Instruction

Parent Involvement

The Middletown Board of Education actively supports and encourages parent involvement in all of its schools and programs. This policy also meets the applicable No Child Left Behind guidelines in the district’s Title I schools. The Board recognizes that cooperative efforts among the parents*, school and community are essential to building strong educational programs for all children.

Toward this end and pursuant to federal law, the Middletown School District has developed and will distribute this written parent involvement policy based on discussion and consultation with parents of children participating in the Title I program along with parents of non-participating children. In turn, each Middletown school, both Title I and non-Title I, will develop and distribute its own parent involvement policy/compact, consistent with district policy but specific to that school’s interests and needs.

As recommended by Connecticut’s State Board of Education, the Middletown Board recognizes and supports these six standards for building and maintaining effective school-family-community partnerships. The illustrations noted are some, not all, of the programs and activities that help Middletown meet these standards.

1. Parenting: promote & support effective parenting skills and the family’s primary role in encouraging children’s learning at each age and grade level.
   · Middletown meets this standard through its family math and language arts nights, Parent Leadership Training Institutes (PLTI), pre-school workshops for parents, parenting workshops, and Even Start (adult ed.), & Family Resource Centers initiatives.

2. Communicating: ongoing, two-way, and meaningful communication between schools, families, and the community.
   · Middletown meets this standard through its PTAs & PTOs, principals’ coffees, parent-teacher conferences, curriculum nights, Comcast programs, newsletters, and district, school, and classroom web pages. The new parent involvement committees will strengthen this communication.

3. Volunteering: provide training to parents and community members to support learning both in and out of school.
   · Middletown meets this standard through its extensive student mentor program, family outreach worker efforts, PLTIs, read-ins, student tutor collaborations with Middlesex Community College and Wesleyan University, parent volunteer program, and several student volunteer/service activities.
4. **Learning at home:** encourage family involvement in school and curriculum related enrichment activities.
   - Middletown meets this standard through its parent math and language arts nights, numerous school-related and educational websites, newsletters (weekly to monthly), and curricular activities that focus on and engage families. Again, the new parent involvement committees will help us better meet this standard.

5. **Decision making:** help all families strengthen their leadership in school decisions.
   - Middletown will better meet this standard through the formation of parent involvement committees at all of its eleven schools, continued support of PLTIs, inviting greater parent participation on curriculum development efforts, and giving greater attention to student performance and curriculum initiatives at its PTA, PTO, and MSA (Middletown Schools Association – the umbrella organization for Middletown’s PTAs and PTOs) meetings.

6. **Collaborating with the community:** enable schools and families to access – and serve as – community resources.
   - Middletown meets this standard through its work with the NAACP, United Way, Ascend, Excel, Upward Bound, park and recreation department, local colleges and universities, school-business partnerships, and neighborhood outreach through community centers and religious organizations.

Annually, parents of both Title I and non-Title I students will help evaluate, revise, and implement their school’s policies for the following year. Every effort will be made to engage these parents and to comply with the new federal and state regulations. Both at the district and school levels, the parent committees will convene annually to assess the district’s success in meeting the six standards and improving overall academic quality. The district parent involvement advisory committee will comprise representatives from all eleven schools and will include Title I parents. Building principals and the assistant superintendent will be responsible for organizing and maintaining both district and building level parent involvement committees. The school-based committees will each compile a brief report, submitting this to the district parent involvement advisory committee. The advisory committee will review the reports and compile a summary report to be shared with the Board of Education and community. Specifically, the committees will consider data from the district’s many assessments (i.e., DRAs, CMTs, CAPTs, SATs, in-house grades and assessments, GPAs, drop-out and behavioral information), success at fulfilling the objectives and recommendations in the annual district/school/department improvement and diversity enhancement plans. The committee will also review Reading First, Literacy Collaborative, and Early Reading Success progress as revealed through these and other measures.

Beyond the annual review and planning meetings, schools receiving Title I funds will conduct three additional meetings – again, scheduled to accommodate as many Title I parents as possible – to provide parents with:
   - Information about Title I funded programs;
6172.4(c)

- Clear and coherent descriptions of curricula, including the kinds of assessments and levels of expected proficiency;
- Opportunities to make suggestions and participate in decisions affecting their children’s educational experiences;
- Opportunities to bring to the district level any concerns that are not satisfactorily addressed at the building level.

The district and schools will ensure that parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance about how they can assist in educating their children at home.

As part of its school’s parent involvement policy, each Title I school in Middletown shall jointly develop with parents of children served a “School-Parent Compact” outlining the roles and responsibilities of parents, staff, and students for improved student academic achievement in meeting state and federal standards. Each school’s “School-Parent Compact” shall

1. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State’s academic achievement standards;

2. Indicate the ways in which parents will be responsible for supporting their children’s learning (e.g., monitoring attendance, completing homework, monitoring TV and video viewing, attending school activities, and participating, as appropriate, in decisions related to their children’s education and extra-curricular time); and

3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

4. Address the six standards for building and maintaining school-family-community partnerships.

* “Parents” or “Parent” also includes guardians and other family members involved in supervising children’s schooling

Policy adopted: February 10, 2004
Policy readopted: June 20, 2006
MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut