



## LEA Parental Involvement Plan

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*In support of strengthening student academic achievement, each local educational agency (Opp City School District) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy/plan that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (LEA parental involvement policy/plan). The policy/plan establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).*

*The staff and parents of Opp City Schools recognize the importance of parent involvement in the development of programs to support student achievement and academic progress. OCS is committed to the on going implementation of an effective home-school communication process. As educators and parents, we will work towards identifying and eliminating barriers to parental involvement and provide an inviting school environment.*

### **PART I. GENERAL EXPECTATIONS**

*Opp City Schools* agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with 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, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this LEA parental involvement policy/plan into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the

extent practicable, the school district and its schools 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 1111 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.

- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district 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, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools 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 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;*

*(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

## **PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED LEA PARENTAL INVOLVEMENT POLICY/PLAN COMPONENTS**

1. ***Opp City Schools*** will take the following actions to involve parents in the joint development of its LEA parental involvement policy/plan under section 1112 of the ESEA: In an effort to involve parents in the development of the LEA parental involvement plan, a Parental Involvement Committee will be formed to develop the plan. Once the plan has been developed, the Federal Programs Advisory Committee will review the LEA Plan twice a year, once in spring and once in the fall. Members will be provided information regarding the requirements of NCLB, Title I and state standards regarding Parental Involvement. The committee will be made up of parents, community leaders, and school personnel.

2. ***Opp City Schools*** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:  
The Parental Involvement Plan will be presented at each individual school's Open House/Parent Night along with Opp City Schools Parental Involvement Policy and Parent's Right To Know information. All parents of participating students will be invited to the annual meeting at a convenient time for them at the school to explain the program and activities provided through Title I, federal guidelines, and the role of all parents in the education of their children. Student handbooks and system parental involvement calendar will contain information regarding parental involvement activities and school events as well as important school information. Each student is given a calendar at the beginning of school or at the time of enrollment.
  
3. ***Opp City Schools*** 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:  
The Federal Programs coordinator will participate in meetings with Schoolwide and TA Committees to coordinate activities and provide guidance for allowable expenditures that may be needed to facilitate the activity(s). Results from surveys and Principal's suggestion box regarding parental concerns or questions shall be considered when developing activities. Activities aimed toward fostering student achievement and academic well-being will be a priority in establishing an effective home-school communication process.
  
4. ***Opp City Schools*** will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Opp City Schools will work with the following programs to give people the chance to make suggestions for how we can include others and improve our outreach regarding parental involvement and better serve the diverse needs of our parents and students: Headstart, Special Education, Lucille Pierce Literacy Center, South Central Mental Health Agency, local Daycare agencies, Pre-school directors and local church affiliates.
  
5. ***Opp City Schools*** 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/plan 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 parents who are economically disadvantaged, 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 policy/plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

**BARRIERS To Be Considered:** (What keeps parents from participating in their child's education?)

Many parents, especially those employed outside the home, do not have enough time.

Many parents feel ill-informed about how and why academic decisions are made about their children.

Some parents feel that educators do not care about their opinions or concerns. Teachers do not have enough time to maintain communication with parents and involve them in school activities.

Teachers receive little training in how to effectively involve parents (American Association for the Advancement of Science 1996; National Center for Education Statistics 1998).

In some schools that have high proportions of poor or minority students, a barrier may be lack of parent education to help with schoolwork.

Cultural/socio-economic and language differences between parents and staff.

Parent and staff attitudes.

Perceived lack of safety in the school area after school hours.

The evaluation will be conducted in the Spring before the Federal Advisory Committee meeting so results can be considered for possible revisions or changes to the plan. Parents will be asked to complete surveys evaluating instructional programs and organizational effectiveness of parental involvement activities. Parents will also be involved where appropriate in serving on schoolwide committees. All parents are encouraged to join the Parent Teacher Organization and participate in activities that support the school

In addition, we will be adding to this practice a bit more reflection – giving people the chance to make suggestions for how we can include others and improve our outreach. This will be completed through a Principal’s suggestion box, Principal’s Advisory Committee and small group discussions. This information will be forwarded to the Administrative Offices (district-wide committees), which will use this data to evaluate, revise and implement strategies that will encourage parent-community involvement to a greater degree.

1. ***Opp City Schools*** will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph

- the State’s academic content standards,
- the State’s student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child’s progress, and
- how to work with educators:

Parents will be provided with timely information about programs in a variety of ways to avoid any barriers that might hinder communication between school and home.

Schools shall provide the following program information to parents by way of:

- Printed notices
- Homework Chart notes
- Calendar of events
- Telephone Call
- Web pages

- School Sign
- Radio Announcement
- Newspaper Articles

School Performance profiles that show school progress toward meeting the state's challenging performance standards and provide individual student results and interpretation of results to parents include:

- School-Parent PTO Meetings
- Send home results by student
- Individual parent-teacher conferences
- Counselor and staff meetings
- Grade-Level Meetings
- SACS Report
- State Accountability Reports

- B. The ***Opp City Schools*** will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Grade Level orientations are conducted for Kindergarten, Fifth, and Ninth Grades to discuss transition needs. Orientation meetings for all other grades are conducted as well for informational purposes regarding school operations, transportation, meal pricing and options, school supplies, grade level curriculum, homework policies, code of conduct and introduction of staff. Information regarding special services such as Special Education, remediation classes, tutoring, Title I services, and after-school programs (tutoring) are addressed by the system program director.

During the open House/Parent Night parents are presented with the required documentation needed for student files. Home Language Survey, Employment Survey, Residency Survey, School Compact, and general contact information.

- C. The ***Opp City Schools*** will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Opp City Schools has the responsibility to educate all children and to include parents Reinforcing the high quality of instruction that will help students meet high Performance standards:

- a. Train parents to assist and monitor homework and to monitor their child's progress.
- b. Provide information, training, for both home and school for the following:
  - *No Child Left Behind Act 2001*
  - State Performance Standards
  - Homework and Discipline Policies of child's teacher
  - School/Student Handbooks and Compacts
  - Available resources for parents to use at home such as parenting study tips, school web page, homework hotlines, access to student information on-line through STI Home Access

- Open Door Policy to communicate with school administration and teachers
- Effective parent-teacher conferencing
- Remediation Resources
- Individual school curriculum and Scientifically Researched Based Programs and strategies that are being implemented

Each individual school should address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

- a. Parent-teacher conferences at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
- b. Frequent reports to parents on their children's progress.

D. The ***Opp City Schools*** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

Opp City Schools provides a summer Pre-K program for students who have had little or no formal daycare or school training. The two-week program focuses on school readiness skills and fosters transition skills for parents and students to enter Kindergarten. The program is offered to disabled and non-disabled students. A Kindergarten teacher prior to the start of school also conducts a transition meeting at Headstart.

At the beginning of school, each individual sends home a parent interest inventory. Parents that are interested in volunteering at the schools submit their wishes back to individual schools. Duties of parents include reading to students, listening to s

E. The ***Opp City Schools*** will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:  
All information related to the school and parent programs, meeting, and other activities are sent to parents in a language and format they can understand. Education jargon and acronyms that may be unfamiliar to parents should be avoided. TransAct is used to provide parents with forms in different languages that are needed to comply with *NCLB Act of 2001*

**PART III. DISCRETIONARY LEA PARENTAL INVOLVEMENT PLAN**  
**COMPONENTS**

**NOTE:** The *Opp City Schools Parental Involvement Plan* may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a LEA parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

**PART IV. ADOPTION**

The *Opp City Schools Parental Involvement Plan* has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by of sign in sheet.

This plan was adopted/approved by the Superintendent on \_\_\_\_\_ and will be in effect for the period of 2006-2007. The school district will distribute this plan to all parents of participating Title I, Part A children on or before December 1, 2006.

\_\_\_\_\_  
(Signature of Authorized Official)

\_\_\_\_\_  
(Date)

***Opp City Schools***

*Parental Involvement Planning Committee*

Emily Edgar – Federal Programs Coordinator  
Plan Facilitator

Sharon Spurlin – Schoolwide Committee Chair, South Highlands Elementary

Margaret Fox – Targeted Assistance Chair, Opp Middle School

Danielle Baker – PTO Liaison for South Highlands Elementary

Nina Lane – PTO Liaison for Opp Middle School

Kay Donaldson – Counselor Opp High School

Mindell Glisson – Parent Representative

Rita Langford – Parent Representative

Lex Colquett – Parent/ Community Representative