

Title I Parent Involvement

NOTE: Schools receiving federal Title I funds are required to have a parent involvement policy. This sample policy can be used as the basis for the joint development of a policy, as required by the federal legislation. This policy cannot be the District's policy without some parental involvement in its development at the local level.

The District endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community to promote high student achievement. Partnerships among parents, teachers, students, and the community assist our school in meeting our goal of providing quality education for students. This partnership is critical to the effectiveness of the school and contributes to student achievement and success. In this policy the word "parent" also includes guardians and other family members involved in supervising the child's schooling.

Pursuant to federal law, the District will develop jointly with, agree upon with, and distribute to parents of children participating in the Title I program a written parent involvement policy. The notice shall include information about complaint procedures regarding Title I parental participation programs, and shall inform parents of their right to request information about the professional qualifications of both the teachers and the paraprofessionals who teach and work with their children. To the extent practicable, each parent should receive the policy in a language they can understand. The District may also create a parent newsletter to highlight curriculum, content standards, measures, and proficiency levels.

The Board directs the Superintendent to develop a plan to provide support for schools in planning and implementing parent involvement activities. The plan will outline how the school will work with their parents throughout the school year. A meeting may be held within the first month of school to review and possibly revise this plan. This plan will clearly establish when and how parents will be involved in all aspects of the Title I program.

The Title I consulting teacher and special education teacher is directed to coordinate and integrate other parental involvement strategies related to programs such as Head Start, Reading First, Early Reading First, Even Start Family Literacy Programs, Home Instruction Programs for Preschool Youngsters, Parents as Teachers, and public preschools. They will conduct activities that encourage and support parents in more fully participating in the education of their children. At a minimum, parents in these programs will be invited to participate in Love and Logic courses as well as invited to a transition night before the start of school for parents of children transitioning to Kindergarten. At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, evaluation, and improvement of the parental involvement program for the next school year. Proposed activities to address the requirements of parental-involvement goals shall be presented.

The annual meeting may be held on Back to School Night.

If the school-wide program developed is not satisfactory to the parents of participating children, any parent comments on the plan shall be submitted to the District when the school makes the plan available to the local educational agency.

In addition to the required annual meeting, additional meetings shall be held at various times of the day and/or evening for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and how the school will provide individual student academic assessment results;
3. An explanation of how to monitor their child's progress and work with educators to improve the student achievement;
4. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
5. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the District level.
6. The opportunity for parents to evaluate involvement activities and to identify barriers to greater participation. This input shall be used to inform strategies for effective parental involvement, and to revise policy as necessary.

Parents with disabilities shall be provided with an opportunity to request the auxiliary aids and services of their choice. Such support shall be provided by the school unless it demonstrates that another effective means of communication exists, or that use of the means chosen by the parent would result in a fundamental alteration in the service, program, or activity or in an undue financial and administrative burden. Outreach efforts shall include outreach to parents of limited English proficient students to inform them of how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet the challenging State academic achievement standards and State academic content standards expected of all students. Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

The District will, with consultation and input from their parents, annually develop a plan for use of Title I parent involvement funds. These funds will be used to provide parents with material and other costs directly associated with increasing parental involvement. A plan for use of these funds may be completed at the first meeting of the school year and shared with all parents.

Parents will be provided with data that supports the use of these funds and will be asked for their input. Before the end of each school year, parents will be provided with evaluation information that assesses the effectiveness of the Title I school program, staff development conducted throughout the year, and all parent involvement activities held during the year.

The parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation, by writing or by phone, of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Parents will have reasonable access to the staff and the school.

Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress, or to receive updates by phone or written report. Parents may be provided with opportunities to observe their child at school in their Title I program and will also receive guidance as to how they can assist at home in the education of their children. This may include specific support strategies and materials to help their child with reading, spelling and writing at home.

The District may provide materials and training to help parents to work with their children to improve their children's achievement. This may include a family math night and a family reading night.

Each school in the District receiving Title I funds shall develop jointly with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting State standards. The "School-Parent Compact" shall:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time;
3. List the responsibilities of the school administrator and of classroom teachers;
4. Address the importance of parent-teacher communication on an ongoing basis with (at a minimum) parent-teacher conferences, frequent reports to parents, and reasonable access to staff; and
5. Describe students' responsibility for academic improvement.

All parents may be annually provided copies of the parent/school compacts at the start of each school year, and will be provided with opportunities for input into this document throughout the year. A meeting will be held in the spring of each year to provide parents an opportunity to review and possibly revise the current parent/school compact. Throughout the school year parent

input on the parent/school compact will be solicited and used during the spring meeting in the possible revision of this document.

The school will establish a parent advisory committee to assist in the review of their parent compact, parent involvement plan, use of parent involvement funds, and the annual review and evaluation of the school Title I program. This committee will also plan for school improvement. The school will solicit parents to serve on the committee at the start of each school year. Any parent of a student in this school is eligible to serve on this committee. Every effort will be made to make all parents aware of the efforts of this committee and solicit input from all parents concerning these efforts.

Legal Reference: Title I of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301-6514, as implemented by 34 CFR parts 200, 201, 203, 205, and 212
Improving America's Schools Act, P.L. 103-382, § 1112 Local Education Agency Plans
P.L. 107-110, "No Child Left Behind Act of 2001," Title I – Improving the Academic Achievement of the Disadvantaged, § 1118
20 U.S.C. § 6318 No Child Left Behind

Policy History:

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