Title I programs and parental involvement policies.

Provide the parents/guardians of participating students all of the following:

1. Timely information about Title I programs.
2. School performance profiles and individual student assessment results, with an interpretation of these results.
3. A description and explanation of the school curriculum, forms of assessment used to measure student progress, and expected proficiency levels
4. Opportunities to meet regularly with other parents/guardians to formulate suggestions, share experiences and participate in decisions related to their children's education.
5. Timely responses to the suggestions of parents/guardians.
6. Submit to the Superintendent or designee any negative comments by parents/guardians related to school-wide program plan.

Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, staff and students will work as partners and share responsibility for improved student achievement. This compact shall describe:

1. The school's responsibility for high-quality curriculum, instruction and learning environment.
2. Parental responsibilities for supporting their children's learning, such as monitoring attendance and homework completion, volunteering in the classroom and participating in decisions related to their children's education and use of extracurricular time.
3. Channels of ongoing communication between teachers and parents/guardians, including parent-teacher conferences, progress reports, reasonable access to staff, and opportunities to volunteer and observe classroom activities.



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Help parents/guardians understand the national education goals, state content standards, state student performance standards, and related state responsibilities. Also, help them understand how to participate in decisions related to their children's education, monitor student progress and work with educators to improve their children's performance.

Provide materials and training that will help parents work with their children to improve their achievement.

Educate teachers, principals and other staff in the value of parental involvement and ways to reach and work with parents/guardians as equal partners.

Insofar as feasible, coordinate and integrate parental involvement programs and activities with other programs.

Encourage community-based organizations and businesses to participate in parental involvement activities and work with parents/guardians and the schools.

Conduct other activities as feasible to help parents/guardians learn about child rearing issues. Insofar as possible, provide full opportunities for the participation of parents with limited English proficiency or with disabilities, and provide program-related information and school profiles in the language used in the home.

Provide reasonable support for parental involvement activities as requested by parents/guardians.

At least one percent of the Title I funds received by the district shall be used for parental involvement activities. The parents/guardians of children receiving Title I services shall be involved in deciding how these funds are allotted. [20 U 6319, BP/AR 6171]]

In addition to the required activities above, Title I funds may be used to support any of the activities listed below:

1. Involve parents/guardians in the development of training for teachers, principals and other staff.
2. Provide necessary literacy training when other reasonable available sources of funding for this purpose are exhausted.
3. Pay reasonable and necessary expenses associated with local parental involvement activities to enable parents/guardians to participate in school-related meetings and training sessions.
4. Train and support parents/guardians to enhance the involvement of other parents/guardians.
5. Arrange meetings at a variety of times to maximize opportunities for parental participation.
6. Arrange for teachers and other educators who work directly with participating children to conduct in-home conferences with parents/guardians who are unable to attend conferences at school.