



101 DEVELOPMENT OF PARENTAL INVOLVEMENT POLICIES FOR TITLE I PROGRAMS

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I LEA in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parental involvement in relation to decisions about the Title I services within the school district.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to plan and implement, with meaningful consultation with parents of participating children, programs, activities and procedures for the involvement of those parents in its Title I programs.
- B. It is the policy of the school district to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parental involvement policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

The school board will direct the administration to develop jointly with, agree upon with, and distribute to, parents of participating children a written parental involvement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for parental involvement and describe how the school district will:

- A. Involve parents in the joint development of the school 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 the school in planning and implementing effective parental involvement;
- C. Build the school's and parents' capacity for strong parental involvement;
- D. Coordinate and integrate parental involvement strategies with similar strategies under other programs, such as Head Start, Even Start, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and state-administered preschool programs;
- E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and identify barriers to greater participation, particularly with parents who are economically

- disadvantaged, disabled, have limited literacy or English proficiency, or who are of a racial or ethnic minority;
- F. Use the findings of the evaluations to design strategies for improving and revising, if necessary, the district-level and school-level parental involvement policies; and
 - G. If the school district's Title I plan is not satisfactory to the parents of participating children, the school district will submit any parent's comments with the plan when the plan is submitted to the state.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of the school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents of participating children a written parental involvement policy, agreed upon by such parents, that shall describe the means for carrying out the federal requirements of parental involvement.

- A. The policy will describe the means by which each school with a Title I program will:
 - i. Convene an annual meeting, at a convenient time, to explain to parents of participating children the program, its requirements, and their right to be involved;
 - ii. Offer a flexible number of meetings, transportation, child care, or home visits, to facilitate parental involvement;
 - iii. Involve parents in the planning, review, and improvement of the parental involvement programs, including the school parental involvement policy and the joint development of the school-wide program plan, unless the school already has a program for involving parents in the planning and design of its programs that would adequately involve parents of participating children;
 - iv. Provide parents of participating children with: timely information about Title I programs; school performance profiles as required by law and their child's individual student assessment results along with an interpretation of the results; a description and explanation of the curriculum in use, the forms of assessment used and the proficiency levels students are expected to meet; the opportunity to make suggestions, share experiences with other parents and participate in decisions relating to their child's education; timely responses to parents' suggestions; and
 - v. Submit any parent's comments on the school-wide program plan when it is submitted to the school district.

- B. As a component of this policy, each school shall 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 standards. The compact will:
- i. Describe the school's responsibility to provide high-quality curriculum and instruction in an environment that will enable participating students to meet state student performance standards;
 - ii. Describe the ways each parent will be responsible for supporting their children's learning by monitoring school attendance and homework completion, monitoring television watching, volunteering in the classroom, and participating in discussions about their children's education and use of extracurricular time.
 - iii. Address the importance of communication between teachers and parents on an on-going basis through the use of:
 - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents; and
 - c. Reasonable access to staff, opportunities to volunteer, participate, and observe in the child's classroom.
- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student achievement, the policy will describe how each school and the school district will:
- i. Provide assistance to participating parents in such areas as understanding federal and state education goals, state 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;
 - ii. 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;
 - iii. Educate school staff, with the assistance of parents, in the value and contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school;
 - iv. Coordinate and integrate parental involvement programs and activities with Head Start, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool

programs and other programs, as is feasible and appropriate;

- v. 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;
 - vi. Conducting activities such as parent resource centers and opportunities for parents to learn about child development and child rearing, as appropriate and feasible;
 - vii. Ensure, to the extent possible, that information about school and parent meetings, programs, and activities is sent home in the language used in the homes of the participating children; and
 - viii. Provide other reasonable supports for parental involvement as requested by parents.
- D. The policy will also describe the process to be taken if the school district and school choose to:
- i. Involve parents in the development of training for school staff to improve the effectiveness of the instruction and services to participating children;
 - ii. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
 - iii. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs to enable parents to participate in meetings and training sessions;
 - iv. Train and support parents to enhance the involvement of other parents;
 - v. Arrange meetings at a variety of times in order to maximize parental opportunities for participation in school-related activities;
 - vi. Arrange for staff who work directly with participating children to conduct in-home conferences with parents who are unable to attend conferences at school; and
 - vii. Adopt and implement model approaches to improving parental involvement, such as Even Start.
- E. To carry out the requirements of parental involvement, the school 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.

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

The policies will be updated periodically to meet the changing needs of parents and the school.

Legal References: *20 U.S.C. § 6318 (Parental Involvement)*
 Minn. Stat. §124D.8955 (Parent and Family Involvement Policy)

Cross References: *MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)*