

LAMPETER-STRASBURG SCHOOL DISTRICT
Lampeter, Pennsylvania 17537

PARENT INVOLVEMENT POLICY

I. References

No Child Left Behind Act ("NCLB")

II. Purpose

The goal of the School District is (a) to provide a high quality education for all children and (b) to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency in meeting state academic achievement standards and state academic assessments. The School District recognizes the parents/guardians as the child's first teacher. The School District also recognizes that the involvement and support of each child's parents/guardians is important in promoting higher student academic achievement and school performance.

The School District is committed to providing quality education for all children by establishing and maintaining a positive, nurturing, and self-motivating environment. This Parent Involvement Policy has been adopted by the Board and will be distributed to all parents/guardians and reviewed on an annual basis.

III. Statement of Policy

1. Parents/guardians will have an opportunity to assist in developing the building plan, review the program and make suggestions. To accomplish this:

(a) Parents/guardians will be provided with:

An explanation of reasons as to why their child was selected for the program;

Objectives; and

Services provided.

(b) The School District will ensure all information and reports provided to parents/guardians are presented in an understandable format, and where possible, in a language parents/guardians can readily understand.

2. All parents/guardians will be invited to an annual meeting to maximize the opportunity to participate in the design, format, development, operation, implementation, and evaluation of the program. At each annual meeting, parents/guardians will receive information on the following:

Title and objectives;

Instructional methods;

Objectives and instructional methods;

The student selection process;

Test scores, how schools are identified for school improvement, and that parents/guardians have the right to request the qualifications of teachers and paraprofessionals and their school;

Description and explanation of the curriculum;

Forms of academic assessment; and
Proficiency levels each student is expected to meet.

The parent coordinator/facilitator will schedule the meeting(s), notify parents/guardians of the meeting(s), and conduct the meeting(s). During these meeting(s), parents/guardians are encouraged to participate in planning activities, to offer suggestions, and ask questions about policies and the program.

3. Support will be provided to parents/guardians and teachers as they plan and implement effective parent involvement by:

Providing parent and parent/child workshops and activities based on the assessed needs and interest. The parent group with the parent coordinator/facilitators leadership will plan and conduct workshops that will meet the needs of the parents/guardians.

Providing a facility that will be a working site for parents/guardians to hold meetings/workshops, work on projects and obtain materials to encourage parents/guardians to support their child's learning.

Providing current, reputable parent literature/materials in a format that is understandable to parents/guardians.

4. The School District will further implement effective parent involvement with the creation of a School/Parent Compact. This compact will outline responsibilities for improved student academic achievement and the manner in which parents/guardians, staff, and students share responsibility for improved student achievement in meeting academic standards. The compact will:

Describe the School District's responsibility to provide a high quality curriculum in a supportive and effective environment, enabling and preparing students to meet academic standards.

Describe the manner in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.

Address the importance of ongoing parent-teacher communication through, at a minimum, parent/teacher conferences, frequent reports to parents/guardians, and reasonable access to staff.

5. In order to promote a strong partnership and work toward higher student academic achievement, the School District will:

Assist parents/guardians in understanding, State student academic achievement standards, State and local assessments, the requirements of the NCLB and how to monitor a child's progress, how to work with educators to improve the academic achievement of their child and how parents/guardians can participate in decisions regarding the education of their children.

Encourage parents/guardians to visit their children's classroom during the school day through participation in side-by-side and daily classroom activities.

Inform parents/guardians of School District activities through newsletters, phone calls, web sites, e-mail and other media.

Encourage staff to have regular two-way meaningful communication with parents/guardians

through parent teacher conferences, progress reports, classroom newsletters, the school's website and providing opportunities for observation of classroom activities.

Cooperate with other agencies and resources to promote necessary training for parents/guardians.

Encourage the education of teachers, pupil services personnel, principals and other staff with the assistance of parents/guardians, in the value and utility of contributions parents/guardians can make as classroom volunteers, sharing skills and interests, assisting and coordinating workshops, helping in the parent center and encourage other parents/guardians.

Develop partnerships with community-based organizations and business-sponsored programs, workshops and training.

To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities that encourage and support parents in more fully participating in the education of their students.

Provide materials and training to help parents/guardians work with their children to improve their children's academic achievement. Such training would include literacy training and using technology, as appropriate, to foster parental involvement.

6. Parents/guardians will have an opportunity to participate in the annual evaluation of the content and effect of the school parental involvement policy and practice. They will also consider:

Increasing parent involvement.

Ways to overcome barriers which may limit participation for those who are economically disadvantaged, disabled, have limited literacy, have limited English proficiency or are of any racial/ethnic minority background.

The annual evaluation will be used to revise and/or design parent policy practices to better parental involvement and parental input.