

Title 1 Parent Involvement

The Superintendent or designee will ensure that the District's Title 1 Parent Involvement policy, plan and programs comply with the requirements of federal law.

The District will take the following actions to involve parents in the joint development of its district-wide parental involvement plan:

1. An annual meeting of parents of participating Title 1 students will be held to explain the goals and purposes of the Title 1 program.
2. Parents will be given the opportunity to participate in the development, operation and evaluation of the program.
3. Parents will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.

The District will take the following actions to involve parents in the process of school review and improvement:

1. Parents will be given the opportunity to review the school improvement plan.
2. Parents will be encouraged to participate in the building self-review.

The District will provide the following coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities:

1. Identify barriers to greater participation by parents in parental involvement activities;
2. Use findings of the evaluation to design strategies for more effective parental involvement; and
3. Revise, when necessary, the district and school parent involvement policies.

The District will coordinate and integrate parental involvement strategies with similar strategies under the following other programs:

- Head Start;
- Even Start;
- Learning Assistance Program;
- Special Education; and
- State-operated preschool programs.

The District will facilitate multiple programs by:

1. Conducting joint parent meetings;
2. Holding meetings at various times of the day and evening;
3. Arranging for in-home conferences;
4. Using Title 1 funding to facilitate parent attendance at meetings by payment of transportation and child care costs.

The District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality in the schools:

1. The parent involvement policy will be evaluated annually;
2. The District will identify appropriate participants including parents, teachers, administrators and community members, and
3. Parents will have an opportunity to provide their input at each stage of the evaluation process.

The District will build the schools' and parent's capacity for strong parental involvement through the following:

1. The District will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
 - The State's essential academic learning requirements,
 - The State and local academic assessments including alternate assessments,
 - How to monitor their child's progress, and
 - How to work with educators.
2. The District will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - a. Giving guidance as to how parents can assist at home in the education of their child;
 - b. Holding parent meetings at times likely to allow parents of children served in Title 1 to attend. At these meetings, parents shall be provided:
 - Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - Opportunities to submit comments about the program to the district level.
 - Opportunities to meet with classroom and Title 1 teachers to discuss their child's progress.
3. The District will, with the assistance of parents of children served under Title 1, educate its certificated and classified staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by providing to parents:
 - a. An explanation of the reasons supporting their child's selection for the program;
 - b. A description and explanation of the school's curriculum;
 - c. Information in the academic assessment used to measure student progress;
 - d. Information on the proficiency levels students are expected to meet; and
 - e. Other services that are identified as a need by parents and which are within the financial and programmatic parameters of the Title 1 program.

4. The District will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - a. Distributing written information on a regular basis;
 - b. Distribute written information in multiple languages; and
 - c. If feasible, provide information orally for limited English proficient parents in a language they understand.

School Based Parent Involvement

Each school in the District receiving Title 1 funds will jointly develop, with parents of students served in the program, a school-level policy outlining the manner in which parents, school staff and student share responsibility for improved student achievement in meeting academic standards. The policy will:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title 1 program to meet the District's academic standards.
2. Indicate the ways in which parents will be responsible for supporting their children'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. Address the importance of parent-teacher communication on an ongoing basis through, at minimum, parent-teacher conferences, frequent reports to parents and reasonable access to staff.

PROCEDURE ESTABLISHED April 21, 2008