

Pittsburg Public School

Title I Parental Involvement Policy

Pittsburg Public School, with assistance from parents, teachers, and administrators, has developed and agreed upon the following parental involvement policy for Title I Programs. The policy will be distributed to the parents of students participating in the Title I Program. The policy will be updated periodically as needed to meet the changing needs of the parents, students, and school. Title I programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

The Pittsburg Public School Parental Involvement Policy has been incorporated into the Pittsburg Public School Title I Plan developed under Section 1112. It establishes the district's expectations for parent involvement, and describes how the district will—

- (A) involve parents in the joint development of the plan under Section 1112, and the process of school review and improvement under Section 1116;
- (B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
- (C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);
- (D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, PIPE (former OPAT) Program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;
- (E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the school served under Title I Part A, including identifying barriers to greater participation by parents in activities authorized by Title I Part A (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), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described; and
- (F) involve parents in the activities of the schools served under Title I Part A.

This Title I Parental Involvement Policy will be utilized at all sites within the district.

Each school served under Title I shall:

Part A:

- (1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain this part, its requirements, and their right to be involved;

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- (2) offer a flexible number of meetings, such as meetings in the morning or evening and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
- (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the school parental involvement policy and the joint development of the Title I Plan;
- (4) provide parents of participating children
 - (a) timely information about programs under this part;
 - (b) school performance profiles required under Section 1111 and their child's individual student assessment results, including an interpretation of such results as required under Section 1111;
 - (c) a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;
 - (d) opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if such parents so desire; and
 - (e) timely responses to parents' suggestions under paragraph (d); and
- (5) if the program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Part B:

As a component of the school-level parental involvement policy developed under Subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The Pittsburgh Public School School/Student/Parent Compact is attached.

Part C:

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student achievement, Pittsburgh Public School:

- (1) shall provide assistance to participating parents in such areas as understanding the National Education Goals, the State's content standards (PASS) and State student performance standards, the provisions of Section 1111(b)(8), State and local assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the performance of their children as well as information on how parents can participate in decisions relating to the education of their children.
- (2) shall provide materials and training such as
 - (A) coordinating necessary literacy training from other sources to help parents work with their children to improve their children's achievement; and
 - (B) training to help parents to work with their children to improve their children's achievement;

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- (3) shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school;
- (4) shall coordinate and integrate parent involvement programs and activities with Head Start, Even Start, the Home Instruction Programs for Preschool Youngsters, the PIPE (former OPAT) Program, and public preschool programs and other programs, to the extent feasible and appropriate;
- (5) shall develop appropriate roles for community-based organizations and businesses in parent involvement activities, including providing information about opportunities for organizations and businesses to work with parents and schools, and encouraging the formation of partnerships between elementary, middle, and secondary schools and local businesses that include a role for parents;
- (6) shall conduct other activities, as appropriate and feasible, such as parent resource centers and providing opportunities for parents to learn about child development and child rearing issues beginning at the birth of a child, that are designed to help parents become full partners in the education of the children;
- (7) shall ensure, to the extent possible, that information related to school and parent programs, meetings, and other activities is sent to the homes of participating children, in the language used in such homes;
- (8) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training in improving instruction and services to the children of such parents;
- (9) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such activities;
- (10) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- (11) may train and support parents to enhance the involvement of other parents;
- (12) may arrange meetings at a variety of times, such as in the mornings and evenings, in order to maximize the opportunities for parents to participate in school related activities;
- (13) may arrange for teachers or other educators, who work directly with participating children, to conduct in-home conferences with parents who are unable to attend such conferences at school;
- (14) may adopt and implement model approaches to improving parental involvement, such as Even Start; and
- (15) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

Part D:

In carrying out the parental involvement requirements of this part, Pittsburgh Public School, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form such parents understand.

Part E:

The Pittsburg Public School District will maintain compliance with the Parents Right-to-Know requirements found in Section 1111 (h)(6)

- (1) Qualifications: At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under Title I Part A that the parents may request, and the agency will provide the parents on request and in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum the following:
 - (a) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - (b) Whether the teacher is teaching under emergency or other provisional status through which State qualifications or licensing criteria have been waived.
 - (c) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
 - (d) Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- (2) Additional information: In addition to the information that parents may request, Pittsburg Public School shall provide to each individual parent:
 - (a) Information on the level of achievement of the parent's child in each of the State academic assessments as required under Section 1111; and
 - (b) timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.