

The board of trustees of this district adopts this policy to encourage and facilitate parental participation in Title I educational programs and experiences of students. This policy provides the framework for organized, systematic, ongoing, informed, and timely parent involvement relative to decisions about the Title I services within the district.

This district will fully comply with the requirements of 20 U.S.C. Sections 1118 and 6319. It is the policy of this district to plan and implement, with meaningful consultation with parents of participating students, programs, activities, and procedures for the involvement of parents in its Title I programs.

POLICY DEVELOPMENT

The administration will develop jointly with, agree upon with, and distribute to parents a written parent involvement policy that will be incorporated into the district's Title I plan. The policy must be reviewed on an annual basis, and amended as necessary. The policy will be developed on a district-wide basis and will be applicable to all district schools which receive Title I funds. The Title I Coordinator will be responsible for facilitating development of the policy and ensuring that the policy addresses each of the following components:

1. EXPECTATIONS FOR PARENT INVOLVEMENT:

The policy will establish the expectations for parent involvement and describe how the district will:

- a. Involve parents in the joint development of the district's Title I plan and the process of school review and improvement.
- b. Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement;
- c. Build the schools' and parents' capacity for strong parent involvement;
- d. Coordinate and integrate parental involvement strategies with similar strategies under other programs, such as Head Start, Even Start, and other similar preschool programs, including Parents as Teachers;
- e. Conduct, with the parents, an annual evaluation of the content and effectiveness of the parental involvement policy to determine the policy's effectiveness in increasing parent participation and identify barriers to greater parent participation in Title I activities with attention to parents of students with disabilities, those who are economically disadvantaged, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

- f. Use the evaluations to design strategies for improving and revising, if necessary, the district-level parental involvement policies.
- g. If the district's Title I plan is not satisfactory to the parents, the district will submit any parent comments with the plan when the plan is submitted to the State.

2. ANNUAL MEETING:

The policy will address the involvement of parents in the development of the parental involvement policy and the ongoing and timely planning, review, and improvement of school-wide Title I programs. The Title I school will schedule an annual meeting to explain to parents the program, its requirements, and their right to be involved. As necessary to facilitate parent involvement, the school may offer a flexible number of meetings, transportation, childcare, or home visits.

3. TITLE I PROGRAM IMPROVEMENT:

The policy will address the involvement of parents in the planning, review, and improvement of the parent involvement programs, unless the district has a program for involving parents in the planning and design of its programs that would adequately involve parents of participating children;

4. INFORMATION SHARING:

The policy will specify how the district will provide parents with:

- a. Timely information about Title I programs;
- b. School performance profiles as required by law and their child's individual student assessment results along with an interpretation of the results;
- c. A description and explanation of the curriculum and forms of assessment used, and the expected student proficiency levels;
- d. The opportunity to make suggestions, share experiences with other parents and participate in decisions relating to their child's education; and,
- e. Timely responses to parents' suggestions.

5. SCHOOL/PARENT COMPACT:

The district will develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student achievement and attainment of State high standards. The compact will:

- a. Describe the school’s responsibility to provide high-quality curriculum and instruction in an environment that will enable participating students to meet State student academic achievement standards.
- b. Describe the parent’s responsibility for supporting their children’s learning.
- c. Address the importance of communication between teachers and parents on an on-going basis through:
 - (1) At least annual parent-teacher conference to discuss the compact and the child’s achievement;
 - (2) Frequent progress reports to the parents; and
 - (3) Reasonable access to staff, opportunities to volunteer, participate, and observe in the child’s classroom.

6. DISTRICT-PARENT-COMMUNITY PARTNERSHIP:

To ensure effective parental involvement and to support a partnership among the district, parents, and community to improve student achievement, the policy will describe how the district will:

- a. Provide assistance to parents in such areas as understanding federal and State education goals, State student academic content and student performance standards, assessments, monitoring their child’s progress, working with educators to improve their child’s performance, and participating in decisions regarding their child’s education;
- b. Provide materials and training to assist parents in working with their children to improve their children’s achievement, including coordinating necessary literacy training from other sources to foster parental involvement;
- c. Educate staff, with parental assistance, in the value and utility of contributions of parents and in how to involve and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school;
- d. Coordinate and integrate parental involvement programs and activities with Head Start, Even Start, the Home Instructions Programs for Preschool Youngsters, the parents as Teachers Program and public preschool and other programs, as feasible and appropriate;
- e. Develop appropriate roles for community-based organizations and businesses in parental involvement activities and providing information about and encouraging the formation of partnerships between public schools, businesses, and parents;

- f. Conduct activities such as parent resource centers and opportunities for parents to learn about child development and child rearing, as appropriate and feasible;
- g. Ensure, to the extent possible, that information about school and parent meetings, programs, and activities is sent home in the language used in the participating child's home;
- h. Provide other reasonable supports for parental involvement as requested by parents to allow the inclusion of parents in school-related meetings and trainings.
- i. To the extent practicable, provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
- j. The policy will also describe the process to be taken if the district and school choose to:
 - (1) Involve parents in the development of staff training to improve the effectiveness of the instruction and services to participating children;
 - (2) Provide necessary literacy training with Title I program funds if all other funding has been exhausted;
 - (3) Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs to enable parents to participate in meetings and training sessions;
 - (4) Train and support parents to enhance the involvement of other parents;
 - (5) Arrange meetings at varied times to maximize parental opportunities for participation in school-related activities, including staff in-home conferences with parents who are unable to attend conferences at school; and
 - (6) Adopt and implement model approaches to improving parental involvement, such as Even Start.

PARENT ACCESSIBILITY

The district and schools will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parents.

The district and each school will assist parents and parent organizations in learning of and about parental information and resource centers.



LEGAL REFERENCE:

No Child Left Behind Act of 2001, 20 USC § 6301, *et seq.*, including, specifically, §§ 1118 and 1120A

20 USC § 6319

ADOPTED: February 11, 2008

AMENDED: