

The board of trustees of this district adopts this policy to encourage and facilitate parent and family member 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 and family members of participating students, programs, activities, and procedures for the involvement of parents and family members in its Title I programs.

### **POLICY DEVELOPMENT**

The administration will develop jointly with, agree upon with, and distribute to parents and family members of participating children a written parent and family engagement 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.

#### **1. EXPECTATIONS FOR PARENT AND FAMILY ENGAGEMENT:**

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

- a. Involve parents and family members in jointly developing the district's Title I plan and the development of support and improvement plans.
- b. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- c. Coordinate and integrate parent and family engagement strategies with similar strategies under other relevant Federal, State, and local laws and programs, such as Head Start, Even Start, and other similar preschool programs, including Parents as Teachers;
- d. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all participating schools, including identifying:

- i. Barriers to greater participation by parents and family members in activities authorized under this policy (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  - ii. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - iii. Strategies to support successful school and family interactions;
- d-e. Use the evaluations in subparagraph (d) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the district-level parent and family engagement policies.
- f. Involve parents in the activities of participating schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

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## 2. ANNUAL MEETING:

The policy will address the involvement of parents in the development of the parent and family engagement 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.

The annual meeting shall address the following issues:

- a. Explain the school's participation in Title I.
- b. Explain the Title I requirements.
- c. Explanation of what participation in Title I programming means, including:
  - A description and explanation of the school's curriculum;
  - Information on the forms of academic assessment used to measure student progress; and
  - Information on the proficiency levels students are expected to meet.
- d. Explain the district parent and family engagement policy, school parent and family engagement policy, and school-parent compact.
- e. Explain the right of parents to become involved in the school's programs and ways to do so.
- f. Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about

the education of their children. The school must respond to any such suggestions as soon as practicably possible.

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**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 school 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:**

Each school that receives Title I, Part A funds or services 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 the State's 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.

d. Be in writing and a copy kept on file at the school, as well as documentation of how it was distributed.

**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.

**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  
Improving America’s Schools Act, 20 USC § 6319  
20 USC §§ 6318 & 6321  
34 CFR Parts 74-86 and 97-99, and 200

**ADOPTED:** November 3, 2010

**AMENDED:**

**NOTE:** This policy specifies that the parent involvement policy development process must take place at both the district and individual Title I school level. If the district’s policy addresses all parents, it may be amended to address the process for the individual school.