

Montara Elementary School

Parental Involvement Policy 2022-2023

PART I: General expectations

Montara Elementary School agrees to implement the following:

- Montara Elementary School will put into operation programs, activities, and procedures for the involvement of parents 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 the parents of participating children.
- Consistent with section 1118, the school will work to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with section 1118 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the 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 school reports required under section 1118 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parent involvement: Parental involvement means the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (A) that parents play an integral role in assisting their child's learning
 - (B) that parents are encouraged to be actively involved in their child's education at school
 - (C) that parents 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

PART II: Description of how the school will implement required parent involvement policy components

1. The school will take the following actions to involve parents in the joint development of its parental involvement plan under section 1112 of the ESEA:
 - a. hold regularly scheduled parent advisory meetings
 - b. draft a policy and ask other parent groups such as the English Learner Advisory Committee to review and offer advice
2. The school will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. hold regularly scheduled parent meetings throughout the year
 - b. hold elections for School Site Council (SSC) Representatives
 - c. hold regular SSC meetings to review school plans, budgets, programs, and student activities and to seek their advice and approval
 - d. report at the regular Parent Teacher Organization meetings on the actions of the SSC

- e. involve parents in an organized, ongoing, and timely way to plan, review, and improve Title I programs
 - f. provide a description and explanation of the curriculum used at the school, the academic assessment used to measure student progress, and the proficiency levels students are expected to meet
3. The Barstow Unified School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. BUSD will have a district homework and make-up work policy for all students
 - b. BUSD will encourage parent volunteers in the classroom and have a process in place to screen all volunteers and ensure the health, safety, and welfare of all students
 - c. The district will encourage school sites to award students academic and social achievement and invite parents to attend these activities and student performances
 - d. Require that schools develop in collaboration with parents a Home-School Compact and review it yearly
 - e. Require that schools will include in their Single School Plan for Student Achievement a parent involvement component identifying what activities they will hold throughout the year
 - f. Require that school sites hold parent conferences during the annual district Parent Conference schedule after the first reporting period
 - g. Require that an Individual Learning Plan be developed in coordination with parents for all K-6th grade students at risk of retention.
 - h. Encourage teachers to contact parents regularly concerning a student's overall welfare and academic achievement using progress reports, phone calls, or parent conferences as needed
 - i. Require that teachers meet with all parents of students who are "at risk of failing" as soon as assessments indicate a student is not mastering grade-level objectives
 - j. School sites will be encouraged to host parent training sessions to teach parents how to help their children with reading, math, homework, and study skills
 - k. School sites will share the Common Core Standards for each grade level so parents will know and understand the state and district expectations for their child's performance.
4. The school will coordinate and integrate parent involvement strategies in Part A with parental involvement strategies under the following other programs (Early Admission to Kindergarten, Head Start, Home Instruction for Preschool Children)
 - a. Encourage parents to enroll children in Early Admission to Kindergarten class during January of each calendar year to promote school readiness if they missed the cutoff date for entry into Kindergarten the previous school year
 - b. Encourage parents to learn about how parents can help their children be ready to enter Kindergarten
5. The Barstow Unified School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to economically disadvantaged parents, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement, and revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - a. The school will provide assistance to parents in understanding topics such as the following:
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments

