

DALHART INDEPENDENT SCHOOL DISTRICT
PARENT INVOLVEMENT POLICY
SCHOOL-PARENT COMPACT



Statement of Purpose

Dalhart ISD is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone will gain if school and home work together to promote high achievement for our children. The expectation will be to have neither home nor school doing the job alone. Parents play an extremely important role as the children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

Grade level goals, grade level curriculum, and assessment calendars for the students of Dalhart ISD will be distributed to all parents in the district; with expectations that all students will work toward these goals. We recognize that some students may need extra assistance available through the Title I program and various other educational services offered throughout the district.

Texas learning goals and curriculum for grade levels and subjects can be seen and accessed at: <http://www.tea.state.tx.us> and then click the tab for curriculum.

The district school year calendar lists assessment dates and can be seen and accessed at: www.dalhartisd.org.

Each DISD campus has several educational services that offer extra assistance for students. These programs are included in the special education programs, ESL programs, Migrant programs and Early Childhood Programs.

Dalhart ISD intends to include parents in all aspects of the district's Title I Program. The goal is a school-home partnership that will help all students in the district to succeed.

Parental Involvement in Developing Policy

Requirement 1: Involve parents in the joint development, review and improvement of the Title I Part A program plan.

An advisory committee consisting of parents, members of the community, school staff, and administration will meet to develop the school district's Parental Involvement Policy. This advisory committee (DEIC) will be chosen from 3 teachers in each campus, and parent and community members. These meetings will be held at feasible and convenient times for parents to attend. There will be special attention for recruiting parents for the committee of children in the title-I Program. Meeting times will be posted on the district monthly calendar.

Annual Meeting for Title-I Parents

Requirement 2: Provide coordination, technical assistance and other support necessary to assist in the planning and implementing of effective parent involvement activities to improve student academic achievement and school performance.

There will be an annual meeting for parents, community members and representatives from other programs which will be held at each campus in the district. Parents will be given information about the title-I program guidelines. They will be given information where to access copies of the district's current Parental Involvement Policy or upon request from the Central Office for DISD. Parents will be offered a chance to become involved in revising and updating the policy through a spring survey and serving on the campus or district site-base committees. (CPOC or DEIC)

Each campus will conduct Fall and Spring Title-I meetings. Translation and interpreters will be available. Parents will be sent written notices about the meeting times. Each campus will also communicate meeting times on outside school marquis, community newspaper and campus and district websites.

Fall Parental Involvement meetings will give information about the Title-I funds, school-parent activities, Parent Involvement Policy and School-Parent Compact at campus registrations and Back to School Night. Spring Title I meetings will be held during at each campus during specific campus activities. Surveys will be given to all parents to gain suggestions on how to improve campus programs and services.

School-Parent Compact

In accordance with Title I regulations, each school must develop a compact for outlining the responsibilities of parents, students, and staff.

All parents will be given information on how to access the compact that details the responsibilities teachers, parents, and students have in helping students accomplish their academic achievement goals.

The Dalhart ISD and the parents of the students participating in activities, services and programs funded by Title I, Part A agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic

achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

Each school campus 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. Curriculum will follow the Texas Essential Knowledge and Skills for all core curriculum. Periodic benchmark testing and progress monitoring will establish individual student profiles. Teachers will use testing data to target weak areas and use intervention procedures to help accelerate learning for all students.
Provide parents description and explanation of:
the school's curriculum,
forms of academic assessment
proficiency levels students are expected to meet.
2. Hold parent-teacher conferences in the fall and the spring for the Elementary Campuses during which this compact will be discussed as it relates to individual child's achievement. Each campus will hold an annual meeting to inform parents of the Title I, Part A program and then at the end of each school year ask for parent comments and suggestions via a survey.
3. Provide parents with frequent reports on their children's progress.
Progress Reports will be given every three weeks
Report Cards will be given every six weeks
A parent portal will be available to review student's grades weekly
4. Provide parents reasonable access to staff. All certified staff will have a daily conference time. Parents may call each campus office and schedule a conference with teachers.
Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. All DISD staff will inform parents of classroom opportunities to volunteer or participate in classroom projects, activities, and field trips, contests via classroom notes, classroom websites and campus calendars.
Involve parents in planning, review and improvement of the parent involvement policy and any school-wide program plans.

Parent Responsibilities

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

1. Encourage your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
2. Ensure that your child completes all homework assignments and special projects and comes to school each day prepared, rested and ready to learn.
3. Monitor your child's academic progress and contact teachers as needed.
4. Attend scheduled conferences and participate or volunteer in classroom projects, activities, field trips, contests or programs.
5. Become a member of various school organizations and volunteer to serve on committees or help out at the school.

Join PTO, Booster Club, various school organizations

Serve as a parent representative on the district-level or campus-level planning committees (CPOC, DEIC, Migrant Pac, Title I Pac, L-Pac, SHAC, and Head Start Parent Organization) to help develop educational goals and plans to improve student achievement.

Student Responsibilities

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

1. Attending all classes, daily and on time and being prepared for each class with appropriate materials and assignments.
2. Being properly dressed. (Clean, neat, safe, modest and non-distracting)
3. Exhibiting respect toward others and conducting themselves in a responsible manner.
4. Obeying all school rules and refraining from violations of the Student Code of Conduct.
5. Seeking changes in an orderly and responsible manner through appropriate channels and cooperating with staff in investigation of disciplinary cases and volunteering information when the student has knowledge relating to a serious offense.

Matching Programs to the Needs of Our Community

Requirement 3: Build the school's and parents' capacity for strong parental involvement.

The community will be consulted in the design, development and implementation of the Title I program. Each year, the school district will assess the needs of parents and children in the community, through a variety of measures and surveys for creating a successful school environment.

Workshops and other programs in various topics will be available for parents and children. Parents will be notified about these opportunities through the individual schools. Parents may call the district office at any time to express an interest in a particular workshop or to make suggestions for topics.

Requirement 4: Coordinate and integrate Title I, Part A parental involvement strategies with parental involvement strategies under other programs.

The following programs are offered at each DISD campus. Each campus has a more extensive list of campus programs and services in their school handbooks that can be accessed online at each campus website and copies are available upon request at each campus office.

Accelerated Reader (AR). This program is an independent home reading program for students. The AR system assigns a point value to each book based on the number of words in the book and the reading level. After reading a book, the student takes a computer tests and student reading records are kept with points earned.

After School Day Care/MAGIC. Dalhart Area Child Care Center offers quality care for children birth to 12 years. The after school program is open on school days from 7:00 A.M. to 5:30 P.M. The after school day care hours of operation are 2:45 P.M. to 5:30 P.M.

Dyslexia. . Once a student has been identified as a student with dyslexia by the member of a team knowledgeable of the student and of the components of dyslexia, as well as instructional approaches for student with dyslexia, the team will collaborate on instructional decisions for the student. Components of instruction, as appropriate for meeting the needs of the student, include: explicit, direct instruction that is systematic, sequential, and cumulative. This intensive, meaning-based instruction is presented in a multi-sensory approach in a small group setting when required. Accommodations within the general education classroom setting are determined by this committee as appropriate for meeting the needs of the individual student.

English as a Second Language ESL. The ESL program is designed to reach limited English proficient children at their levels of English proficiency and rapidly build their ability to become

competent in speaking, comprehending, reading and writing English so they may achieve their best potential in and out of the classroom.

Gifted and Talented (GT). This program offers enrichment opportunities to students to perform or show the potential to perform at a high level of accomplishment when compared to others of the same age. Students may be nominated for GT screening by parents, teachers or community members.

Head Start Program. Head Start is a Federal Program for Preschool children. Children who attend Head Start participate in a variety of educational activities. They also receive free medical and dental care, have healthy meals and snacks. To apply for the Head Start program, you will need the following:

- Birth Certificate
- Immunization Record
- Social Security Card
- Proof of Income
- Proof of Social Services

Library. All campus libraries provide supplemental resources for teachers, students for wide reading and research. Library websites help parents and students find educational websites, books, and films, to help students complete school assignments, conduct research or independent study.

Music: The elementary campuses offer a music program to students that offer a variety of music activities that covers all fine arts objectives. The secondary campuses offer Band that gives lessons for various musical instruments.

Migrant Program. The Migrant program is designed to reach migrant children at their levels of proficiency and rapidly build their ability to become competent in all core subjects so they may achieve their potential in and out of the classroom. **Building Bridges** is a migrant program that offers educational support services to qualified pre-school children, ages 3 to 4 years and their parents in their home language and helps prepare younger children for school. It is an in-home program.

Physical Education/Sports. The physical education program consists of various activities promoting personal development in physical fitness, motor skills, organized sports and positive social skills.

Pre-Kindergarten. This is a state program for students that stresses intensive language development and prepares children for Kindergarten. To qualify for this program, the child must be 4 years old by September 1st of that school year. To apply for Pre-Kindergarten, please bring the following to registration:

- Birth Certificate
- Immunization Record
- Social Security Card

Proof of Income

Preschool Program for Children of Disabilities (PPCD). This is a program for preschoolers 3 to 6 years of age with disabilities. If a family member suspects they have a child with developmental delays, they may contact Special Education Services . To attend the PPCD class, children must go through a referral process to determine eligibility.

Right to Intervention RTI. RTI is a model addressing the needs of all student through a continuum of services which provide:

High quality instruction and scientific researched-based tiered intervention strategies aligned with individual student need.

Frequent monitoring of student progress to make results-based academic or behavioral decisions.

Data-based school improvement

The application of student response data to important educational decisions such as those regarding placement, intervention, curriculum and instructional goals and methodologies.

Special Education Programs:

Dalhart ISD provides special education services for students with disabilities, ages 3-21, whom also have a need for special designed instruction. A student must meet eligibility criteria in one of the following areas: auditory impairment, autism, emotional disturbance, learning disability, intellectual disability, orthopedic impairment, other health impairment, speech/language impairment, traumatic brain injury or visual impairment. Services for children who have auditory or visual impairments may begin at birth.

Dalhart ISD offers a full continuum of instructional and related services to eligible students, with initial consideration given to provision of services in the general education classroom to the greatest extent possible. Placement decisions are made by the members of the eligible student's Admission, Review, and Dismissal committee after determining eligibility and developing the student's individual education program. Service options include, but are not limited to Mainstream, Speech Therapy, and Preschool Program for Children with Disabilities, Resource, Inclusion, Behavior Adjustment Class, Self-Contained Class, and for a student who has a hearing impairment which adversely affects educational performance, consideration for the Regional Day School Program for the Deaf.

University Interscholastic League, (UIL). UIL operates as part of the University of Texas and sponsors educational extracurricular academic, athletic and music contests. Furthermore, the UIL provide protocols, suggestions and precautions regarding outdoor practices in athletics and other extracurricular activities.

Staff/Parent Communications

Communications with parents will include newsletters, written notices, E-mails, phone calls, conferences and home visits as needed throughout the school year. Parents are encouraged to take the initiative in calling their child's teacher when they are concerned about a problem. They may also call the school office and ask for a translator at the conference. As much as possible, notices will be sent home in English and Spanish languages. Staff will receive training on how to improve home-school communications and parents will be asked to give input for this topic. Other forms of communications will be:

Campus and District websites

Campus outside Marquis communication boards

Dalhart Texan newspaper and website

Dalhart XIT TV Station community calendar

Evaluation

Requirement 5: Conduct an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of Title I, Part A schools, including identifying barriers to greater participation by parents in Title I, Part A activities.

There will be an annual evaluation of the content and effectiveness of the Title I Parental Involvement program. Parents will be asked for their input in the evaluation. The evaluation will include an assessment of how much the parental involvement are increasing/decreasing and identifying barriers to parent participation. The school district will review its Parental Involvement Policy on the basis of this annual review.

The commitment to family involvement has been approved by the Dalhart ISD School Board. The policy will be coordinated and promoted by the Title I staff, administration and teachers throughout the campuses and district.