PARENT INVOLVEMENT POLICY

The Hicksville School District is committed to providing a school environment that promotes student achievement and parent involvement in the belief that a strong home/school compact benefits the success of all children.

The District shall jointly and in agreement with parents of students receiving Title I services, establish expectations for parent involvement in Title I programs in accordance with Section 1118 of the Improving America’s School Act of 1994, Section 1118(a) of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, 20 United States Code (USC) Section 6301 et seq., 34 Code of Federal Regulations (CFR) Part 75. This will be accomplished through parent representation on building and district committees.

The Parent Involvement Policy provides for parent representation on the District Shared Decision Making Team, building Site Base Teams, District Professional Development Team and the District Curriculum Council. At an annual meeting of each of the aforementioned committees the following parental involvement activities will be promoted:

- Annual parental involvement in the joint development of the Parent Compact as it relates to NCLB and the joint development of the Title I Plan.
- An annual evaluation of the content and effectiveness of the Parental Involvement Policy.
- Provide parents with a description of curriculum and assessments used to measure student progress.
- Annual parental involvement in the review of yearly staff development topics and evaluation of the annual District Professional Staff Development plan.
- Inclusion of parents in the annual evaluation of building site base team goals and objectives relating to student achievement and the effectiveness of parental involvement in improving the academic quality of the school.
- To the extent appropriate, coordinate and integrate parental involvement in programs and activities relating to the scientifically researched-based Scott Foresman Literacy program and supplemental literacy materials.
- To the extent appropriate, coordinate and integrate parent involvement in Special Education Pre-K programs and activities which may include but not be limited to research-based, thematic Houghton-Mifflin Pre-Kindergarten literacy program and supplemental literacy materials.
- If the district were to implement Headstart, Reading First, Even Start, or other program; to the extent appropriate parent involvement programs and activities would be coordinated and integrated.

The District Parent Center provides support for parent involvement activities. The District Parent Center is open daily for parents and staffed with district personnel to assist parents in understanding New York State academic content standards, achievement standards, state and local assessments, strategies to help monitor a child’s progress and
how to work with educators to improve student achievement. The Parent Center also offers workshops both during the day and evening hours to provide materials and training to help parents work with their children to improve achievement through literacy and technology.

Parental involvement also includes participation on the annual Professional Development Evaluation Committee which reviews and recommends topics for staff development.

The district and each school 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 how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the schools.

Each school ensures that information related to school and parent programs, meetings and other activities is sent home to parents in a format and to the extent practicable, in a language the parents can understand.

Each school annually endorses parent membership on building PTA organizations and district parent representation on the PTA Council holding monthly meetings. The PTA Council includes the Superintendent, his/her representative and/or members of the Board of Education to bring common constituency issues to the attention of the Superintendent and the Board of Education.

Parent representation on building and district committees and representation at annual meetings to evaluate programs required by No Child Left Behind and Title I will ensure compliance with federal guidelines and strengthen the relationship between home and school. Written parent concerns regarding schools receiving Title I funds can be submitted to the building principal who will forward them to the district contact person; the Director of Educational Technology and Grants.

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