



Carroll Independent School District Parental Involvement Policy

Carroll Independent School District will implement the following statutory requirements:

- Develop programs, activities, and procedures for the involvement of parents in schools with Title I programs. These programs, activities, and procedures will be planned and operated through meaningful consultation with parents
- Work with its schools to ensure that the required school-level parental involvement policies meet or exceed the Title I requirements
- Provide full opportunities for the participation of parents with children with limited English proficiency, parents whose children have disabilities, and parents of migratory children
- Involve the parents of children served in Title I schools in decisions about how Title I funds reserved for parental involvement are spent

Development of the Parental Involvement Policy and School-Parent-Student Compacts

The District Advisory Committee (DAC) is comprised of parents, members of the community, business leaders, teachers, school administrators, and district leadership. The District Advisory Committee is the District equivalent of campus site-based teams and, as such, plays an important role in Carroll ISD. The committee serves in an advisory capacity to the Board of Trustees. This committee will discuss the design and implementation of the District Improvement Plan, Parent Involvement Policy and School-Parent-Student Compact, among other tasks. The compact explains how students, parents/caregivers, and employees will share responsibility for promoting student success.

Carroll ISD will actively recruit volunteers for the District Advisory Committee (DAC) through various avenues of publicity. Committee selections will strive to produce a diverse parent population that will include all student groups serviced by the district with arrangements for translators to help with communications, if needed. Meetings will be planned at convenient times and locations for all members of the committee.

Title I Annual Parent Meeting

Carroll ISD uses Title I funds to provide school-wide services for all eligible students. The district will hold at least one meeting annually to review Title I guidelines and services offered through the district. Copies of the District Parent Involvement Policy and School-Parent-Student Compact will be distributed at the meeting. Documents will be provided in English and available in Spanish upon request. Notice of the meeting will be provided through written invitation to parents/caregivers and through public notices. The District will also respond to a parent's request for language assistance and recognize that parents can be limited English proficient even if their child is proficient in English.

Parent Involvement Opportunities

Carroll ISD will support parental involvement as it develops and maintains an optimal learning environment for all students. The district will communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English.

Parents are encouraged to:

- contribute through volunteer programs;
- participate in parent-teacher conferences;
- attend school meetings;



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- serve on committees; and
- provide their input about the school/district.

Building Capacity

Carroll ISD values the partnership of the parents in their children's education. There are many ways parents can make significant contributions to student success both at home and by volunteering at the school. Student achievement is the result of effective home-school-community partnerships.

Parents may be assisted in understanding state standards, district and school assessments, and how to monitor a child's progress in the following ways:

- Provide assistance to parents/families in understanding the State's academic content standards and academic achievement standards, local academic assessments, how to monitor a child's progress, and how to collaborate with educators to improve the achievement of their children.
- Post the Testing Calendar online so parents can stay informed of the testing schedule.
- Provide materials and training as necessary to help parents work with their children to improve achievement.
- Provide education to teachers, administrators, and other staff on ways to reach out to, communicate with, and work with parents as equal partners at school.
- Provide information and resources for Early Childhood Intervention (ECI) and host CISD Blended Prekindergarten Parent Information Night.
- Assist parents in monitoring their child's progress through Skyward and reports of student progress.
- Communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English.

Staff and Parent Communication

Carroll ISD eBlast, Social Media, Newsletters, teacher notes, school marquee, conferences, personal contacts, phone calls and written notices will be used to establish and maintain open lines of communication with parents/caregivers. The District will also respond to a parent's request for language assistance and recognize that parents can be limited English proficient even if their child is proficient in English.

Coordination of Programs

Carroll ISD will annually assess the needs of parents and children in the school community using a variety of tools. The findings will be used to revise the Title I program to meet the current needs. Workshops or other training will be made available to educators and parents to address these needs. Parents will be notified about training opportunities through the district's website at <https://www.southlakecarroll.edu/>.

Evaluation

Carroll ISD will take action to conduct an annual evaluation of the content and effectiveness of this parental involvement policy to improve the quality of Title I schools. The evaluation will include identifying barriers that limit participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, disabled, or have limited English proficiency. The District will use the findings of the evaluation to design strategies for more effective parental involvement.