

Early College HS School Parent Involvement Policy

Early College High School jointly developed this parental involvement policy in consultation with school personnel, community members, and parents. This policy was distributed to parents of participating children and to the extent practicable, provided in a language the parents can understand. This policy shall be made available to the local community on the school web site; echs.desu.edu. This parent involvement plan will be updated annually to meet the changing needs of parents and the school.

Part 1. POLICY INVOLVEMENT

Early College High School will:

- (1) Convene an annual meeting in August to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved;
- (2) Hold monthly parent meetings;
- (3) Invite parents to be involved, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan (if applicable);
- (4) Provide parents of participating children:
 - (A) timely information about Title I programs;
 - (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
- (5) If the schoolwide program 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.

2. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

SCHOOL-PARENT COMPACT

The Early College High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A, of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the school staff, and students will share the responsibility for improved student academic achievement. Also, the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

This school-parent compact is in effect during school year 2016-2017.

School Responsibilities

Early College High School at DSU will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:
 - Block schedule
 - Semester Courses
 - Summer Bridge
2. Hold College Readiness Meetings with all families of students not making adequate progress towards registration for University Courses based on the ECHS College Readiness Rubric which is completed 8 times a year to coincide with progress reports.
 - Interim Reports 4 times a year
 - Report Cards four times a year
3. Hold parent nights with individual conference for students who have not made progress after a College Readiness meeting or those who have started to decrease in achievement.
 - Sept. 21st, 2016
 - Feb. 8th, 2017
4. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Interim Reports 4 times a year
 - Report Cards four times a year

5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - 8-9 am daily are set aside for parent meetings, please feel free to call Amoscita Rodriquez at 302-678-3247 and request a meeting. If this time does not work for you Amoscita will arrange another meeting time.

6. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents will be notified that they are welcome to shadow their students at their request

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Attend requested parent conferences*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A, parent representative on the school's school improvement team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the state's Committee of Practitioners, the school support team, or other school advisory or policy groups.*

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do my homework every day and ask for help when I need to.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school.*
- *Participate fully in the educational day by being prepared for class, taking responsibilities for my actions and following the Code of Conduct.*

Early College High School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, in a format that is practicable and in a language that parents can understand.
9. Hold PTSA meeting in rotating counties so all parent can participate and receive information these will also be streamed lived in a webinar format.
10. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

