



## Indianapolis Public Schools Parental Involvement Policy

Indianapolis Public Schools (IPS) shall provide coordination, technical assistance and essential support for Title I schools. Thus, building capacity for robust parent engagement is necessary to advance student academic achievement and performance. IPS will involve parents in the development of an academic school review and improvement plan. IPS will support schools in building parental involvement by:

- Providing assistance to parents and children to better understand the state academic standards and how to monitor progress for academic improvement.
- Providing material, and training, to help parents work with their children in academic areas
- Educating the educators, with the assistance of parents, using various tools to ensure parents are encouraged to recruit parents to become active partners.
- Ensuring that communication is written in a language that all parents can understand and will allow them to be fully engaged in the education of their child(ren).
- Providing support for parents that are reasonable, per the request of parents.

IPS will support the transition of students into and out of various schools. Activities may include holding open houses, touring school sites, hosting informational meetings with parents, distributing newsletters and conducting parent workshops. IPS will also provide opportunities for school volunteerism, inclusion of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information for school reports.

IPS will require all school sites to review and revise annually their Parent Involvement Policy, including the School and Family Compact. Review and revision will be done in the spring of the year, with parents and staff using the state-approved rubrics. IPS schools will distribute the Parent Involvement Policy and Compact in both English and Spanish. Accommodations, such as interpreters, will be provided, as needed, for parents with limited literacy and/or English skills for meetings and activities.

IPS will require schools to evaluate the content and effectiveness of the parental policy; identify parent participation barriers, including English proficiency, limited literacy disability, and racial or ethnic minority background. Findings will then be converted into strategies for more effective parental engagement programming. Realizing that IPS families and the entire Indianapolis community have shared responsibilities for the academic success of all children, we will continue to strive for:

- Robust programs that offer a myriad of interventions in every school community
- Families being our students' first teachers, and schools providing various opportunities to participate in the child's education.
- More opportunities to connect schools, students and families with services and other community/cultural assets.
- Involvement and investment of all stakeholders.
- Every family in IPS has access to a high-quality school, regardless of where the family lives.

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