

Ascension Parish School Board Parental Involvement Policy

The Ascension Parish School Board recognizes that parent/family involvement is essential as we partner to educate our District's students and to prepare them for life-long learning. This responsibility is shared by the family, school, district and community who must work together as knowledgeable and collaborative partners. It is the intention of the district to cultivate and support active family involvement that supports student learning.

Ascension Parish School Board Standards and Quality Indicators for Family Involvement:

1. Communicating

When parents and educators communicate effectively, positive relationships develop leading to greater progress for children.

All schools will:

- Use a variety of communication tools on a regular basis, seeking to facilitate two-way interaction between home and school.
- Establish opportunities for parents and educators to share information such as student strengths and learning preferences.
- Provide clear information regarding course expectations and offerings, student placement, school activities, student services, and optional programs.
- Provide report cards and regular progress reports to parents and offer support services and follow up conferences as needed.
- Disseminate information on school reforms, policies, discipline procedures, assessment tools, and school goals, and include parents in the decision making process as appropriate.
- Afford parents opportunities to conference with their child's teacher(s) with follow-up as needed. These conferences should accommodate the varied schedules of parents, and language barriers.
- Encourage immediate contact between parents and teachers and parents and principals when the need arises.
- Translate communications to assist non-English-speaking students.
- Communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.
- Provide informal activities at which parents, staff, and community members can interact.
- Provide staff development regarding effective communication techniques and the importance of two-way communication between the school and the family.

2. Supporting Families

The most important support a child can receive comes from the home. Staff members recognize parents' roles and responsibilities ask parents what supports they need, and work to find ways to meet those needs.

All schools will:

- Communicate the importance of positive relationships between parents and their children.
- Link parents to programs and resources within the community that provide support services to families.
- Reach out to all families, not just those who attend parent meetings.
- Establish practices that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community's cultural and religious diversity.
- Provide an accessible parent/family information and resource center to support parents and families with training, resources, and other services.
- Encourage staff members to demonstrate respect for families and the family's role in the rearing of children to become responsible adults.

3. Student Learning

Enlisting parents' involvement provides educators and administrators with a valuable support system - creating a team that are working for each child's success.

All schools will:

- Seek and encourage parental input and feedback in decision making that affect students.
- Inform parents of the expectations for students in each subject at each grade level.
- Provide information regarding how parents can foster learning at home, ie. give appropriate assistance, monitor homework, and give feedback to teachers.
- Assign interactive homework that will require students to discuss and interact with their parents about what they are learning in class.
- Sponsor workshops or distribute information to assist parents in understanding how students can improve their skills, get help when needed, meet class expectations, and perform well on assessments.

4. Volunteering

Volunteers are encouraged to engage in meaningful, valuable work for children whether at home, in the community or in the school.

All schools will:

- Ensure that office staff greetings, entrance signage, and any other interaction with parents creates a climate in which parents feel welcome and valued.
- Survey parents regarding their interests, talents, and availability, then coordinate the parent resources with those that exist within the school and among the faculty.
- Offer at parents who are unable to volunteer in the school building options for helping in other ways, at home or place of employment.
- Organize an easy, accessible program for utilizing parent volunteers, providing ample training on volunteer procedures and school protocol.
- Develop a system for contacting parents to assist as the year progresses.
- Show appreciation for parents' participation, and value their diverse contributions.
- Educate and assist staff members in creating an inviting climate and effectively utilizing volunteer resources.

- Design volunteer activities are meaningful and built on volunteer interests and abilities.

5. Decision Making / Advocacy

Parents are valued as partners in the education of their children when schools and programs actively enlist parent participation.

All schools will:

- Provide understandable processes for influencing decisions, raising issues or concerns, appealing decisions, and resolving problems.
- Encourage the formation of PTAs or other parent groups to identify and respond to issues of interest to parents.
- Include parents on advisory committees, school improvement sub-committees, textbook adoption committees, and calendar committees.
- Provide parents with current information regarding district policies, school practices, and student, school, and district performance data.
- Encourage and facilitate active parent input and feedback on decisions that affect students, such as IEP's, student placement, and course selection.
- Treat parental concerns with respect and demonstrate genuine interest in developing solutions.
- Promote parent participation on school district, state, and national committees and issues.
- Provide training for staff and parents on collaborative partnering.

6. Collaborating with the Community

When schools and communities work together with families to educate children, all are strengthened.

All schools will:

- Distribute information regarding cultural, recreational, academic, health social, and other resources that serve families and the community.
- Develop partnerships with local business and service groups to advance student learning and assist schools and families.
- Encourage employers to adopt policies and practices that promote and support employee participation school activities.
- Foster student participation in community service
- Involve community members in the school volunteer programs.
- Disseminate information to the school community, including those without school-age children, regarding school programs and performances.
- Collaborate with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education.

Revisions to Bulletin 741

Complaint Procedures for The Elementary and Secondary Education Act of 1965, 20 U.S.C. Statute 6301 et seq.

Statute 349 Complaint Procedures

- A. These complaint procedures are established for resolving complaints which may be filed against the DOE or an agency pursuant to provisions of the *Elementary and Secondary Education Act of 1965*, 20 U.S.C. statute 6301, et seq., (ESEA)
- B. The following definitions apply to this section.
 1. An “agency” means a local educational agency, educational service agency, consortium of those agencies, or entity.
 2. An “applicable program: means any of the following ESEA programs for which the DOE has submitted a consolidated State plan or consolidated State application under the ESEA, which may include:
 - a. Title I, Part A (Improving Basic Programs Operated by Local Educational Agencies);
 - b. Title I, Part B, Subpart 3 (Even Start Family Literacy Programs);
 - c. Title I, Part C (Education of Migratory Children);
 - d. Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk);
 - e. Title I, Part F (Comprehensive School Reform);
 - f. Title II, Part A (Teaching and Principal Training and Recruitment Fund);
 - g. Title II, Part D (Enhancing Education Through Technology)
 - h. Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement);
 - i. Title IV, Part A, Subpart 1 (Safe and Drug-Free Schools and Communities);
 - j. Title VI, Part A, Subpart 2 (Community Service Grants);
 - k. Title IV, Part B (21st Century Community Learning Centers);
 - l. Title V, Part A (Innovative Programs);
 - m. Title VI, Part A, Subpart 1, Sections 6111 and 6112 (Improving Academic Achievement Programs); and
 - n. Title VI, Part B, Subpart 2 (Rural and Low-Income Schools Program).
 3. A “covered” program means a federal program not defined as an applicable program for which the DOE is required to provide a complaint procedure and for which a complaint procedure is not otherwise provided by rule of the DOE.

- C. This paragraph sets forth the specific procedures for resolving complaints that are filed pursuant to the ESEA.
1. DOE will receive complaints from individuals or organizations alleging:
 - a. A violation of law in the administration of an applicable program; or
 - b. A violation of a federal statute or regulation that applies to a covered program for which federal law permits the filing of a complaint with the DOE.
 2. The complaint must be in writing and must include:
 - a. A statement that DOE or an agency has violated a requirement of a federal statute or regulation that applies to an applicable program or a covered program;
 - b. The facts on which the statement is based, including the name of the agency or agencies, and the specific requirement alleged to have been violated;
 - c. A proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed;
 - d. The signature and contact information for the complainant or his or her designated representative; and
 - e. The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received by the DOE.
 3. Upon receipt of a complaint against an agency that meets the requirements of §349.C.2, the DOE will acknowledge receipt of the complaint in writing and provide written notice to the agency against which the violation has been alleged. DOE will provide the agency with the opportunity to resolve the complaint without a finding, with the participation and agreement of the complainant
 4. If the complaint concerns a violation by the DOE and meets the applicable requirements of §349.C.2, the State Superintendent of Education will appoint an impartial person(s) to conduct an investigation and resolve the complaint. The person(s) so appointed will acknowledge receipt of the complaint in writing.
 5. All complaints must be resolved within 60 days of the date the DOE receives the complaint. Within that 60-day timeline, the DOE, or the impartial investigator when a complaint is filed against the DOE, will
 - a. Carry out an independent on-site investigation, if the DOE or impartial investigator determines that an investigation is necessary;
 - b. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
 - c. Provide the DOE or agency with the opportunity to respond to the complaint, including, at the discretion of the agency, a proposal to resolve the complaint;

- d. Review all relevant information and make an independent determination as to whether the DOE or agency is violating a requirement of the ESEA; and
 - e. Issue a written decision to the complainant that addresses each allegation in the complaint and contains
 - i. Findings of fact and conclusions;
 - ii. The reasons for the final decision; and
 - iii. A statement of the complainant's right to request the Secretary of the U.S. Department of Education (Secretary) to review the final decision, at the Secretary's discretion.
 6. Complaints regarding participation by private school children must be appealed to the Secretary no later than thirty (30) days after the decision is issued. An appeal regarding participation by private school children must be accompanied by a copy of the decision and a complete statement of reasons supporting the appeal.
 7. Written decisions on complaints alleging violations by DOE will be provided to BESE.
 8. Timelines for DOE's final decision may be extended if exceptional circumstances exist with respect to a particular complaint.
 9. The DOE's final decision must be implemented and include, if needed,
 - a. Technical assistance activities;
 - b. Negotiations; and
 - c. Corrective actions to achieve compliance.
 10. Nothing herein shall preclude the availability of an informal resolution between the complainant and the DOE or agency, nor shall anything herein preclude or abrogate the availability of any administrative hearing opportunities as provided for by federal statute or regulation.
 11. DOE will implement a process for tracking complaints received by DOE to facilitate timely investigation and resolution.
 12. DOE will maintain a complaint log which includes the following components
 - a. Date of receipt of complaint;
 - b. Name of complainant;
 - c. Name of agency, or DOE if complaint is against DOE;
 - d. Resolution, including technical assistance activities and corrective action plan, if needed;
 - e. Date of resolution;
 - f. Date of follow-up on technical assistance activities and corrective action plan, if assigned, and the results of that activity.
- D. An agency will disseminate, free of charge, adequate information about the complaint procedures to parents of students, and appropriate private school offices or representatives .